Eduhub+

POSITION PAPER

The pedagogical link

AI and higher education in Switzerland

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Signed in a personal capacity

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Status. This text is a personal position addressed to national decision-makers in Swiss higher education. It does not engage any institution. Section 11 declares the author's interests.

Use of AI. Prepared with Claude (Anthropic). See the full statement before the references.

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Summary

> **Switzerland is building the governance and computing layers of AI in higher education, and nobody yet holds a national mandate for the layer that decides what students learn.**

That layer is assessment, curriculum and the daily work of teachers. Without investment there, a national framework and a tiered infrastructure will change little in what graduates can do.

The window to act is open. The Swiss Science Council published its working paper on AI in higher education (Swiss Science Council & Seufert, 2026) in June 2026. A federal preliminary draft on AI (Federal Office of Justice, n.d.) is due in late 2026 or early 2027. A national event on AI in university teaching (swissuniversities, n.d.-a), commissioned by swissuniversities, takes place on 1 April 2027.

The Council deliberately leaves pedagogy out of its recommendations. That is a sound choice for a framework paper, and it leaves a gap. This paper proposes six measures to fill it:

1. **Make assessment a national workstream**, with structural redesign at programme level.
2. **Add a delegation test to the national framework**, so that pedagogical risk is judged by what a student hands over and what that does to learning.
3. **Define a shared floor of AI competences** that travels between universities, universities of applied sciences and universities of teacher education.
4. **Fund teaching capacity in time and people**, and staff the Council's proposed expert groups with pedagogical expertise.
5. **Guarantee equitable, sovereign access**, while keeping non-use a legitimate choice.
6. **Give an existing body a mandate for pedagogical coordination**, with a shared annual barometer.

The main request is simple. swissuniversities and the Swiss Conference of Higher Education Institutions should treat the pedagogical layer as a counterpart to the Council's framework, with a named owner and multi-year funding, in time for the next federal funding message on education, research and innovation.

SECTION 1

Where things stand: use has outrun support

> **Generative AI is already part of studying in Switzerland, and the support students and teachers report falls well short of that use.**

The Federal Statistical Office found in spring 2025 that 75% of students used generative AI in formal education (Federal Statistical Office, 2025). Among 15 to 24 year olds, 79% used it at all. The same survey shows a social gradient: 63% of people with a higher education degree used these tools, against 17% of those with no post-compulsory education.

The largest public Swiss survey of students and teachers I found comes from the University of Fribourg and HES-SO (2025), with nearly 800 students and 362 teachers. Its figures describe intensive use and thin support.

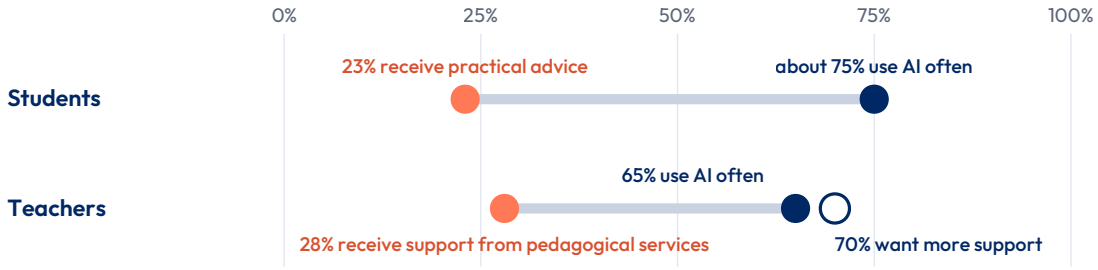


Figure 1. Frequent use and thin support in the survey by the University of Fribourg and HES-SO, spring 2025. Self-selected sample. Source: University of Fribourg (2025).

Finding (spring 2025)	Students	Teachers
Use AI daily or several times a week	about 75%	65%
Receive practical advice on AI use from teachers	23%	
Receive support from pedagogical services		28%
Want more support from faculties and institutes		70%
Want the institution to provide AI tools free of charge	65%	73%
Want more information and clear rules for exams and final theses	76%	over 85%
Want a clearer institutional strategy for AI in teaching		77%

These figures need care. More than 98% of respondents said they felt comfortable with generative AI, which suggests a sample tilted towards users. The reassuring result that only 8% of students directly reuse generated text is self-reported. A randomised experiment at Middlebury College (Contractor & Reyes, 2026) found that chat logs showed more drafting and editing than students declared. Switzerland has no equivalent behavioural data at national level, which is itself part of the problem.

The international picture is consistent. The OECD's July 2026 policy paper, as summarised by the Media & Learning Association (2026), reports that use has become near-universal among students while staff adopt more cautiously and governance lags. It cites Switzerland twice as a

source of good practice: for competence-building programmes, and for Ethel, the teaching assistant developed at ETH Zurich.

So the country starts from real strength. Its weakness is that this strength sits in individual institutions and time-limited projects. The EduKIA project behind the Fribourg survey runs from 2025 to 2026 (University of Fribourg, 2025). Much of what teachers now rely on was built on similar project funding, including the Triangle Azur project I coordinate.

SECTION 2

What the Swiss debate has already settled

> **Four recent texts give Switzerland a solid base on principles, governance, computing and law.**

This paper builds on them and does not seek to replace them.

Text	Date	Core contribution	What it leaves open
swissuniversities position paper (2024)	March 2024	Pragmatic integration, assessment to be rethought, professional development and didactic research to be encouraged	Who does this at system level, with what resources
DSI Strategy Lab position paper, University of Zurich (Bernstein et al., 2024)	2024	Scenarios and recommendations by addressee, skills to keep, AI as critical infrastructure	Implementation, which the authors place outside their remit
Swiss Science Council, AI computing infrastructure (2026)	May 2026	National strategy, tiered computing, strategic steering body, long-term funding	Educational use, treated in the next text
Swiss Science Council, AI in higher education (2026)	June 2026	National reference framework, technical and pedagogical sandboxes, expert groups, education data spaces	Pedagogy, by explicit choice

The law is moving too. The Federal Council chose in February 2025 (Federal Office of Justice, n.d.) to ratify the Council of Europe convention on AI and asked for a preliminary draft for consultation by the end of 2026. Another federal page (SME Portal, n.d.) speaks of early 2027. I found no published draft at the date of writing, 3 November 2026. Switzerland has no general AI act, though the EU AI Act (Regulation (EU) 2024/1689) lists exam scoring, admissions and proctoring as high-risk uses, now now set to apply from 2 December 2027 (Regulation (EU) 2026/1744). Swiss institutions that buy such tools from European vendors, or that serve people in the EU, will need to watch that date.

The Council's framework is the right starting point

The Council's June paper identifies an AI governance gap with three causes. A context gap: institutions do not separate Education for AI, AI for Education and operational use. A lifecycle gap: nothing governs the move from experiment to pilot to routine. A coordination gap: ethics, data protection, IT and teaching work apart.

Its answer is a framework along three dimensions: use context, lifecycle stage and risk level. Local or regional expert groups would make this usable. The diagnosis matches what those of us who support teachers see every week. Decision-makers should take it up.

It also marks its own limit

The paper says so plainly. Its recommendations focus on enabling system conditions (Swiss Science Council & Seufert, 2026) and do not aim to regulate pedagogical practice, and its expert groups are to work without prescribing pedagogy. Given academic freedom and the autonomy of institutions, this restraint is correct.

The consequence still needs a response. If the national framework stops at enabling conditions, and swissuniversities' 2024 call for professional development and rethought assessment has no system-level instrument behind it, then pedagogy falls to individual teachers and institutions. That is broadly where it stands today.

SECTION 3

The thesis: learning is decided at the pedagogical link

> **The experimental evidence points in one direction: the effect of generative AI on learning depends on what students hand over, and that is shaped by tasks, assessment and teaching.**

Access alone does not settle it, in either direction.

What the evidence says

The studies appear to conflict, and the conflict is informative.

Study	Setting	Result	Main limit
Bastani et al., PNAS, 2025	Nearly 1,000 secondary school mathematics students, Turkey	Standard chatbot: grades 17% lower (Bastani et al., 2025) once access was removed. Tutor with guardrails: this harm largely mitigated	Secondary level, one subject
Barcaui, 2025	120 business undergraduates, Brazil, surprise test after 45 days	Chatbot group 57.5% correct, traditional study 68.5%	29% attrition, one institution
Contractor & Reyes, 2026	211 undergraduates, United States, unaided tests one week later	Access raised scores by 0.27 SD, and the gain persisted	Discussion paper, one selective college, learning time held fixed

The third study explains much of the disagreement. Students who used AI to explain concepts kept their gains once it was removed. Students who used it to produce their essays saw their quality gains vanish. Gains were also smallest in the lowest ability quartile, so unguided access may widen gaps. The authors themselves caution that their result does not show that

broad adoption will raise learning overall, because students outside a lab can use saved time as they wish.

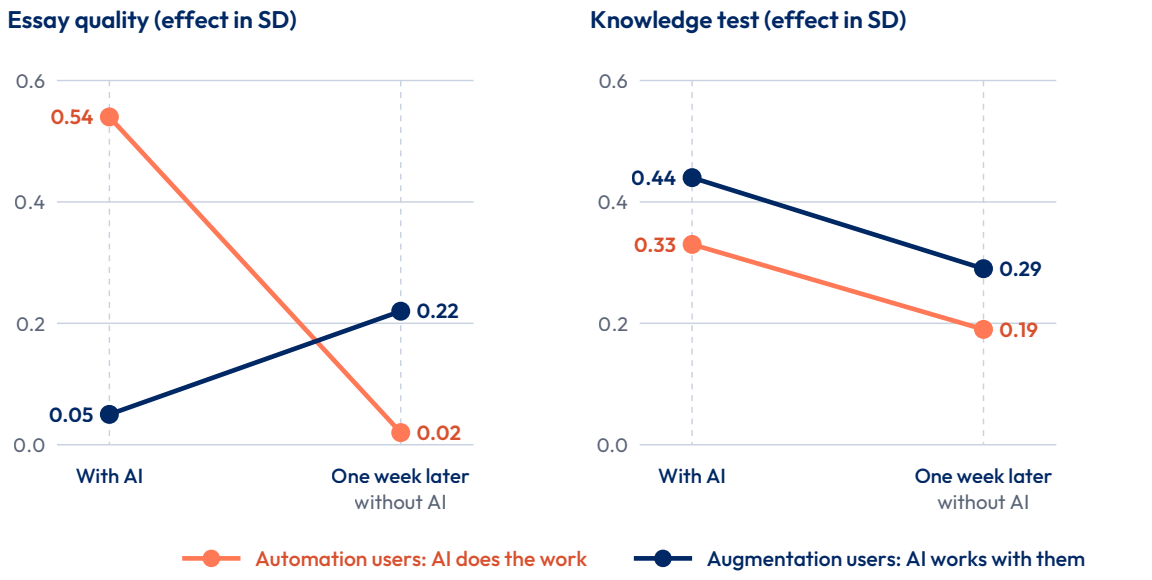


Figure 3. How the type of use changes what remains once AI is removed. Effects of AI access in standard deviations, by type of use. Subgroups overlap and several estimates are imprecise, so the pattern matters more than any single value. Source: Contractor & Reyes (2026), Table 8.

A decision-maker can draw a practical conclusion from this. Both a blanket ban and open access without guidance miss what matters. What matters is whether a task leaves the student doing the thinking it was designed to develop.

Where the national framework needs a complement

The Council's summary says that Education for AI does not directly affect educational decisions or learner trajectories (Swiss Science Council & Seufert, 2026). This holds for a formal view of decisions: no system assigns a grade or a pathway. It fits poorly with the evidence above, in which ordinary chatbot use changes what students retain.

A more basic difficulty follows. The most common use in Swiss higher education is a student working alone with a general-purpose chatbot on a personal account. This use is hardly a sandbox, an institutional deployment or an AI for Education system. A grid centred on what institutions build and deploy may rate it low on risk or miss it altogether, although it may have the largest effect on learning.

I therefore propose one addition to the framework: a fourth question about delegation. Section 5 sets it out.

Why delegation is the right concept

Cognitive offloading, as Risko and Gilbert (2016) describe it, is the use of external aids to reduce cognitive demand. Learning needs a further distinction. Work by Rabardel and Samurçay separates productive activity, which gets the task done, from constructive activity, through which the person develops (Rabardel & Samurçay, 2001; Samurçay & Rabardel, 2004). The two can come apart. A student can deliver excellent work while the constructive activity has moved to the machine.

The framing also explains why old formats fail. Perriault's *effet diligence* describes how a new technology first takes the shape of the old one, as early railway carriages took that of stagecoaches (Perriault, 1989). Universities are in that phase: new tools sit inside assessment formats designed when producing a text was good evidence of having thought it through.

The aim is human agency. Teachers and students should steer these tools as instruments and should not consult them as oracles. Technology remains a means, and people remain the ends of education.

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4 · PROPOSAL 1

Make assessment a national workstream

> **Assessment should come first, because it certifies competence on behalf of society and because it shapes how students use AI.**

swissuniversities said in 2024 (swissuniversities, 2024) that assessment must be rethought. Two and a half years later, the question is how to do this across a whole system.

Rules alone will not do it. Corbin, Dawson and Liu distinguish discursive changes (Corbin et al., 2025), which tell students what is allowed, from structural changes, which alter the task itself. Instructions depend on compliance that nobody can verify. Course-level AI charters remain useful, since they make expectations clear and open a conversation with students. They cannot carry the validity of a diploma.

Detection cannot carry it either. Weber-Wulff and colleagues tested 14 tools (Weber-Wulff et al., 2023) and advised against their use in academic settings. Liang and colleagues found that seven detectors flagged 61.3% of essays by non-native English writers (Liang et al., 2023) on average. That matters in a multilingual country whose students often write in a second language. Some newer tools are reported to perform much better (Contractor & Reyes, 2026). Even so, a probability score about a text proves nothing about what a person understands, so it should never suffice as evidence in a disciplinary procedure.

The two-lane approach offers a workable structure. Set out by Danny Liu and Adam Bridgeman at the University of Sydney (2023), it separates secured assessment of what a person can do unaided from open assessment where AI use is expected and guided. My own work with teachers, in PRAX-IA (Van de Poël, n.d.-b) and the Triangle Azur document *Évaluer à l'ère de l'IA générative* (Triangle Azur, 2026), builds on it with one practical insight. In the open lane, the burden of proof moves towards the student, who shows mastery through process, explanation and defence of choices.

Two lanes only work at programme level. A single teacher cannot secure a diploma. Someone has to ask which competences a programme certifies, where each is verified under secured conditions, and whether the balance holds across three years. That question sits above the course and below the rectorate, where few people currently have the time or mandate to answer it.

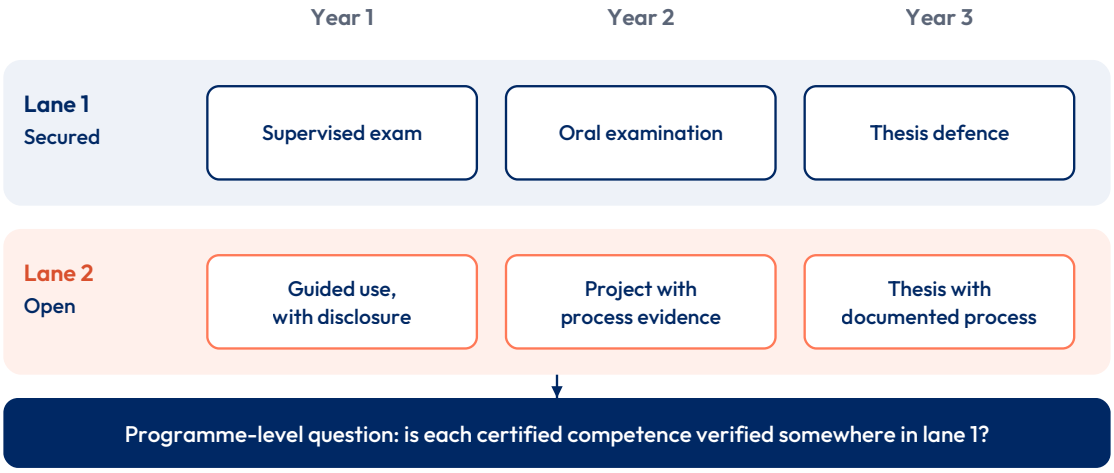


Figure 4. Two lanes mapped across a three-year programme. The formats shown are illustrative. Author, after the two-lane approach of Liu and colleagues.

What this requires

- **A national reference note on assessment**, updating the 2024 position paper. It should cover validity, lanes, proportionate use of oral and supervised formats, and the evidential status of detector scores.
- **Programme-level reviews**, funded as a defined project in each institution. The output would be a simple map of what is certified where.
- **A review of examination regulations**, so that new formats have a legal basis and appeals remain fair. Rules vary by canton and institution, so shared legal templates would save effort.
- **An open library of tested practices**, spanning disciplines and all three types of institution. Quantitative, clinical and practice-based fields need their own examples, as essay-based advice transfers poorly to them.
- **An honest account of cost.** Oral and supervised assessment takes staff time, and large first-year courses cannot simply switch. Decision-makers should fund this explicitly or accept the loss of validity knowingly.

The EU's classification of automated scoring as high-risk also calls for restraint on the other side. swissuniversities already asks for transparency and a right to talk with a teacher (swissuniversities, 2024) when AI assists grading. A human should remain accountable for every mark that counts.

5 · PROPOSAL 2

Add a delegation test to the national framework

> **The Council's framework asks about context, lifecycle and risk. It should also ask what is being delegated and what that does to learning.**

This addition leaves the Council's structure intact and costs little. It gives teachers, programme leads and expert groups a shared way to reason about the use that the current grid sees least: ordinary chatbot use during study.

The test has three questions, which apply to a task, a course or a tool.

1. **What should the student develop here?** Name the constructive activity the task exists to build.
2. **Does the AI perform that activity, or does it support it?** Explaining a concept the student then uses is different from writing the argument the student was meant to construct.
3. **Where is the evidence of unaided capability?** If the activity is delegated here, the programme must develop and verify it elsewhere.

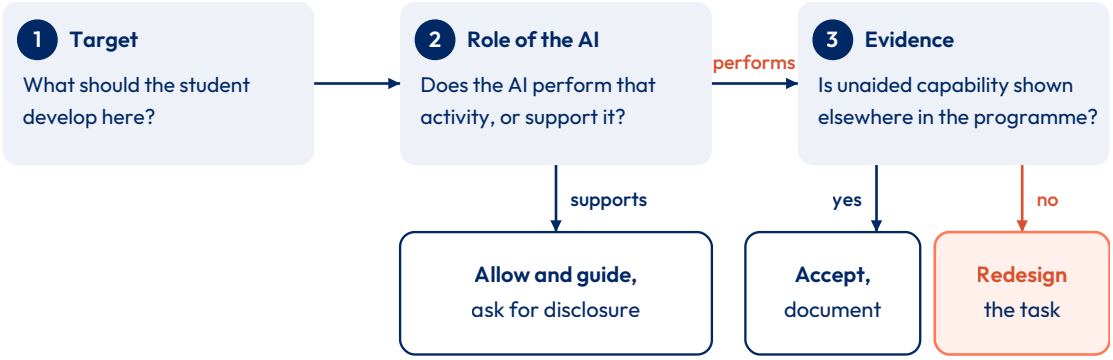


Figure 5. The delegation test as a decision path. The question comes from the national framework, and the answers come from disciplines and teaching teams. Author.

The same tool can receive different answers in different situations, as these examples show.

Situation	What is delegated	Effect on the target learning	Reasonable response
Master's student in biology uses AI to tidy the English of a thesis chapter	Language polishing	Low, unless academic writing in English is a stated aim	Allow, ask for disclosure
First-year law student has AI draft a case analysis	The legal reasoning itself	High, since this is the skill the task develops	Redesign the task, secure the competence elsewhere
Physics student asks a course-bound tutor for hints after a failed attempt	Part of the scaffolding	Likely positive, with attempt preserved	Encourage, and check tutor design

Situation	What is delegated	Effect on the target learning	Reasonable response
Social work student uses AI to rehearse a difficult conversation	Role of the interlocutor	Depends on debrief and supervision	Allow within a guided setting
Teacher has AI draft feedback on 300 assignments	Part of the teacher's judgement	Depends on review, and on what students lose	Inform students, keep a human accountable

These ratings are my illustrative judgements, offered to show how the test works. Real answers belong to disciplines and teaching teams, which is how this measure respects academic freedom. The national framework would supply the question, and the discipline would supply the answer.

The test also corrects a likely misreading of risk. In a framework, "low risk" tends to mean low legal and institutional exposure. A first-year student delegating all written reasoning for three years creates very little of that exposure and a large educational loss. Risk to learning deserves a line of its own in the framework, kept separate from legal risk so that it does not trigger compliance procedures.

Two cautions

The concept has limits, and they should be stated. Rabardel built the instrumental approach around artefacts that do not propose anything themselves, whereas a chatbot initiates wording and argument (Rabardel, 1995). The framework needs adapting and cannot simply be applied. Most controlled studies also measure short tasks, so their results cannot yet describe what several years of study with AI will do.

The test should therefore be presented as a design aid and a research question. Pedagogical sandboxes, as the Council proposes them, are the natural place to study it over time.

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6 · PROPOSAL 3

Define a shared floor of AI competences

> **Every graduate of a Swiss higher education institution should reach a shared floor of AI competence, recognised across institution types.**

swissuniversities already holds that students must learn to use these technologies competently and question them critically (swissuniversities, 2024), and that responsible use presupposes mastery of the field. Today, what a student actually receives depends on the institution, the faculty and the teacher.

The Fribourg and HES-SO survey gives the measure: 23% of students receive practical advice (University of Fribourg, 2025). Institutions have begun to respond. Unil, HES-SO and others have developed introductory online courses, in some cases under the same name, *Décoder l'IA*, with no shared reference between them. Duplication at this scale is a waste the system can avoid.

A floor, with disciplines on top

A shared floor should stay small: how these systems work, their limits and failure modes, data protection, academic integrity, and when not to use them. Transversal courses can deliver this. Everything above it belongs in the disciplines, because judging an AI output in law, nursing or chemistry requires knowing law, nursing or chemistry.

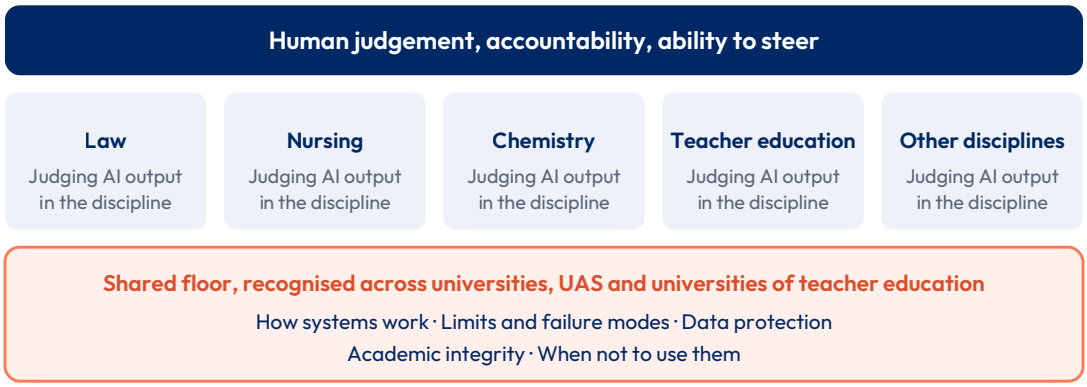


Figure 6. A small shared floor, disciplinary judgement above it, and human accountability at the summit. Disciplines shown are examples. UAS: universities of applied sciences. Author.

Existing references can feed the work, including UNESCO, Pix and EDUCAUSE. My own 4D model of human-AI competences (Van de Poël, 2025) is one more candidate, and it makes a point that I would defend whatever model is chosen. Technical fluency is the lesser part. A competence framework should place human judgement, accountability and the ability to steer at its summit, and it should keep essential disciplinary skills at its base.

What this requires

- **A short national reference**, co-developed by the three chambers of swissuniversities, so that universities, universities of applied sciences and universities of teacher education own it together.
- **A clear answer on credit.** Should the floor be credited, and by whom? Each institution can decide, provided a student who moves between institutions does not start again. The verifiable credentials project (swissuniversities, n.d.-b) offers a possible route.
- **Open, reusable modules** in at least French, German, Italian and English, which any institution can adapt.
- **Special attention to teacher education.** Graduates of universities of teacher education will shape how the next cohorts arrive at university, which makes this sector a multiplier.

A floor should come with a warning against the checklist effect. A one-hour module followed by a quiz would give institutions a box to tick and students very little. Self-positioning tools and discipline-based practice are more demanding, and they are more likely to change what students do.

7 · PROPOSAL 4

Fund teaching capacity in time and people

> **The binding constraint is teachers' time and the small number of people who can support them.**

Tools and frameworks cannot reach a course without someone redesigning it. The University of Zurich's position paper already warned that teachers will need time and effort to transform their courses (von Däniken, 2024). The Fribourg and HES-SO data show the distance still to cover: 28% of teachers receive support from pedagogical services and 70% want more (University of Fribourg, 2025).

Most of the work here is cultural and slow. In my experience of supporting teachers, a charter takes an afternoon to write. Rebuilding a large course and its assessment takes months, and it usually happens in time that nobody has budgeted. Those who do it are rarely rewarded for it, since careers are built largely on research. Short webinars attract interest and build awareness, and they do not produce this kind of redesign.

Staff the expert groups for pedagogy

The Council proposes local or regional expert groups (Swiss Science Council & Seufert, 2026) to connect infrastructure with educational practice. This is the most promising element of its paper for the people I work with, and also the one most at risk. If those groups consist only of data protection, IT and legal experts, they will answer the questions teachers bring last.

Learning designers, academic developers and teachers should therefore be full members. Many institutions already have such people, and few have enough. A unit can be asked to serve every faculty with very small resources, sometimes a single person. It then has to choose between advising a few teachers in depth and offering thin support to many.

What this requires

- **Protected time for redesign**, through teaching release or a modest fund that faculties can apply to, with priority for large first-year courses and for programmes reviewing their assessment.
- **A named pedagogical unit with an AI mandate in every institution**, working with faculties and at their service, and represented in the expert groups.
- **Recognition in careers**, so that redesign counts in appointment and promotion. Institutions already use teaching portfolios and could add it there.
- **Communities of practice that last**, connecting teachers within and across institutions. They need facilitation, which is skilled work and rarely funded as such.
- **Support for the choice to go slowly.** Not every course needs AI in it, and a teacher who has considered the question and decided against it has done the job.

This paper deliberately gives no staffing ratio. Switzerland has no baseline showing how many people currently do this work, and any number I gave would be invented. Establishing that baseline should be an early task of the barometer in Proposal 6.

8 · PROPOSAL 5

Guarantee equitable, sovereign access, and keep non-use legitimate

> **Students should not need a paid personal subscription to learn well, and their learning data should not depend on a single foreign vendor.**

In the Fribourg and HES-SO survey, 65% of students and 73% of teachers (University of Fribourg, 2025) want their institution to provide tools free of charge, and cost is cited as a barrier. The national picture adds a social dimension: the Federal Statistical Office (2025) describes generative AI as accentuating existing digital inequalities.

Provision alone does not solve equity. In the Middlebury experiment, gains were smallest among the lowest-ability students (Contractor & Reyes, 2026). Access has to arrive with the guidance described above, or it risks widening the gaps it was meant to close.

Switzerland has unusual assets

Few countries of this size can draw on so much public capacity.

Asset	What it offers	What is still missing
Apertus (EPFL et al., 2025) (EPFL, ETH Zurich, CSCS)	Fully open, multilingual model, including Swiss German and Romansh	Servers and interfaces are needed (Anchisi & Meyer, 2025) for practical use. A student-facing service does not follow automatically
Ethel (University of Wrocław, 2026) (ETH Zurich)	Open-source ecosystem (Kortemeyer, 2024) for tutoring, feedback and grading support, treating commercial and open models as interchangeable	Reuse beyond ETH Zurich and EPFL (UNITAR, n.d.), and support for institutions with few engineers
Switch (2026)	Non-profit foundation owned by the universities, sovereign cloud already used by over 40 universities for backups	A mandate and funding for a shared AI service, if the sector wants one
Institutional licences	Protected access through existing contracts, for example Copilot at Unil (University of Lausanne, 2026)	Coverage varies by institution, and there is continued dependence on one vendor
Tiered infrastructure (Swiss Science Council, 2026) proposed by the Council	Shared national computing with regional support	A decision, a steering body and long-term funding

The Netherlands shows one way to combine such pieces. EduGenAI (Utrecht University, n.d.), built by SURF with Npuls funding, involves around 100 educational institutions in a pilot running until January 2027, after which Utrecht University expects it to become a formal service. It offers commercial models through Azure and open models hosted by SURF. In late 2025 the platform did not support high-risk uses such as assessment (University of Twente, 2025). Switzerland could study this design and its first evaluation before committing funds.

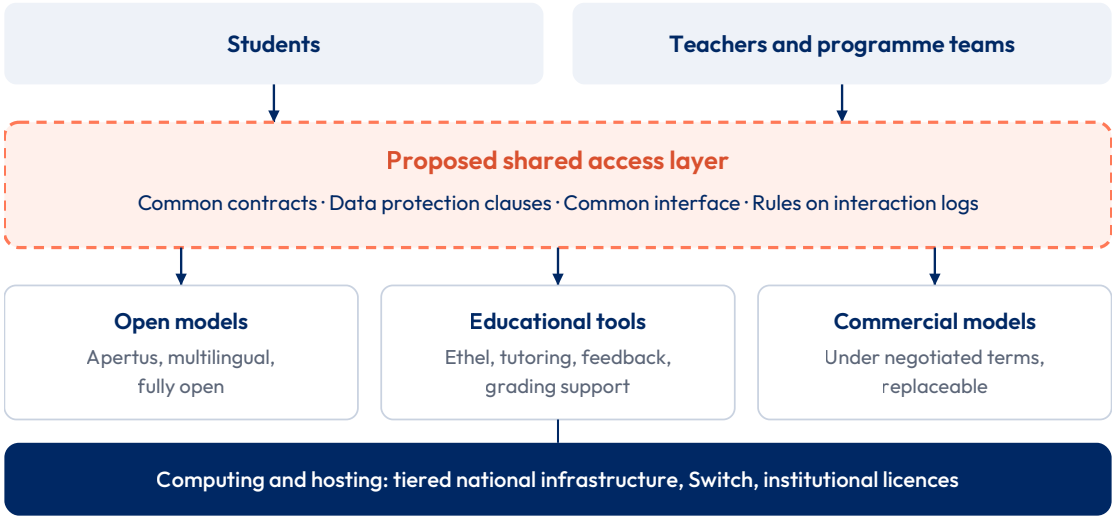


Figure 7. A possible shared access layer drawing on Swiss assets. This is a proposal for discussion and describes no existing service. Author.

What this requires

- **A sector decision on a shared access layer**, covering contracts, data protection clauses and a common interface. Sovereignty here means keeping the ability to choose and change models. It need not exclude commercial models.
- **Common procurement terms.** The Council and Educa (n.d.) both point to procurement as a lever. Federalism makes data protection law uneven between cantons, so a shared legal reading would save every institution from repeating the work.
- **Clear rules on interaction logs.** Prompts and chat logs reveal how a person thinks. The Council rightly sees them as valuable for research. Institutional access must not become a means of monitoring students, and any secondary use requires a clear purpose, transparency and independent oversight.
- **Protected non-use.** No student should be forced to use a tool for a graded task where a reasoned alternative exists, whether the objection concerns data, ethics or the environment. Environmental cost is among the concerns students raise most clearly (University of Fribourg, 2025), and institutions should report on it honestly when they scale up services.

9 · PROPOSAL 6

A mandate for pedagogical coordination and a shared barometer

> **One existing body should hold a clear national mandate for the pedagogy of AI in higher education, and the sector should measure progress with a shared instrument.**

Switzerland does not need a new agency. It needs the work done by someone with a mandate, a budget and a horizon longer than a project.

Why coordination has to be explicit

swissuniversities asked in 2024 (swissuniversities, 2024) for more exchange and stronger cooperation between institutions. Exchange is happening, through the Eduhub+ community (Switch, n.d.), regional projects such as Triangle Azur, conferences and informal networks. These channels depend heavily on goodwill and on temporary funding. They also rarely cross the language border or the boundaries between types of institution at the scale the issue demands.

Comparable systems have made a different choice. In the Netherlands, SURF and Npuls (University of Twente, 2025) combine a shared platform with sector-wide work on education. In the United Kingdom, Jisc announced a national AI centre (Media & Learning Association, 2021) in 2021, intended to run pilots across institutions and support their staff. Each country's arrangement reflects its own institutions, so neither can simply be copied. Both show that a sector body can carry educational work alongside infrastructure.

Options for the mandate

Option	Strength	Weakness
swissuniversities, through its teaching delegation, with a small dedicated team	Legitimacy, and all three chambers at the table	Limited operational capacity today
Switch, building on the Eduhub+ community	Practitioner network, link to infrastructure	Needs a stable mandate and independent funding from the sector
A consortium of pedagogical units with a rotating lead	Close to practice, respects autonomy	Weak continuity, unclear accountability
Recommended: mandate from swissuniversities, delivered with Switch and pedagogical units	Combines legitimacy, network and practice	Requires clear division of roles from the outset

I declare an interest in this choice: see section 11.

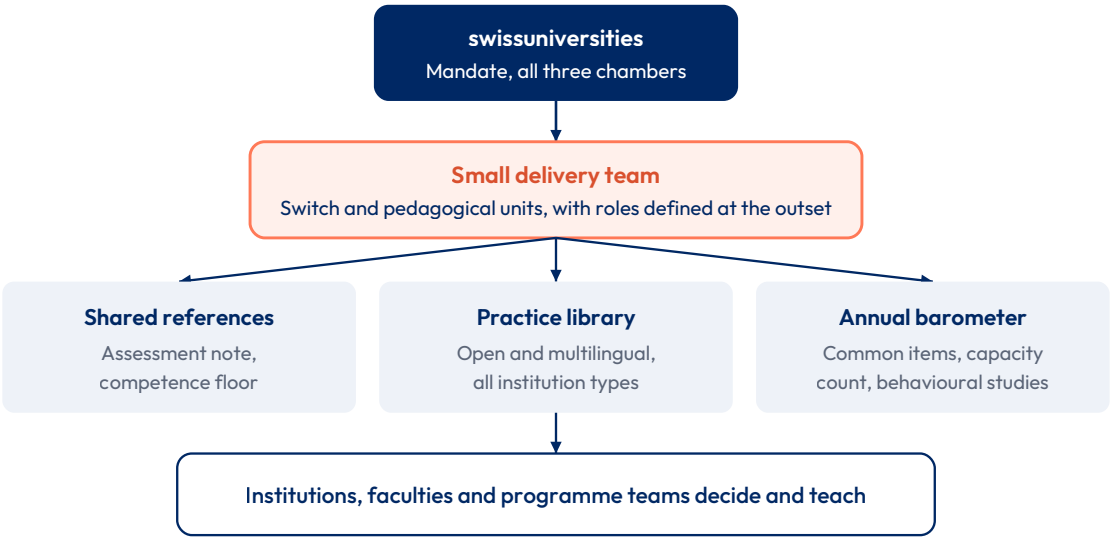


Figure 8. The recommended arrangement: a sector mandate, a small delivery team, and decisions that stay with institutions. Author.

A barometer the sector can trust

Annual measurement would give decision-makers something they currently lack: comparable evidence over time. Today, institutions run separate surveys with different questions and samples. Self-selected online samples tell us a good deal about the willing and little about everyone else.

The barometer should have three components.

- **A core of common items**, added to existing student and staff surveys so that nobody has to answer yet another questionnaire. It should include use, delegation, perceived effect on learning, anxiety, and support received.
- **A capacity count**, showing how many people support teaching on AI, how many courses and programmes have been redesigned, and what access exists. Institutional self-assessment with COMPASS (Van de Poël, n.d.-a), my digital maturity model, or another shared model could feed this.
- **Behavioural studies in pedagogical sandboxes**, as the Council proposes. They would test the delegation question over longer periods and in the disciplines, and go beyond what surveys can show.

Results should be open, reported by type of institution and language region, and free of institutional rankings. A ranking would give institutions a reason to look good, whereas the aim is to help them learn.

SECTION 10

Who does what, and by when

> **The first decisions can be taken before the national event of 1 April 2027, at little cost.**

The dates below are my proposals, offered for discussion. Larger funding belongs in the next federal funding message on education, research and innovation, which follows the 2025 to 2028 period (SERI, n.d.).



Figure 9. Known dates and proposed milestones, not to scale. Proposed dates are for discussion. Author.

Actor	What I ask	Proposed timing
swissuniversities (teaching delegation, chambers)	Name an owner for the pedagogical layer. Update the 2024 position paper on assessment. Launch the competence floor	Decision by 1 April 2027, drafts by end of 2027
Swiss Conference of Higher Education Institutions, SERI	Include pedagogical capacity in the next funding period, alongside the Council's infrastructure strategy	Preparation from 2027
Swiss Science Council	Add the delegation question and a separate line for risk to learning in the reference framework. Require pedagogical expertise in expert groups	During framework development
Rectorates and directorates	Commission programme-level assessment reviews. Name a pedagogical unit with an AI mandate. Recognise redesign in careers	From academic year 2027/28
Faculties and programme leads	Map what is certified where. Apply the delegation test to core courses	From academic year 2027/28
Switch and pedagogical networks	Prepare options for a shared access layer. Host the practice library and common survey items	Options by end of 2027
Federal Office of Justice and legislators	Consider educational use and student data explicitly in the AI consultation	When the draft is published
Researchers, Swiss National Science Foundation	Fund longitudinal and implementation research on delegation in Swiss settings	Next relevant calls
Students and their associations	Take part in designing the rules, the floor and the barometer	Throughout

SECTION 11

Objections, limits and interests

Likely objections

"Pedagogy belongs to teachers and institutions, under academic freedom." I agree. This paper asks for no national rule on how anyone teaches. It asks for shared questions, resources and time, with the decisions left to disciplines and institutions. Choosing to do nothing at system level also has an effect on teachers, since it leaves each of them to face the issue alone.

"The technology changes too fast for this." Tools change quickly, and the questions here change slowly. What a diploma certifies and what a student must practise unaided will outlast any model. This is why the proposals concentrate on assessment, competence and capacity, and say little about specific products.

"The evidence is still mixed." It is, and section 3 reports this openly. Mixed evidence argues for pilots, evaluation and a barometer. Meanwhile, students are making these decisions every day, and validity cannot wait for a settled literature.

"There is no money." Budgets are tight, and the Swiss sector has to set priorities. Several measures cost little: a mandate, a reference note, common survey items and shared legal readings. Programme reviews and teaching time do cost money. The comparison to make is with the Council's call for long-term infrastructure funding, of which pedagogical capacity should be a modest share. I have not costed these proposals, and doing so is a necessary next step.

Limits of this paper

This text speaks from one vantage point, that of someone working mainly in French-speaking Switzerland, in universities and a university of applied sciences. Colleagues in German-speaking and Italian-speaking regions, in universities of teacher education and in student organisations will see gaps I cannot. I focus on teaching and leave research and administration aside. Quoted evidence is limited to public sources, and the Swiss survey data are mostly self-reported from self-selected samples. The OECD paper was read through its abstract and a published summary.

Interests

This is a personal position. It does not engage any institution I work for. The Eduhub+ logo on the cover identifies the community in which I propose this text for discussion. It does not mean that Eduhub+, its bureau or the Switch Foundation have adopted these positions.

Readers should weigh my arguments knowing the following. I am Responsable IA enseignement in the Unil.IA unit at the University of Lausanne, Senior Scientific Coordinator at Eduhub+ within the Switch Foundation, and AI referent at the Haute école de travail social et de la santé Lausanne (HETSL). I also work as an independent consultant on digital learning and AI in teaching. I coordinate the Triangle Azur project funded through swissuniversities. Several proposals would favour work of the kind I do, and Proposal 6 mentions bodies I work with. I am also the author of the 4D model, COMPASS and the open version of PRAX-IA, which I publish under a CC BY-NC-SA 4.0 licence. I consider them candidates among others.

Statement on the use of AI

> **This paper was prepared with generative AI, and its author remains responsible for its content.**

A paper about delegation should say what it delegated. The tool used was Claude (Anthropic), in November 2026, from conversations and earlier work between the author and the tool.

Task	What the AI did	What the author did
Orientation	Proposed a thesis, an outline and six measures, drawing on the author's earlier work and a web search	Chose the signature, the audience, the thesis, the format and the language
Literature and sources	Searched the web, opened sources and extracted figures	Is responsible for final checks of sources and their interpretation
Writing	Drafted the full text in English	Reviews, corrects and adopts the text before any circulation
Verification	A separate AI agent checked a sample of claims and the references against public sources, and corrections were made	Decides how to treat references that could not be fully confirmed
Figures and layout	Designed the figures and produced this PDF	Validates what the figures claim

AI output can contain errors that sound convincing, so this statement describes a process and offers no guarantee. No unpublished institutional data, personal data of students or confidential documents were used in this paper. No AI system is credited as an author.

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