



Institutional Standing of Degrees Issued By Monarch Switzerland

Pre-amble

This document has been prepared to offer clear and accessible guidance for prospective applicants, credential evaluators, and the general public regarding the legal and academic context within which Monarch Business School Switzerland operates. Higher-education systems vary significantly around the world. As a result, readers often approach Swiss institutions with assumptions shaped by their own national frameworks. The purpose of this document is to explain the Swiss higher-education landscape, the position of private institutions within it, and the European research-degree tradition that informs Monarch's academic model. It also addresses common misunderstandings that arise when international observers rely solely on public university registers or attempt to map foreign recognition systems onto Switzerland. The intention is to provide a clear, neutral, and accurate overview that supports accurate interpretation and informed decision-making.

Understanding the Swiss and European Higher Education Framework

Higher education functions differently across the world. Each country or region establishes its own mechanisms for overseeing institutions, ensuring quality, and structuring advanced degrees. Prospective students sometimes encounter unfamiliar terminology or assumptions when comparing systems, particularly when their expectations have been shaped by national practices outside Europe.



This document explains the framework within which Monarch operates and clarifies how Swiss and European structures relate, conceptually and legally, to those of other jurisdictions. The purpose is simply to provide clarity for informed decision-making.

Legal and Institutional Status in Switzerland

Many readers, especially business professionals, are most familiar with the U.S. business school accreditation system and often assume that all management institutions worldwide must conform to its standards and procedures. This assumption is understandable but inaccurate. Each jurisdiction maintains its own legal and academic traditions, and these frameworks operate independently rather than under a single global standard. The Swiss system, particularly its private higher-education tradition, functions within the broader European research-degree lineage, which long predates the American accreditation model and remains one of the most established academic frameworks in the world.

Switzerland maintains a dual higher-education landscape consisting of a public sector and a private sector, each with distinct legal foundations and purposes. Public universities and universities of applied sciences are governed by federal and cantonal mandates, operate under statutory public missions, and participate in the national quality-assurance framework overseen by the Swiss Accreditation Council. Their designations and degree titles are defined by law and tied to Switzerland's implementation of the Bologna Process for state institutions.

Alongside this public system, Switzerland recognizes a robust private higher-education sector, which includes long-standing business schools, research institutes, and specialized institutions offering Bachelor, Master, and Doctoral programs. These private institutions operate under Swiss civil and commercial law and may confer academic degrees without participating in the public-sector accreditation scheme, provided they are properly registered, transparent in governance, and academically coherent. Their legitimacy is derived from Swiss law, institutional governance, research quality, and adherence to the European research-degree tradition. Because private institutions do not seek the protected public titles (e.g., Universität, Fachhochschule, Pädagogische Hochschule) reserved for state institutions, they function independently while still maintaining recognized academic standing through their scholarly output, methodological rigor, and professional reputation.

To understand this model in global context, it is helpful to recognize that the Swiss–European research-degree tradition is considerably older and more established than the modern U.S. accreditation framework, or other foreign accreditation standards. European doctoral education originated in medieval and early-modern universities



built around supervised inquiry, public examination, and academic autonomy—core principles still reflected in Swiss private institutions today. By contrast, the U.S. accreditation system is a relatively recent development. It emerged in the early 20th century as a set of private associations created for institutional coordination and was later tied to federal student-aid eligibility through administrative policy decisions. Its role is therefore administrative rather than academic, and it governs institutions operating only within the U.S. domestic environment.

Within business education specifically, U.S. based quality bodies such as AACSB, ACBSP, and IACBE are well known internationally not because they exercise any global jurisdiction, but because the United States hosts the largest number of business schools in the world. Their visibility is a function of scale and historical market influence, not legal authority beyond U.S. borders. Swiss private institutions which operate under a different legal and academic tradition are not subject to these U.S. bodies, nor are they required to be.

The coexistence of these systems illustrates that Swiss private institutions operate within a historically grounded, academically rigorous framework that is independent of foreign administrative categories. Their standing derives from Switzerland's long-established higher-education tradition, not from external recognition structures created for the internal needs of other jurisdictions.

The European Research-Degree Model

The programs at Monarch Business School Switzerland and the Monarch Global Research Institute follow the European research-degree pathway. This structure is consistent with the Salzburg Principles of the European University Association, which outline research integrity, supervision quality, and examination standards across Europe, which includes:

- Research master's qualifications such as the Licentiate (Lic. Res.) and M.Phil.
- Doctoral degrees (PhD, D.Litt., DSS) emphasizing original inquiry
- Professional Doctoral degrees (DBA, DOL, DOM) emphasizing applied research
- Formal viva-voce examinations
- Supervised research under qualified faculty
- A focus on methodological rigor and scholarly contribution.

This model precedes many modern recognition systems and remains the basis for advanced scholarship across Europe. Within this tradition, research quality, methodological soundness, examination processes, and academic governance define the standing of an institution's awards.



How Higher-Education Oversight Differs Internationally

Across the world, countries regulate higher education in different ways depending on their legal traditions and policy priorities. Some rely on government ministries, others on independent quality-assurance agencies, and still others use private or market-based systems. These mechanisms apply only within a country's own jurisdiction and are designed to oversee institutions operating inside that national system. As a result, foreign universities legally based elsewhere—such as Swiss private institutions—are not included within those domestic listings, because they do not operate under that country's authority. This is a normal feature of global higher education and does not reflect on the legal standing or academic practices of institutions outside the jurisdiction in question. Stated differently, no single model is universal, and none overrides the legal authority of the home jurisdiction.

How the Swiss–European Model Relates to Other Systems

In the international context, the value and portability of qualifications from Swiss private institutions are determined primarily by the professional and academic communities that receive them. Employers, industry bodies, academic reviewers, and research networks assess degrees based on the quality of the work produced, the relevance of the program to professional practice, and the scholarly competence demonstrated by graduates. This professional assessment model aligns with the long-standing European tradition in which institutional legitimacy is rooted in legal establishment, academic governance, research output, and the demonstrated capability of graduates, rather than inclusion on foreign domestic registries, be them: US, UK or other jurisdictions.

It is also important to recognize that modern accreditation systems in many countries originated not in business or management education, but in fields involving public safety and responsibility of care, such as: medicine, dentistry, nursing, and regulated engineering disciplines. These professions require statutory oversight because practitioners directly impact the health, safety, and welfare of the public. Business schools, research institutes, and management-oriented institutions do not operate within such risk-bearing domains and therefore are not subject to the same forms of regulatory licensing. As a result, they function within broader frameworks of quality assurance, scholarly evaluation, and market-based professional credibility rather



than adherence to accreditation systems created for medical or clinical professions. In this context, Monarch's Swiss–European model fits squarely within the international norms for management education and advanced research institutions, where legitimacy is secured through academic integrity, methodological rigor, faculty governance, and the demonstrated achievements of graduates.

The Value of the Swiss Private Higher-Education Tradition

Swiss private higher-education institutions form part of a long-standing European academic tradition that operates alongside the public university sector while maintaining its own distinctive strengths. This tradition emphasizes scholarly autonomy, rigorous research practice, and flexible program delivery suited to working professionals engaged in management, leadership, consulting, and applied research roles. This sector includes some of Switzerland's most internationally active institutions, particularly in management education and executive development.

Institutions within this sector are evaluated by the quality of their scholarship and the integrity of their research processes rather than by inclusion in public-sector registries. Their credibility rests on methodological rigor, strong governance, and continuity with established European scholarly practices. Within this environment, Monarch functions according to the principles that define advanced study worldwide: careful research design, supervised inquiry, meaningful scholarly contribution, and the demonstrable achievements of its graduates.

Use of the Doctoral Title Internationally

Doctoral Titles in Non-Regulated Fields

A frequent question among prospective candidates concerns whether graduates may use the doctoral title (e.g., Dr., PhD, D.Litt., DSS) in their home country after completing their studies with a Swiss private institution. The answer is straightforward. Under Swiss civil law, legally constituted private higher-education institutions are permitted to confer doctoral degrees within their organizational scope, and the degrees they issue carry full legal validity within Switzerland. Swiss notarial validation further confirms the authenticity and issuance of these awards.

Because management, leadership, business research, and related fields are non-regulated professions worldwide, the doctoral title associated with these disciplines is an academic designation, not a protected or licensed professional title. As such, the entitlement to use the title flows directly from the legality of the degree in its country of origin. Graduates may therefore use the doctoral title internationally,



including in their home jurisdictions, as the title denotes an academic achievement rather than a regulated professional qualification.

When used abroad, doctoral titles—whether earned from public or private institutions—are typically assessed according to the destination country’s standard procedures, such as employer evaluation, institutional equivalency reviews, immigration assessments, or academic admissions processes. These evaluations focus on the level and substance of the qualification and the scholarly work produced, rather than on inclusion within domestic public-sector registries. International practice recognizes that doctoral titles in non-regulated fields derive their legitimacy from the legal authority of the awarding institution and the academic integrity of the research completed.

In short, graduates may confidently use the doctoral title worldwide. Degrees awarded by legally constituted Swiss private institutions hold the necessary legal standing for recognition and use in business practice, consultancy, executive leadership, university teaching, and further academic progression.

Public Registers and Misunderstanding by Foreign Agencies

A recurring source of confusion arises when individuals or foreign credential evaluators check the Swiss public university register for the name of a private institution and, not finding it listed, mistakenly assume that the institution lacks legal standing. This reflects a misunderstanding of the Swiss system. The public university register in Switzerland lists only state-funded institutions that form part of the federally accredited public sector, namely the cantonal universities, the federal institutes of technology, the universities of applied sciences, and the universities of teacher education.

Switzerland maintains a substantial private higher-education sector whose institutions operate legally under Swiss civil and commercial law, but are not part of the public university register because they do not seek public financial budgets or require public-sector accreditation. **The absence of a private institution from the public register therefore has no bearing on its legal status, its right to award degrees, or the validity of its programs within Switzerland.** Unfortunately, some foreign evaluators unfamiliar with this dual structure rely solely on the public register, leading to erroneous conclusions about institutions like Monarch. A correct interpretation of Swiss higher education requires understanding both the public and private pillars of the system. This distinction is similar to other countries, such as the



United Kingdom, where private higher-education institutions also operate legally outside the public university list.

Switzerland is internationally recognized for its strong regulatory environment, high standards of commercial governance, and well-defined civil law structures. Private higher-education institutions operate within this rigorous legal framework, which includes requirements related to organizational transparency, fiduciary responsibility, and compliance with Swiss commercial codes. As a result, degrees issued by legally established Swiss private institutions benefit from the credibility associated with Switzerland's broader regulatory reputation, reinforcing their legitimacy in international academic and professional contexts.

Conclusion

The purpose of this document is to provide readers with a clear understanding of how different higher-education systems coexist globally and to situate Monarch's Swiss–European model within its proper legal and academic context.

Within this framework, applicants and third parties may be confident that degrees issued by legally constituted private institutions in Switzerland, such as Monarch, carry full legal validity in their country of origin under Swiss law and are internationally recognized through professional evaluation, scholarly contribution, and their alignment with Europe's long-established research-degree tradition. These degrees hold the necessary standing for use in business practice, executive leadership, consultancy, teaching, and advanced professional development worldwide, reflecting a system grounded in academic integrity, methodological rigor, and the long-standing international respect afforded to Swiss governance and academic culture.



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