



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Switzerland

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Switzerland

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Contributors to the report:

- Government representatives "State Secretariat for Education, Research and Innovation (SERI)"

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Contributors to the report:

- Student representatives "Union of Students in Switzerland (VSS/UNES)"

Contributors to the report:

- Academic and other staff representatives "Rectors' Conferences of the Swiss Universities (CRUS), Universities of Applied Sciences (KfH) and Universities of Teacher Education (COHEP); Center of Accreditation and Quality Assurance in Higher Education (OAQ)."

Contributors to the report:

- Other representatives (please specify) ""

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

The demographic projections are taken into account by the HEIs when estimating the resources, especially in terms of teaching staff and buildings, which are needed for their future development. They also influence the political discussions about the amount and the distribution of public funds.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Switzerland is a federal country. According to the Federal Constitution, the Confederation and the Cantons are jointly responsible for ensuring the competitiveness and quality of Switzerland's higher education sector. There are two types of HEIs at the tertiary A level: 1) Universities (cantonal Universities and Federal Institutes of Technology) and 2) Universities of Applied Sciences (UAS) and Universities of Teacher Education. The main task of the Universities is to carry out fundamental research and teaching while the Universities of Applied Sciences place a greater emphasis on practically oriented studies and on Applied research and development. The answers in this report do not take account of the institutions of tertiary B level, which are professionally oriented and provide vocational training at the tertiary level, nor of the private institutions.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I.3.1. What is the number of institutions in the categories identified?

There are 12 Universities (10 cantonal Universities, 2 Federal Institutes of Technology (ETH Zurich and EPFL)), 9 Universities of Applied Sciences (7 public, 2 private) as well as 14 Universities of Teacher Education. Furthermore, there are specialised HEIs like the Distance Learning University of Switzerland.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "100"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "100"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

L7. Please note that short cycle programmes are treated in a separate section below.

L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Not applicable

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "42"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "57"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "1"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

1% (180 ECTS
in medicine)

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "44"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "56"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

No

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

180 ECTS

L13.2. What percentage of second cycle students is enrolled in these programmes?

7.4%

L13.3. In which study fields do these study programmes exist?

Medicine (120 ECTS + 60 ECTS awarded for a clinical internship year)

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

180 + 90 ECTS = 270 ECTS (no minimum duration in terms of years)

L15. Comments

The minimal duration is only based on accumulation of ECTS points.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

All first cycle programmes give access (as defined in the Lisbon Recognition Convention) to the second cycle in the same subject area. The access to master programmes can be highly competitive. Furthermore, a HEI admitting a bachelor degree holder from another HEI may ask that the student completes additional courses which are highly relevant to the master programme applied for. In many cases, holders of a first cycle degree have access to second cycle programmes in a different subject area. For instance, this is the case at the Universities of Teacher Education (e.g. bachelor degree holders in (pre-)primary education have access to master programmes in special needs education).

L16.1. Please provide a source for this information.

National legislation.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

In all fields of study the share of first cycle students who continue to study in a second cycle programme is relatively stable over time. Important to note are the differences between HEIs of different types (esp. Universities vs. Universities of Applied Sciences). In the case of the Universities, between 2002 and 2010, 87% of the graduates who obtained their first cycle degree entered a second cycle University programme.

In autumn 2008, the first bachelor degrees from Universities of Applied Sciences were awarded. At the Universities of Applied Sciences, only 17% of holders of a first cycle degree, who graduated between 2008 and 2010, entered a second cycle study programme at a University of Applied Sciences within two years after graduation (mainly due to the fact that the first cycle degree is the standard qualification to get access to the labour market).

These figures only concern the percentage of degree holders from a Swiss HEI who continue to study at a Swiss HEI. There are no figures available on the number of students who proceed to a second cycle programme abroad. Percentages also vary a lot according to subject areas.

Moreover the three Rectors' Conferences (Rectors' Conferences of the Swiss Universities, the Swiss Universities of Applied Sciences and the Universities of Teacher Education) agreed that after obtaining a first degree (bachelor) from an institution of one type, a student can in principle change to an institution of another type (in the same field of study) if at most 60 ECTS credits are sufficient to bridge any major differences of profile or content. This agreement came into effect in August 2008 along with an extensive list containing the details for every study course concerned. The percentage of students entering a second cycle study who achieved their first cycle certificate at another type of HEI is 4%. Since 2010 this share has not changed. The most common change of HEI-type is from a University of Applied Science to a cantonal University or Federal Institute of Technology.

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

L17.1. Please provide a source for this information.

The Swiss Federal Statistics Office (BFS): Bologna-Barometer 2013, Neuenburg, 2013.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

additional courses: Prospective students from another HEI or another subject area might have to complete additional courses which are highly relevant to the chosen programme.

work experience: Universities of Applied Sciences

Other: cover letter, letters of recommendations, language tests, etc.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

work experience: Universities of Applied Sciences
Other: cover letter, letters of recommendations, language tests, etc.

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

additional courses: Prospective students from another HEI usually have to complete additional courses which are highly relevant to the chosen programme.
work experience: Universities of Applied Sciences
Other: cover letter, letters of recommendations, language tests, etc.

I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

cover letter, letters of recommendations, language tests, etc.

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

I.19.1. Please provide a source for this information.

The Federal Institutes of Technology and the cantonal Universities are responsible for the admission to third cycle programmes. The source of information are the laws on the Federal Institutes of Technology and the Universities as well as the regulations of these HEIs.

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

16.0000000000

L20.1. Please provide a source for this information.

The Swiss Federal Statistics Office (BFS) <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes ▾

L23.1. Please provide a reference to the relevant steering document(s):

-

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "100"

L24.1. Please specify which other types of doctoral programmes exist

There are Traditional supervision-based doctoral educations as well as Structured doctoral programmes, but percentages are not available.

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

Doctoral schools often have a thematic focus. They are frequently the result of interinstitutional cooperation. In the period from 2013 to 2016 the Swiss Government funds a programme which promotes the cooperation between different Swiss Universities at the doctoral level. However, there are also doctoral schools at the institutional level. They may take the form of overarching structures responsible, for example, for student admission and course organisation.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

51-75%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3-4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4-6"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments

The traditional supervision-based doctorate still dominates, but there is a growing tendency for more structured doctoral programmes or at least more structured elements in the doctoral education. This diversity is desired and promoted by the HEI.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Only for Universities of Applied Sciences: Students are placed in the center of the learning process. Learning outcomes are defined (UAS profile: practice-oriented). Teaching methods focus on student activity.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Art. 4 Abs. 2 "Fachhochschulgesetz" (SR 414.71): Learning outcomes in the Federal Act. Guidelines of the Rectors' Conference of the Swiss Universities of Applied Sciences for the implementation:
http://www.kfh.ch/uploads/dkfh/doku/111214_Best_Practice_KFH_Konzeption_modularisierter_Bachelor_und_Masterstudiengaenge.pdf

L36. Comments

only the steering documents of Universities of Applied Sciences mention the concept of student-centred learning

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- | | | | | | | |
|---|---------------------------------------|------------------------------|------------------------------|-----------------------------|--------------------------|---------------------------------|
| Percentage of higher education institutions | <input checked="" type="radio"/> 100% | <input type="radio"/> 76-99% | <input type="radio"/> 51-75% | <input type="radio"/> 1-50% | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Percentage of programmes | <input checked="" type="radio"/> 100% | <input type="radio"/> 76-99% | <input type="radio"/> 51-75% | <input type="radio"/> 1-50% | <input type="radio"/> 0% | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

25-30 hours per credit

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

In the sense that ECTS credits are only awarded on the basis of some form of examination of the course content, ECTS credits are linked with learning outcomes. However, they are defined in terms of workload.

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

The Rectors' Conference of the Swiss Universities (CRUS) launched several pilot projects related to learning outcomes and implementation of the national qualifications framework. The CRUS also provides information, monitors the use of learning outcomes and regularly organises workshops on this matter. For further information: <http://www.crus.ch/informationprogramm/lehre-bologna/themen/learning-outcomes.html>

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

No

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

n/a

L45.2. Please specify for which members of academic staff training programmes are offered

The Universities of Applied Sciences have the legal obligation to offer training programmes for the academic staff ("Bundesgesetz über die Fachhochschulen, FHSG, Art. 12 Ziff. 3 <http://www.lexfind.ch/dta/17885/2/>). Some of them on topics such as student centered learning and learning outcomes.

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

L46.1. Please explain how, and provide a reference to further information

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

...automatically to some students:by 76-99% of HEIs

...automatically to some students:by 51-75% of HEIs

...automatically to some students:by 26-50% of HEIs

...automatically to some students:by 1-25% of HEIs

...automatically to some students:by 0% of HEIs

...upon request:by 100% of HEIs

- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

I.48.1. Please specify to which students

I.48.2. Please identify the fields of study in which the Diploma Supplement is issued

I.49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

I.49.1. Please specify

I.50. Is there any monitoring of how employers use the Diploma Supplement?

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I.50.2. Please provide a reference to the source of this information:

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

I.52. In what language(s) is the Diploma Supplement issued?

The Diploma Supplement is generally multilingual and issued in German, French or Italian as well as in English. The choice of language depends on the HEI and the local language.

I.53. The Diploma Supplement is issued..

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

I.55. Do national higher education steering documents mention joint or double degrees?

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

I.56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer
- Participate in joint programmes 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer
- ...from a joint programme >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "10"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "80"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "10"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

HEIs offer joint degrees/programmes in almost all subject areas. The majority of them are in the Humanities and the Natural Sciences at the Universities, and in Engineering and IT, Architecture, Building Engineering and Planning, and the Arts at the Universities of Applied Sciences.

L61. Comments

the share of joint programmes in the three cycles is not known! The numbers are fictitious.

Joint degrees and programmes are possible without being explicitly mentioned in the higher education legislation.

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF

The final NQF and the self-certification report can be consulted on a public website: http://www.crus.ch/news/news/archiv/detail.html?L=2%3Fref%3DSaglikAlani.Com&tx_ttnews%5Btt_news%5D=159&cHash=1655b9b0c950589be946d616be28fd48

L62.1. Please provide the date when the step was completed.

10-20-2010

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

http://www.crus.ch/information-programme/qualifications-framework-nqfch-hs.html?no_cache=1&L=2

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent
(presumably, no final decision yet)

L64. Have you referenced your higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

L64.1. Please provide a reference to official documents

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made without ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)

all five: Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice;
National ENIC/NARIC centre; Regional/ local specialised independent institution;
Social partner organisation (employers' organisation, trade union etc); Individual employers

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

The existing decentralized laws and regulations proved to be flexible enough to deal with the Lisbon Recognition requirements. Where needed, they have been adapted. Additionally, there are bilateral agreements on recognition with neighbouring countries (France, Germany, Italy and Austria). Switzerland has a national action plan for recognition in which all HEIs and the responsible recognition authorities are involved.

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

There are adequate complaint procedures in place.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context. The Universities and the Universities of Applied Sciences decide autonomously on the recognition of qualifications, taking into account the guidelines of the Swiss Rectors' Conferences.

L69.1. Please specify

A Swiss maturity certificate ("gymnasiale Maturität") gives guaranteed access to Universities (few exceptions like medical science). A professional federal vocational baccalaureate ("Berufsmaturität") gives guaranteed access to Universities of Applied Sciences. With an additional exam called "Passerelle" one can also enter a HEI of another type.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context.

L70.1. Please specify

Countries with which there is a bilateral agreement on recognition: France, Germany, Italy and Austria.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context. There is no "right" to be admitted in a third cycle. It is part of the autonomy of the HEIs to take the decision which is independent of the candidate's nationality or the country in which his second cycle diploma has been obtained.

L71.1. Please specify**L72. Do higher education institutions typically:**

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

Often at central level for bachelor programmes and in faculties/departments for master programmes.

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

In a continuous process, the three Rectors' Conferences maintain the dialogue with the HEIs in order to further develop and implement the common recommendations concerning study and training periods abroad. It is strongly recommended that students wishing to study at another HEI previously sign an agreement with their HEI about the recognition of the courses they are going to take. Students and other stakeholders often complain that the bureaucratic obstacles to mobility have considerably increased. And in fact, the mobility within cycles does not seem to have notably increased in the past years.

L74. Comments

Switzerland has a fully operational ENIC which supports the HEIs by providing information on foreign qualifications and programmes to ensure fair recognition.

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Other

II.1.1. Please specify

There are different external quality assurance systems for different types of HEIs:

1. The Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ) conducts accreditation procedures for Universities both on the institutional and programme level on demand; accreditation of neither institutional nor degree programmes is mandatory. The OAQ makes a recommendation, the decision is taken by the Swiss University Conference (SUK), which consists of the cantonal ministers of education and representatives of the federal government.
2. OAQ performs quality audits of public Universities on behalf of the State Secretariat for Education, Research and Innovation (SERI). This is a prerequisite for getting federal subsidies. Quality Audits end with the publication of a report; there is no decision or formal certification.
3. Mandatory accreditation of the undergraduate and graduate medical education is conducted by the national agency (OAQ) in a standard four step procedure and decided by both the SUK and an independent accreditation council (SAC). The Federal Department of Home Affairs is responsible for the Accreditation of postgraduate medical, pharmaceutical, and chiropractic training. The external review is conducted by the national agency (OAQ). The Department conducts the self-evaluation and takes the final decision. The accreditation is a prerequisite for the graduates of these programmes to sign up for the federal medical exam.
4. Public and private Universities of Applied Sciences and their degree programmes have to be accredited at the federal level by the Federal Department of Economic Affairs (FDEA) in order to obtain a permission to operate. The FDEA delegates review of accreditation requests to recognised (national or foreign) accreditation agencies, which then determine whether the required qualitative standards and legal requirements are met. The final decision is then taken by the FDEA.
5. The Swiss Conference of Cantonal Ministers of Education (EDK) is responsible for the recognition of teacher education programmes, degrees and titles at Universities of Teacher Education.

Institutional accreditation will become mandatory for all types of HEIs when the new law on Higher Education (Bundesgesetz über die Förderung der Hochschulen und die Koordination im schweizerischen Hochschulbereich, HFKG; loi fédérale sur l'aide aux hautes écoles et la coordination dans le domaine suisse des hautes écoles, LAHE. <http://www.sbf.admin.ch/themen/hochschulen/01640/index.html?lang=en>) will come into effect in 2015 and replace the previous legislation.

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▼

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All positive reports are publically available but not all negative reports

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- Teaching** Yes No In some cases No answer
- Research** Yes No In some cases No answer
- Student support services** Yes No In some cases No answer
- Lifelong learning provision** Yes No In some cases No answer
- Admissions processes** Yes No In some cases No answer
- Student progression, drop-out and completion** Yes No In some cases No answer
- Employability** Yes No In some cases No answer
- Internal Quality Assurance / Management system** Yes No In some cases No answer
- Recognition policy and practice** Yes No In some cases No answer

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

With the exception of the accreditation of medical programmes all external evaluation focus on the QA-System. On the institutional level all processes must be included in the QA-System; on the programme level all aspects of curriculum development and teaching have to be addressed.

References:

Setting 1: Guidelines of the Swiss University Conference for Academic Accreditation

http://www.oaq.ch/pub/en/documents/Akk-07-RL-eng_VO.pdf

Setting 2: Guidelines of the Quality Audits 2013/14

http://www.oaq.ch/pub/en/documents/OAQ_Leitfaden_EN.pdf

Setting 3: Standards for the Accreditation of Medical Programmes (e.g. Human Medicine)

<http://www.bag.admin.ch/themen/berufe/03937/03939/index.html?lang=de>

Setting 4: Quality Standards for the accreditation of programmes at UAS

<http://www.sbfi.admin.ch/themen/01337/01339/01343/index.html?lang=en>

Setting 5: Swiss Conference of Cantonal Ministers of Education (EDK).

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, some institutions are able to choose

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

see answer above

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

Universities of Applied Science may choose from a list of recognised agencies. The

Federal Department of Economic Affairs, Education and Research (EAER) based the

recognition procedure in principle on ESG compatibility. Details:

<http://www.sbfi.admin.ch/themen/01337/01339/01347/index.html?lang=en>

The focus on national languages for the procedures (German, French, Italian) limits the pool of candidates.

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA

- There is no specification within the current legislation or steering documents
- Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
- No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

No

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

IL24.1. Please specify

IL25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50 - 74%

IL26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

50 - 74%

IL26.1. Please describe what kind of arrangements are in place.

Student-surveys, evaluation of study courses, monitoring.
The arrangements in place (e.g. peer reviews or evaluations of courses and whole study programmes by the students) differ a lot from one HEI to the other, according to the specific needs and situation.

IL27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

IL28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

0%

None. We do not know of any negative outcome published by a HEI. However, there is no systematic overview of the publishing policies of the HEIs.

IL29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

IL29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

Due to Switzerland's federal system, the majority of the following policy measures which play a key role in widening underrepresented groups' participation are located at the cantonal level.

- Flexible learning paths: The higher education system in Switzerland offers a variety of different ways to access the different types of HEIs. Two of the most popular ways are the maturity certificate ("Maturität") and the federal vocational baccalaureate ("Berufsmaturität"). The latter gives access to the Universities of Applied Sciences, whereas the former gives access to all types of HEIs in Switzerland (in case of the Universities of Applied Sciences, one year of working experience is required additionally). The owners of a vocational baccalaureate still have the possibility to gain access to cantonal Universities by passing the exam called "Passercelle", which grants admission to all types of HEIs as well. Holders of a specialised baccalaureate may access some University of Applied Sciences bachelor's programmes under certain predefined conditions. Candidates who hold a specialised baccalaureate with a pedagogical orientation may also be admitted to certain Universities of Teacher Education courses (pre-school or primary school teacher training). Moreover it is possible to get access to some HEIs by passing an entry exam.

Since studies² have shown that children of parents who do not hold a degree from a higher education institution tend to opt for vocational training and then, if willing and able, to obtain the federal vocational baccalaureate ("Berufsmaturität"), the "Passercelle"-exam has a special significance for widening participation of underrepresented groups. A study by the Federal Statistical Office in 2005 has shown, that students' fathers hold 1.4 and students' mother 1.2 times as often a degree from a University or an equivalent higher education institution than the population in the same age category. The corresponding ratio for students' fathers and mothers holding the lowest educational qualification is 0.9 for each group. Whereas 40% of University students have at least one parent who has completed a degree in higher education, this is the case for only 22% of the students of Universities of Applied Sciences. It seems that this can be explained by the different access conditions for Universities and Universities of Applied Sciences.³

Furthermore permeability between the different types of HEIs (Universities, Universities of Applied Sciences, Universities of Teacher Education) is important for widening participation in the Swiss Higher Education System. An agreement between the Rectors' Conferences of the different types of HEIs on permeability allows the holders of a first cycle certificate of any HEI-Type to access any other type of HEI in the same field of study. For example a certificate of a University of Applied Sciences grants access to the same field of study at a cantonal University and vice versa.

- Gender equality: There are many different projects aiming at promoting gender equality. The "Equal Opportunities at Universities Programme", for instance, is an important nationwide programme in the field of gender equality. It exists since the year 2000 and gives the Universities incentives to hire female professors and associate professors and to provide mentoring and childcare services. In the case of the Universities of Applied Sciences there exists a similar programme called "Gender Mainstreaming". It aims, among other things, to increase the number of female students, professors and researchers. Also the Federal Act on Funding and Coordination of the Swiss Higher Education Sector (HEdA), which will go into effect in 2015, contains an article (art. 59) stipulating measures to encourage equal opportunities and true gender parity.

http://www.sbf.admin.ch/themen/hochsschulen/01640/index.html?lang=en&download=NHZlpZeg7t,lp610NTU042lZ6ln1ad1lZn4Z2qZpnO2Yuq2Z6gpJCEdnt6f2ym162epYbg2c_ljKbNoKSn6A-

- Students with disabilities: A variety of measures to facilitate access to HEIs for disadvantaged groups (such as people with disabilities or chronic diseases) have been taken. The HEIs are legally obliged to support these measures.⁴

- Grants and loans: The availability of adequate funding through grants and loans is essential for students from a lower economic background. The awarding of scholarships falls into the cantonal responsibility and can therefore vary from one canton to the other. Scholarships are awarded on the basis of financial need. They are independent of the course of study, gender or age. Also grants are awarded subsidiary, meaning that if the financial capacity of students as well as their parents is not sufficient, grants and loans are awarded. While grants do not have to be paid back, in case of loans a full payback is expected.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic

group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

In the case of the cantonal Universities, the cantons are responsible for policies. The Swiss Confederation is only responsible for the Federal Institutes of Technology (ETH Zurich, EPFL), which have, according to the performance mandate issued by the Federal Council, to take measures in order to promote gender equality at all levels and to remove obstacles for disabled students. However, there are no quantitative objectives. The conditions to get access to the Federal Institutes of Technology are clearly defined and independent of any ethnic, gender or other group. Only on the professorial level, the programme "Equal Opportunities at Universities" has set objectives with reference to the share of female professors. The same applies to Universities of Applied Sciences.

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

Register, Sources – Swiss student and diploma register SHIS: The student and diploma register is a database with obligatory participation of HE institutions in Switzerland, which tracks students continuously.

Among other variables it includes: sex, age, study programmes, HE institution and type of entrance certificate.

http://www.bfs.admin.ch/bfs/portal/de/index/infothek/erhebungen__quellen/blank/blank/sash/01.html

Graduate Survey: The Swiss Graduate Survey focuses on the graduates' employment and education situation and follows their career paths for the first five years after graduation. The survey's data are collected one year and five years after graduation. The surveys are conducted by the Federal Statistical Office (FSO) every two years in odd-numbered years in collaboration with the State Secretariat for Education, Research and Innovation (SERI).

http://www.bfs.admin.ch/bfs/portal/en/index/infothek/erhebungen__quellen/blank/blank/bha/00.html

"Bologna-Barometer": This series of publications reflects and analyses the impact of the Bologna reform on the Swiss higher education system and was carried out in the years 2005, 2006, 2009, 2010, 2011 and 2012.

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/01.html>

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

Social and Economic Conditions of Student Life. The survey on the social and economic situation of students collects information on the living and study conditions in cantonal Universities, Federal Institutes of Technology and Universities of Applied Sciences. The survey is conducted by the Federal Statistical Office in collaboration with the State Secretariat for Education, Research and Innovation.

http://www.bfs.admin.ch/bfs/portal/en/index/infothek/erhebungen__quellen/blank/blank/soz_lag/00.html

Publications on the student body both online and print. Further information:

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06.html>

Basic statistics on students and diploma in HE:

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/tab/blank/uebersicht.html>

People in education (2013):

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/22/publ.html?publicationID=5437>

Bologna-Barometer (2013):

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

Legal basis for all sources: <http://www.admin.ch/opc/de/classified-compilation/19930224/index.html>

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE

Labour market status prior to the entry to HE:During HE studies

Labour market status prior to the entry to HE:At graduation

Labour market status prior to the entry to HE:After graduation

Age:At entry to HE

Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	1 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	1 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	1 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	1 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

The Swiss Federal Statistical Office (SFSO) provides systematic monitoring on the minority status in regard to linguistic and geographical minorities.

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
Ministry/governmental body:At entry to HE	0 ▼
Ministry/governmental body:During HE studies	1 ▼

Ministry/governmental body:At graduation	0
Ministry/governmental body:After graduation	1
Independent bodies/agencies:At entry to HE	0
Independent bodies/agencies:During HE studies	0
Independent bodies/agencies:At graduation	0
Independent bodies/agencies:After graduation	0
Other:At entry to HE	0
Other:During HE studies	0
Other:At graduation	0
Other:After graduation	0
No systematic monitoring:At entry to HE	0
No systematic monitoring:During HE studies	0
No systematic monitoring:At graduation	0
No systematic monitoring:After graduation	0

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

Obligatory participation of HEIs within the Swiss student and diploma register.
 Obligatory participation of HEIs as suppliers of contact addresses for surveys.
 Surveys are based on voluntary participation of respondents (students, graduates).

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes

III.7.1. How are these results published?

Information is shown for each individual higher education institution
 The results are partly aggregated and partly shown for each individual HEI (due to data protection issues).

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Yes, the results of monitoring activities related to the different stages are publicly available. The data are available on the homepage of the Swiss Federal Statistical Office:
<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06.html>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

One important development during the last ten years is a stronger internationalisation of the student body at Swiss HEIs. Especially at the Universities (cantonal Universities and Federal Institutes of Technology). In the period from 2002 to 2012, the number of international students (BA, MA) studying at a University has almost doubled (from roughly 22'000 in 2002 to around 40'000 in 2012). So the share of foreign students increased from 21% in 2003 to 29% in 2013. On the doctoral level, a considerable increase in the number of international students can be observed as well, from about 6'000 in 2002 to around 12'000 in 2012. At the Universities of Applied Sciences, the increase of the share of foreign students developed on a lower level. While in 2003, 6'682 (15%) foreign students were enrolled, until 2013 the percentage increased to 17% (equivalent to 14'732 students).

Another interesting aspect is the development of the women's share among students. At the Universities of Applied Sciences, men were the majority of students in 2003 (61%). In 2013, 52% of students were women. At the Universities, the women's share already reached 48% in 2003. In 2013, 50% of all students were women.

In respect of the types of degrees awarded, the Bologna process brought about a significant change in the Swiss HEIs during the last ten years. At the Universities of Applied Sciences in 2003 all certificates were diplomas. In 2008, the first bachelor's degrees were awarded, followed by master's degrees in 2011. The last two years (2012, 2013), only 3% of the degrees were diplomas, 76% bachelor's and 12% master's degrees. The remaining 9% were degrees in the field of continuing education. A similar pattern can be observed at the Universities: In 2003, still 85% of all degrees awarded were diplomas according to the old system. Ten years later, in 2013, only 3% were diplomas, 64% bachelor's and 33% master's degrees.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first choice):HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

In almost all fields, individuals meeting the entry standards have a guaranteed right to higher education. There are some fields like medicine, sports science as well as music, theatre and other arts where the number of study places is limited in some HEIs and prospective students have to take an exam (Numerus Clausus).

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "A maturity certificate ("gymnasiale Maturität")"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "A federal vocational baccalaureate ("Berufsmaturität")"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "sur dossier"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "entry exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "BA"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Route 1: A maturity certificate ("gymnasiale Maturität") gives access to Universities and Federal Institutes of Technology as well as Universities of Teacher Education. With one year of relevant work experience, one can also enter a University of Applied Sciences.
 Route 2: A federal vocational baccalaureate ("Berufsmaturität") gives access to Universities of Applied Sciences. With

additional exam called "Passarelle" one can also enter a HEI of another type.
 Route 3: HEIs are free to admit students who do not meet the usual requirements for admission.
 Route 4: One can enter a University or a Federal Institute of Technology by taking an entry exam.
 Route 5: After obtaining a bachelor degree from an institution of one type, one can in principle change to an institution of another type in the same field of study, if at most 60 ECTS credits are sufficient to bridge any major differences of profile or content.

Route 1: A maturity certificate does not give access to Universities of Applied Sciences without at least one year of relevant work experience.

Route 3: For instance, some HEIs admit students "sur dossier", meaning that work experience and other forms of prior learning (non-formal, informal) is being considered. This concerns in particular (but not exclusive) mature students. (Example: <http://www.unige.ch/vae/index.html>).

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	51
{III_11_SQ001}:Official data based on central level monitoring, including surveys	x
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	21
{III_11_SQ002}:Official data based on central level monitoring, including surveys	x
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	1
{III_11_SQ003}:Official data based on central level monitoring, including surveys	x
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	1
{III_11_SQ004}:Official data based on central level monitoring, including surveys	x
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

BFS

III.13.2. Comments

It is important to note that not all routes grant access to both types of HEIs (compare answer to question 3.14).
 The remaining percentages are composed as follows: Other Swiss certificates and specialised baccalaureates ("Fachmaturität"): 13%; Foreign certificates: 15%. Figures about Route 5 are not available.
 It is important to note that not all routes give access to both types of HEIs (compare answer to question 3.14).

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

There are no direct financial incentives for HEIs to admit specific groups of non-traditional students. However, it can be in the interest of HEIs to strive for diversity in the student body in order to enrich the learning and human environment. Furthermore, the financial contribution from the Swiss Confederation to Universities mainly depends on the number of students.

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

If yes, please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics): Without the “Passerelle” the graduates of a professional federal vocational baccalaureate can only access Universities of Applied Sciences. An additional exam called “Passerelle” allows graduates of a professional federal vocational baccalaureate (“Berufsmaturität”) to gain access to all types of HEIs (including cantonal Universities and Federal Institutes of Technology).

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

HEIs are free to admit students who do not meet the usual requirements for admission. Either the HEIs admit candidates on the basis of an entry exam or they decide “sur-dossier” (see answer to question 3.14).

For the Universities of Applied Sciences recognition of prior learning is defined as experience (professional or other), general skills, knowledge and know-how acquired outside formal or traditional education tracks (Federal Act on Universities of Applied Sciences).

Also there is a new law on continuing education/further training which intends to strengthen the lifelong learning and the transparency in this field. Its main goals are:

- Classification of continuing education (homogenisation): In comparison to other educational fields in the Swiss Higher Education System, continuing education is very heterogeneous in regard of the legal framework as well as of public funding.

- Lack of basic foundation and unclear Interfaces: In order to improve permeability, transparency and also quality legislative basis of the requirements and definitions are inevitable. At the same time, the courses offered in the field of continuing education have to be referenced to formal education and the recognition of prior learning has to be facilitated.

- Coordination on the national level

<http://www.sbf.admin.ch/themen/01366/01382/index.html?lang=de>

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

Since the HEIs decide autonomously which specific requirements have to be fulfilled to gain access to the HEI, there are no data on a national level about the share of students entering higher education through the recognition of non-formal and informal learning.

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▾

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No ▾

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

Primarily, it is the HEIs' responsibility to deal with the tension between the process of selection (which usually takes place in the first semesters) and the task of retention. In order to increase the retention rate, the HEIs in Switzerland take very diverse measures. Here are some examples:

- Self-assessment online surveys: Some HEIs offer an online questionnaire which helps students to identify whether their expectations and soft-skills match with the requirements of a study.
<http://self-assessment.ch/> (Psychology)
<https://samed.unifr.ch/EMS/start14sam.html> (medicine)
- Initial course: School pupils can complete a one week tester/initial course accompanied by students of the 3rd and 4th semester.
<http://www.unige.ch/dife/boussole/futursetudiants/boussole/EtudiantGenevois/stageuni.html>
- Assessment year: At the university of St.Gallen, the assessment year introduces students to various disciplines and familiarises them with the aims and expectations of the University. Also it forms the basis for the further studies.
<http://www.unisg.ch/en/Studium/Bachelor/Assessmentjahr>
- Mentoring system: At the University of Zurich, all first semester students of physics are mentored by a professor during the complete first cycle, who they can turn to for any need.
<http://www.physikstudium.uzh.ch/index.php?id=83>
- The "Equal Opportunities at Universities Programme" has improved the compatibility of family and studies and therefore is contributing to improving retention rates for students in general.
<http://www.sbf.admin.ch/themen/01337/01339/01357/index.html?lang=en>
<http://www.erus.ch/information-programme/programme-cus-p-4-equal-opportunity-genderstudies/Federal-programme-equal-opportunity-2000-20122013.html?L=2>
- Tutoring and remedial teaching: The Universities as well as the Federal Institutes of Technology offer a large number of tutoring and remedial teaching which support first year students in preparing exams improving shortcomings.
No web-link available.
- The University of Applied Sciences of North-western Switzerland in cooperation with the University of Zurich offers several subject-specific ability and competency tests. These tests will be part of an online-based self-assessment for psychology as field of study:
http://www.fhnw.ch/aps/miks/research-and-development/current-miks-researchprojects/development_of_subject-specific_ability_and_competency_test

III.26.2. Please also provide the full reference(s) to all relevant document(s):

see above

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Financial incentives: Some Universities charge a higher fee for students who exceed a certain duration of study.

Non-financial incentives: Some HEIs set a maximal duration of studies, e.g. twice the normal duration of studies (bachelor: 12 semesters; master: 8 semesters). Also the awarded ECTS are valid for a limited period of time only.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

see above

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
- Yes, at the end of the 2nd cycle
- No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

The completion rates are measured for specific cohorts, which are questioned seven years after beginning their first cycle.

Please also provide the full reference(s) to relevant document(s).

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	79
Completion rate of 1st cycle programmes, most recent available year:Year	2011
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	89
Completion rate of 2nd cycle programmes, most recent available year:Year	2011
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	73
Completion rate of programmes not divided into two cycles, most recent available year:Year	1999
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	x

III.34. Comments

Percentage of completion in first cycle programmes for most recent available year: The completion rates in the first cycle are higher than the completion rates in the former system ("Lizenziat", "Diplomstudium"). Of the University students who started their bachelor programme in 2003, 79% reached a bachelor's degree by 2011. 5% of the cohort of 2003 obtained a diploma at a University of Applied Sciences or at a University of Teacher Education.

Percentage of completion in first cycle programmes 5 years earlier: Since the former programmes ("Lizenziats- and Diplomstudium") were not separated into two stages/cycles, a comparison is not feasible.

Percentage of completion in second cycle programmes for most recent available year: In the second cycle, 89% of the students of the 2005 cohort graduated within six years.

Percentage of completion in second cycle programmes 5 years earlier: Since the former programmes ("Lizenziats- and Diplomstudium") were not separated into two stages/cycles, a comparison is not feasible.

Percentage of completion in programmes not divided into two cycles: Of the cohort which started its studies between 1997 and 1999 ("Lizenziats-" bzw. "Diplomstudium"), 72,5% of the entrants reached graduation up to the year 2011 (66,5% at a University and 6% at another type of HEL).

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of the 1st year

Necessary data would be available, but yearly drop-out rates are not systematically published. Drop-out rates are calculated 7 years after the entry of student-cohorts:
<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

III.35.1. Please also provide the full reference(s) to relevant document(s):

Necessary data would be available, but yearly drop-out rates are not systematically published. Drop-out rates are calculated 7 years after the entry of student-cohorts:
<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

Other

III.37.1. Please specify

They are not counted as "drop-outs", but appear both in their new programme as well as in the cohort of their old programme as students who changed programme.

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

If yes, please specify by which organisation and how frequently:
The Swiss Federal Statistical Office releases the drop-out rates in different publications, one of which is the "Bologna-Barometer".
Please also provide the full reference(s) to relevant document(s) or websites.
<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

If yes, please specify by which organisation and how frequently:
The Swiss Federal Statistical Office releases the drop-out rates in different publications, one of which is the "Bologna-Barometer".
Please also provide the full reference(s) to relevant document(s) or websites.
<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/06/dos/blank/03/02.html>

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	9
Drop-out in first year of 1st cycle programmes, most recent available year:Year	(Entry cohort 2011)
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	6%
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	(Entry cohort 2006)
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	14%
Drop-out in 1st cycle programmes, most recent available year:Year	(Entry cohort 2006)
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	x
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	8%
Drop-out in 2nd cycle programmes, most recent available year:Year	(Entry cohort 2008)
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	x
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	x
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available x

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

For a minor fee (around 50 Swiss Francs), the cantons offer a job counselling which also addresses prospective higher education students.

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

Yes. For example information is provided about how disabled prospective students can manage their studies.

<http://www.hindernisfreie-hochschule.ch/>

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

Some Universities as well as Universities of Applied Sciences provide a variety of free support-offers for newly admitted students. But there are no nationally coordinated measures or incentives nor specific funding.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

There are no nationally coordinated measures for career guidance services. But the cantonal Universities, the Federal Institutes of Technology as well as the Universities of Applied Sciences offer such services.

An example for a career-guidance service:
<http://www.careerservices.uzh.ch/index.html>

III.47.2. Please also provide the full reference(s) to relevant document(s):

There are no nationally coordinated measures for career guidance services. But the cantonal Universities, the Federal Institutes of Technology as well as the Universities of Applied Sciences offer such services.

An example for a career-guidance service:
<http://www.careerservices.uzh.ch/index.html>

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 1200
1st cycle:Minimum amount 1000
1st cycle:Maximum amount 4000
2nd cycle:Most common amount 1200
2nd cycle:Minimum amount 1000
2nd cycle:Maximum amount 4000

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

Generally, all students have to pay fees (exceptions are possible).

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 1300
1st cycle international students:Minimum amount 1000
1st cycle international students:Maximum amount 8000
2nd cycle international students:Most common amount 1300
2nd cycle international students:Minimum amount 1000
2nd cycle international students:Maximum amount 8000

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

Since all HEIs except the Federal Institutes of Technology are in the responsibility of the cantons, the fees can vary widely from one canton to the other. Therefore, general statements are difficult to be made.

Depending on the University, international students have to pay a higher amount of fees. Five Universities, four public Universities of Applied Sciences and six Universities of Teacher Education charge higher fees for

international students (who have obtained their matriculation certificate abroad). With one single exception, these fees are only slightly higher than the fees for home students. Students from all countries except Switzerland are considered as international.

all answers above apply to the universities, not the universities of applied sciences

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Grants are the most common form of student support. 95% of total funding is allocated to grants and 5% to loans (2012). There are also tax benefits for the students' parents.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

There are none.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle +/- 15%

% of students receiving grants:Second cycle +/- 12%

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

In the first and second cycle as well as in the grand total, around 2% of the students take out loans.

Reference: BFS: Kantonale Stipendien und Darlehen 2012, Neuchâtel.

<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/22/publ.Document.163454.pdf>

IV.19. Can students use loans for studying abroad?

Some loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle credit mobility:Travel costs 0 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle credit mobility:Travel costs 0 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle degree mobility:Travel costs 0 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle degree mobility:Travel costs 0 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼
- 2nd cycle degree mobility:Other 0 ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle credit mobility:Travel costs 0 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle credit mobility:Travel costs 0 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle degree mobility:Travel costs 0 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle degree mobility:Travel costs 0 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Employee with an employment contract with a HEI

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

In Switzerland, the majority of the candidates preparing a third cycle qualification are employed as assistants at the University. Often they work part-time as assistant and are able to use some time (protected time) of their employment as an assistant for their thesis. Another source of funding is provided by the SNSF (Swiss National Science Foundation), which funds a large number of candidates within a research project or directly (doc.ch3). A minority of the candidates do fund their doctoral thesis by working part-time and writing their doctoral thesis in their leisure time.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Third cycle candidates do pay a significantly smaller amount of fees. The amount differs from one university to the other and extends over the range between 150.- and 626.- Swiss Francs (average: 250.-).

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

As mentioned above, Switzerland's higher education system encompasses different types of HEIs with different educational goals: the Universities (cantonal Universities and Swiss Federal Institutes of Technology), the Universities of Applied Sciences (UAS) and the Universities of Teacher Education. The main task of the Universities is to carry out basic research and teaching, while Universities of Applied Sciences and Universities of Teacher Education place a greater emphasis on practically oriented studies and on applied research and development.

The Universities of Applied Sciences have a legal obligation to offer study programmes which qualify the graduates to take up a professional activity (Federal Act on the Universities of Applied Sciences Art. 31). Also, in the Federal Act on Funding and Coordination of the Swiss Higher Education Sector (Higher Funding and Coordination Act, HEdA2), which is expected to come into effect in 2015, the Universities of Applied Sciences will have the official mandate to qualify their graduates to take up a professional activity. As a consequence, the study programmes of the Universities of Applied Sciences and those of the Universities of Teacher Education have traditionally been first cycle oriented towards the professional sector; therefore, no extra measures to increase the employability of bachelor qualifications are felt to be necessary beyond constant efforts to assure a high quality of these programmes. To a minor extent, the Universities offer study programmes which do qualify graduates to take up a professional activity directly after the first cycle as well as after the second cycle.

One important objective of the ETH Domain's performance mandate is to make a significant contribution to ensuring that there are enough highly qualified specialist and management workforce for the science and education sector, the economy and the administration.³

At the institutional level, employers organisations are represented in the strategic bodies of some HEIs. Furthermore, according to the HEdA (Art. 13) employers organisations and trade unions will take part in the meetings of the Swiss Conference of HEIs and act in an advisory capacity⁴. All HEIs closely monitor the study pathways of students and continuously adapt profiles and contents of the bachelor and master programmes according to the variety of needs and purposes including but not limited to preparation for research careers. According to the graduate survey published in 2013, 96,6% of the students of the Universities, Universities of Applied Sciences and Universities of Teacher Education who graduated in 2010 had a job one year after graduation.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

National surveys on the employability of graduates are carried out every two years by the Federal Statistical Office. The survey's main focus is the employment and educational situation of graduates of HEIs one and five years after graduation (labour force participation rate, factors for a successful transition to the labour market).

http://www.bfs.admin.ch/bfs/portal/en/index/infothek/erhebungen__quellen/blank/blank/bha/01.html

Besides this regular monitoring of the labour force participation of graduates, there are several ad hoc labour-market forecasts. For example, different sector associations publish forecasts concerning their need of labour force for the upcoming years (e.g. <https://berufsbildung.educa.ch/de/organisationcnarbeitswelt-oda>; teachers-association, [swissmem http://www.swissmem.ch/en.html](http://www.swissmem.ch/en.html)).

Also there are ad hoc forecasts concerning specific labour market issues carried out by the Swiss Government. One example is a publication of the State Secretariat for Education, Research and Innovation (SERI) concerning the shortage of qualified staff in the STEM-Fields⁶.

http://www.sbfi.admin.ch/dokumentation/00335/01737/01738/index.html?lang=de&download=NHZLpZeg7t,lnp6l0NTU042l2Z6lnIacy4Zn4Z2qZpn02Yuq2Z6gpJCDfYJ3fmyml62epYbg2c_JjKbNoKSn6A-

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Following the federal principles, there is no central labour market planning in Switzerland. The survey findings are used as information tool for various institutions of the higher education system and as guidelines for educational and employment authorities and career counselling services. It is important to emphasise that prospective students are free to choose their field of study. There are some exceptions like medicine, sports science as well as music, theatre and other arts where the number of study places is limited in some HEIs and prospective students have to take an exam (Numerus Clausus).

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|---|---|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Whether employers are involved in higher education planning and management strongly depends on the type of HEI as well as on the field of study. Especially at Universities of Applied Sciences, there are various courses of study which are planned and implemented in close collaboration with employers and employers organisations respectively. There exist collaborations with employers at the cantonal Universities and the Federal Institutes of Technology in certain fields of study. For example, in technical sciences or biochemistry. Some employers organisations will also take part in the meetings of the Swiss Conference of HEIs, which will be created in 2015, and act in advisory capacity.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes ▾

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

The Swiss Government promotes cooperation projects between higher education sector and business through the Commission for Technology and Innovation (CTI) as well as to some extent through the Swiss National Science Foundation (SNSF). As the Confederation's innovation promotion agency, CTI lends support to R&D projects, to entrepreneurship as well as to the development of start-up companies. CTI helps to optimise knowledge and technology transfer through the use of national thematic networks. CTI lends support to:

1. Market-oriented R&D projects;
2. Creation and development of start-up companies;
3. Knowledge and technology transfer.

Support is generally available for R&D projects relating to scientific innovations in all disciplines. Project proposals are submitted using the bottom-up principle and are mainly selected on the basis of their innovativeness and market potential. The CTI Entrepreneurship programme offers made-to-measure training modules for up-and-coming entrepreneurs. These training modules provide the knowledge, skills and methodology needed to establish a new company and successfully transform their promising business ideas into marketable products and services. Young entrepreneurs can also benefit from professional coaching. New knowledge-intensive and technology-based companies with considerable market potential are eligible. The CTI supports the transfer of knowledge and technology between higher education institutions and industry in a targeted and results-oriented manner. In addition, innovative Swiss businesses and researchers should have development opportunities through access to international programmes and networks.

More information:
<http://www.kti.admin.ch/index.html?lang=en>

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes ▾

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

For instance, some Universities of Applied Sciences, in collaboration with five renowned international companies, offer a one year work placement as preparation for a study in engineering. The offer is open to holders of a maturity certificate.
(cf. <http://www.ntb.ch/studienangebot/bachelorstudium-systemtechnik/praktikumsjahr-in-derindustrie.html>)

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

The Federal Office of Public Health (FOPH) is engaged in training within various health professionals. It is primarily committed to ensuring high quality of training and continuing professional development (CDP) within the healthcare professions. Through quality assurance measures such as accreditation of study and CPD programmes as well as federal exams, the achievement of legally defined learning objectives is verified. It is also important to mention that in Switzerland, especially the Universities of Applied Sciences offer a variety of study programmes which incorporate practical training. The first cycle at Universities of Applied Sciences ought to be a sufficient qualification for entry into professional life. At the cantonal Universities, such study programs also exist, but they are less common.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

- 1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
- 2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
- 1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Estimation of the Rectors' Conferences. While the share for the Universities of Applied Sciences lies around 51-70% for the first cycle and 11-30% for the second cycle, the share for the cantonal Universities/Federal Institutes of Technology lies in the range 1-10%.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in some higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

No further information is available.

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

The Federal Statistics Office publishes several surveys on the labour market situation of graduates from Swiss HEIs. For example, information on the change of labour force participation rate or on the decisive factors for a successful transition to the labour market are provided. Most of these publications are made on the basis of a mandate by the Swiss government.
<http://www.bfs.admin.ch/bfs/portal/en/index/themen/15.html>

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

No

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Funding/initiating authority and

institution conducting
the survey: Swiss Federal
Statistical Office

Regularity: Every two years in
odd-numbered years.

Survey timing and
target group: Full population survey
of graduates with bachelor's degree,
diploma, licentiate,
master's degree and
PhD (cantonal
Universities, Federal
Institutes of
Technology,
Universities of Applied
Sciences, Universities
of Teacher
Education). The
graduates are asked
to complete a
questionnaire one
year after graduation.
Only graduates who
participated in the
first-wave survey are
asked to take part in a
second-wave survey
four years later.

HEI participation/
sample: The response rate
varies from survey to survey. The mean
response rate for the
first-wave survey lies
around 60%, the mean
response rate for the
second survey is about
65%. Data is weighted
with the aid of Swiss
Higher Education
System (SHS) statistics.
The aim is to obtain data
on study subjects and
individual Universities
and institutions.

Results (indicators,
publication, etc.): Employment and educational
situation of the graduates of HEIs. Indicators among others:
Change of labour force
participation rate, decisive
factors for a successful
transition to the labour market.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Many HEIs use the available data in order to adapt the curricula to the needs of the labour market (e.g. Federal Institute of Technology). Also, the results of the surveys and studies on the situation of the graduates conducted by the Federal Statistics Office have an immediate implication for policymaking, particularly for the development of the higher education policy. Finally, the results are also used for media reports, are included in the public discourse and therefore influence the public reception of higher education.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Lifelong learning is commonly understood as the continuous building of knowledge and skills in the course of a lifetime through formal and informal learning.¹

Lifelong learning is a very complex issue with many different aspects:

- Continuing education: It is considered to be of utmost importance that the members of the workforce have the opportunity to refresh and update their skills and knowledge and to acquire new competencies. For this reason, all Swiss HEIs offer a large number of continuing education courses.

These cover most topics and range from one-day courses to extensive programmes worth 60 ECTS credits. Often, people who do not hold a degree from an academically oriented HEI may also be admitted. For instance, continuing education programmes at the Universities of Applied Sciences are also open to holders of diplomas of ISCED 5B Swiss institutions under certain conditions. In order to keep in touch with society, there are also lectures open to a large public at most HEIs. Universities also have a special lecture series for retired people.

- Recognition of prior learning: HEIs are autonomous in terms of admission and of allocation of credit points. Several Universities and Universities of Applied Sciences have adopted procedures to recognise prior learning. At the Universities of Fribourg, Geneva, Lausanne, Neuchâtel, Lugano and Lucerne as well as most of the Universities of Applied Sciences, students who do not meet the usual requirements for admission have the possibility to enter some of the programmes on the basis of a personal assessment. There is also the possibility to enter the Federal Institutes of Technology by taking an entry exam. Furthermore, work experience and informal learning are taken into account for the admission to many continuing education programmes. Relevant work experience is also a requirement for access to Universities of Applied Sciences.

- Permeability: It is generally agreed that educational structures should be organised in such a way that able students do not end up in a dead-end. As mentioned above, there are two ways to access higher education in Switzerland: maturity certificate ("gymnasiale Maturität") for Universities and Federal Institutes of Technology, and federal vocational baccalaureate ("Berufsmaturität") for Universities of Applied Sciences. Under certain conditions, holders of diplomas of ISCED 5B Swiss institutions also have access to first cycle programmes at Universities of Applied Sciences. In order to facilitate the transition from one sector to the other, one can, after having passed the federal vocational baccalaureate, take an exam (called "Passerelle") which gives access to Universities and Federal Institutes of Technology. On the other hand, holders of a maturity certificate with one year of relevant work experience are admitted to Universities of Applied Sciences. In order to increase the permeability between different types of HEIs, the three Rector's Conferences (Rector's Conferences of the Swiss Universities, the Swiss Universities of Applied Sciences and the Universities of Teacher Education) signed an agreement in November 2007. They agreed that after obtaining a first degree (bachelor) from an institution of one type, a student can in principle change to an institution of another type in the same field of study, if at most 60 ECTS credits are sufficient to bridge any major differences of profile or content. This agreement came into effect in August 2008 along with an extensive list containing the details for every study course concerned.

- Flexible delivery methods: In order to meet the needs of diverse groups of learners, HEIs generally offer the possibility to study part-time. Furthermore, most programmes have a modular structure. In the field of continuing education, such modular structures are especially popular, as they make it easier to combine studies and professional activity.

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

There are legal requirements for higher education institutions to offer lifelong learning provision. Providing continuing education is often stated as a mission in the performance mandates of HEIs. Cf. for instance the Law on the Federal Institutes of Technology (art. 2 and 8)², the Law on the Universities of Applied Sciences (art. 3 and 8)³ as well as the ten cantonal Laws on the Universities are relevant.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VL3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

- Formal HE programmes provided under flexible arrangements** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Non-formal courses open to all (e.g. languages)** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Preparatory courses for HE entrance examinations** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Professionally-oriented upgrading of already achieved qualifications** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Tailor-made provision for industry** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VL3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▾

VL3.2. Please specify which forms and provide % of HE institutions involved.

VL3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

The figures are only related to the Universities of Applied Sciences. There are no figures available for cantonal Universities and the Federal Institutes of Technology.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▾

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

There are no general figures on the funding of lifelong learning. This depends very much on the HEI as well as on the study programme. Furthermore, there are many different sources of public funding. Besides the general budget, there are, for instance, tax deductions and, in some cantons, vouchers for continuing education. The unemployment insurance may also pay some courses at HEIs. Normally, there is no direct public funding of continuing education, as the offer should be cost-covering.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

The Rectors' Conference of the Swiss Universities (CRUS) recommends in the priorities 2012–15/16 for the teaching coordination the flexibilisation of the study programmes. CRUS adopted 2014 a position paper on part-time study.

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

The vast majority of students registered are "full-time" students. Only the Universities of Applied Sciences offer the status of "part-time" student. However, most students (around 70%), no matter what their official status is, work besides their studies (informal or de facto part-time studies). Generally, there are some fields of study, where it is easier to arrange studying and working and there are fields of study where it is very difficult to find the time to work.

At Universities of Applied Sciences some study programmes are designed as 'Berufsbegleitendes Studium' (accompanying course of studies) (e.g. <http://www.bachelorwirtschaft.hslu.ch/studium/studienmodelle/berufsbegleitendes-studium.html>)

VL7.1. Please explain what student statuses exist in your country and how you define them.

The vast majority of students registered are "full-time" students. Only the Universities of Applied Sciences offer the status of "part-time" student. However, most students (around 70%), no matter what their official status is, work besides their studies (informal or de facto part-time studies). Generally, there are some fields of study, where it is easier to arrange studying and working and there are fields of study where it is very difficult to find the time to work.

At Universities of Applied Sciences some study programmes are designed as 'Berufsbegleitendes Studium' (accompanying course of studies) (e.g. <http://www.bachelorwirtschaft.hslu.ch/studium/studienmodelle/berufsbegleitendes-studium.html>)

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

In some Universities, for instance at the University in Lausanne for all master programmes, and in most Universities of Applied Sciences, where it is usually possible to follow a degree "berufsbegleitend" (accompanying course of studies).

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

At Universities it is frequently possible to study part-time, but only a limited number has a special status.
At Universities of Applied Sciences some study programmes are designed as 'Berufsbegleitendes Studium' (accompanying course of studies) (e.g. <http://www.bachelorwirtschaft.hslu.ch/studium/studienmodelle/berufsbegleitendes-studium.html>)

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes
Recognition of prior learning is defined for the Universities of Applied Sciences as experience (professional or other), general skills, knowledge and know-how acquired outside formal or traditional education tracks (Federal Act on Universities of Applied Sciences). The cantonal Universities as well as the Federal Institutes of Technology are free to admit students on the basis of an entry exam or by crediting prior professional performances ("sur dossier").

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
In its Best Practice the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH) has limited to 50% of the compulsory credits the recognition of non-formal and informal learning. Some Universities of Applied Sciences like HES-SO have launched a specific procedure.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

http://www.kfh.ch/uploads/dkfh/doku/060516_Best_Practice_KFH_Zulassung_von_Absolventinnen_dcr_Hoeheren_Berufsbildung_zu_Bachelor_Studiengaenge.pdf
(see 2./2.2)
<http://www.hes-so.ch/fr/validation-acquis-experience-182.html>

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data but it is possible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

5-25%

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

<http://www.sbf.admin.ch/index.html?lang=de>

7.3.2. Has the impact of the strategy been assessed?

No ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

100%

7.3.3.1. Please provide a source for this information:

The Federal Council adopted its "International Strategy in the Fields of Education, Research and Innovation" in June 2010. It is to be considered an umbrella strategy which outlines Switzerland's foreign scientific foreign policy. It comprises three priorities and related goals in the area of education, research and innovation in a publication.1 First priority is the strengthening and the enlargement of the international interconnectedness, second priority is the support of education export as well as the "import of talented researchers" (i.e. brain circulation) to strengthen Switzerland as an educational location and thirdly the promotion of the international recognition.

Two important examples of multilateral cooperation are the education activities pursued with UNESCO and the Council of Europe. Both organisations serve as forums for international discussion of education issues and both give valuable support to international cooperation initiatives and projects relating to education. The OECD also contributes to education activities by raising new questions and making international comparisons of competences and best practices. This has the effect of encouraging the exchange of views on education.

At the bilateral level, framework agreements on Science and Technology cooperation were signed with important partners: USA, BRICS countries, Japan, South Korea, etc. Based on such agreements, specific bilateral cooperation programmes can be set up with selected priority countries. Regular bilateral meetings at ministerial level also take place in order to assess and further facilitate the internationalisation of Swiss research institutions and agencies.

Further examples of how the Swiss Government promotes the internationalisation of the higher education system: It maintains a science and technology network, called swissnex, which supports Swiss education, research and innovation stakeholders in their internationalization efforts by connecting researchers and facilitating exchanges. swissnex exist in six locations worldwide (Boston, San Francisco, Rio de Janeiro, Bangalore, Singapore and Shanghai). In addition to swissnex, the Swiss Government's internationalisation strategy is supported by a network of 18 science and technology counsellors based at Swiss Embassies abroad (Northern America: Ottawa, Washington D.C.; Southern America: Santiago de Chile, Buenos Aires, Brasilia; Africa: Pretoria; Oceania: Canberra; Asia: New Delhi, Beijing, Seoul, Singapore, Tokyo; Europe: London, Brussels, Vienna, Paris, Rome, Moscow, Madrid).

Another example are the "Swiss Government Excellence Scholarships for Foreign Scholars and Artists" (ESKAS). The Swiss Government, through the Federal Commission for Scholarships for Foreign Students (FCS), awards various postgraduate scholarships to foreign scholars and researchers. First there are "University scholarships" (to study at Swiss universities, Federal Institutes of Technology as well as Universities of Applied Sciences), secondly "Art scholarships" (schools of music and fine arts, only for a limited number of countries). These scholarships provide graduates from all fields with the opportunity to pursue doctoral or postdoctoral research in Switzerland at one of the public funded or recognized HEL. As mentioned above, the cantonal Universities, the Universities of Applied Sciences and the Universities of Teacher Education are under cantonal authority and therefore develop their internationalisation strategies independently.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

0%

7.3.4.1. Please provide a source for this information:

Switzerland's federal structure does not allow the implementation of a internationalisation strategy at the

national level. The Universities as well as the Universities of Applied Sciences choose their strategy autonomously. All of the Swiss HEIs have an internationalisation strategy – sometimes more or and sometimes less explicit and detailed.

Even though the policy-making falls into cantonal sovereignty, promoting the international attractiveness of higher education as well as research is a high priority in national policy. The national government is only responsible for the Swiss Federal Institutes of Technology (ETH). In the ETH Domain's performance mandate, the Federal Council asks the institutions of the ETH Domain to promote the national and international student mobility. With regard to the promotion of their international attractiveness, the ETH domain is fully autonomous in taking appropriate measures.

Since the first Federal Universities of Applied Sciences Act, the Universities of Applied Sciences have been committed to raising their international profile and to cooperating with partners abroad in the area of teaching and research. Their efforts are backed by the State Secretariat for Education, Research and Innovation (SERI) as well as by the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH). All Universities of Applied Sciences (UAS) are part of the nationally coordinated project 'internationalisation of the UAS' which is funded by the State Secretariat for Education, Research and Innovation.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility: Outgoing mobility

Credit mobility: Incoming mobility

Degree mobility: Outgoing mobility

Degree mobility: Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

1. The Rectors' Conference of the Swiss Universities has a unit which is concerned with the coordination of the Bologna reform. Its main task is the coordination and monitoring of teaching at Universities. In order to fulfil this task, the unit also publishes regularly studies and surveys about different aspects of the Bologna reform at Swiss Universities.

<http://www.bolognareform.ch/>

2. 1 million Swiss francs are yearly spent from 2013 until 2016 on the programme 'Internationalisation of the Universities of Applied Sciences'.

<http://www.sbf.admin.ch/themen/01337/01339/01377/index.html?lang=de>

3. Swiss Government Excellence Scholarships for Foreign Scholars and Artists (ESKAS) as an instrument promoting incoming mobility at student level.

<http://www.sbf.admin.ch/themen/01366/01380/01828/index.html?lang=en>

4. Swiss National Science Foundation (SNSF): By supporting high-quality fundamental research as well as researchers in their quest for excellence the SNSF promotes internationalisation of education and research in many ways (more detailed information is being provided below).

<http://www.snf.ch/en/Pages/default.aspx>

5. The Swiss University Conference (SUK, CUS) carried out a project which supported the implementation of the Bologna reform at the Swiss Universities.

<http://www.cus.ch/wDeutsch/beitragce/2008-2011/index.php?navid=17>

These efforts by the Swiss Government are intended to develop the political and financial frameworks to support the internationalisation strategies of the Universities as well as of the Universities of Applied Sciences.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

2.0000000000

7.9.2. In which countries do they have these campuses?

The EPFL has created "EPFL Middle East", which is a pioneering research center based in Ras Al Khaimah (UAE). It is the only actual offshore campus of a Swiss University and conducts graduate and postgraduate research in the field of energy and sustainability. EPFL Middle East was inaugurated in May 2009 and embodies the shared vision of the Government of Ras Al Khaimah and of the EPFL. The main topics are some of the most important global challenges of this century: renewable energy, water and energy security, sustainable urban environment and clean technologies.

<http://www.epfl.ac/content/about-epfl-middle-east/introduction>

The Federal Institute of Technology Zurich (ETH Zurich) maintains a research lab, the "Future Cities Laboratory (FCL)", in Singapore which is located on the CREATE (Campus for Research Excellence and Technological Enterprise), an initiative by the Singapore's National Research Foundation. With the Singapore-ETH Centre for Global Environmental Sustainability (SEC), ETH Zurich has reinforced its presence in one of the world's most up-and-coming regions. This site in Asia enables the university to tackle research topics on a global scale and work closely with local institutions.

<https://www.ethz.ch/en/campus/locations/Switzerland%20and%20other%20countries/singapore.html>

Following the signing of the Free Trade Agreement between Switzerland and China, the Swiss SME Research Center China is a first concrete initiative by the University of Applied Sciences and Arts Northwestern Switzerland, providing SMEs with a viable opportunity to gain a foothold in China. FHNW staff and Chinese employees will be available as on-site contact partners.

http://www.fhnw.ch/business/international/china/ssrc/ssrc?set_language=en

Moreover other campuses are in preparation particularly in the arts' domains.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes ▼

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "1"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "26"

7.11. Does your country have main regions of operation for international student mobility?

Yes ▼

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes ▼

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No ▼

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically

- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

Swiss HEIs recruit their students and researchers independently of their origins. The main criterion is scientific excellence. Of course, bilateral agreements and geographical proximity do affect the share of students from specific countries – mainly European countries.

In addition to bilateral agreements and geographical proximity, there are regions with global significance in the research and educational system which are of much interest. This is why the international strategy in the fields of education, research and innovation defined 7 Non-European priority countries for research cooperation, namely the BRICS (Brazil, Russia, India, China, South Africa), Japan and South Korea with which specific research programmes were initiated.

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language

- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life
- Extension of studies

7.13.2.1. Please specify:

Living costs in Switzerland are relatively high.

Despite an increasing number of master programmes taught in English, language remains an obstacle, in particular at UAS.

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

1. Transition to more flexible study cycles. The goal of this measure is to offer cohesive study cycles, which facilitate the recognition and therefore promote incoming and outgoing mobility. 2. Actively provide information about mobility. 3. Facilitate the organisational and administrative aspects of mobility (recognition of study achievements, study support, portability of grants and loans).

In November 2004 the Swiss Rectors' Conference passed a resolution about how mobility at Swiss HEIs can be promoted. More information: <http://www.crus.ch/dms.php?id=212>

7.16. Has your country monitored the effects of these measures/programmes?

No ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No ▼

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose.. ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

Information about mobility schemes are provided by the HEIs for national as well as for international students. The national government does not manage or coordinate such offers. The Rectors' Conference of the Swiss Universities offers a variety of information about mobility schemes (outgoing/incoming):
Incoming:
<http://www.crus.ch/information-programme/studying-in-switzerland.html?L=2>
<http://www.studyingswitzerland.ch/>
http://www.kfh.ch/uploads/doku/doku/Studying_in_Switzerland_2014.pdf?CFID=28061078&CFTOKEN=22576442
<http://www.cohep.ch/en/paedagogische-hochschulen/studieren-und-unterrichten-in-der-schweiz/studieren-in-der-schweiz/> (Universities of Teacher Education)
Universities and UAS/UAT:
http://www.cohep.ch/fileadmin/user_upload/default/Dateien/02_P%C3%A4dagogische_Hochschulen/Studyinginswitzerland/Studying_in_Switzerland_2014.pdf
Outgoing:
http://www.crus.ch/information-programme/studieren-in-ausland.html?no_cache=1&L=2
(available in French and German)
The national government provides information about scholarships for international students:
<http://www.sbfi.admin.ch/themen/01366/01380/01828/index.html?lang=en>
The Rectors' Conference of the Swiss Universities of Applied Sciences (KFH) through its International

Relations Comité (IRUAS) provides information about mobility tools and instruments as well:
<http://www.iruas.ch/index.cfm?nav=4&&lang=e>

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▼

7.20.1. Do students have to pay additional fees?

Please choose.. ▼

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Meetings which took place in the partner country: e.g. China, Brazil, India, South Korea, Singapore.

Events: For instance, the State Secretary for Education, Research and Innovation regularly participates in the STS Forum in Kyoto.

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No ▼

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

researchers:

The Swiss National Science Foundation (SNSF) with their career funding schemes focus on the persons conducting research. Within the scope of a project, the researchers can apply for a fellowship or salary for themselves and – depending on the funding scheme – for further funding to carry out their project.

Early Postdoc.Mobility

Early Postdoc.Mobility fellowships are designed for postdocs at the beginning of their career who wish to enhance their scientific profile by working at a research institution abroad. The fellowships include a grant towards living costs, a flat-rate for travel expenses and, if justified, a contribution towards research and conference costs as well as matriculation fees. In principle, these fellowships are awarded for 18 months, in justified cases for at least 12 months.

Advanced Postdoc.Mobility

Advanced Postdoc.Mobility fellowships are designed for postdocs who wish to enhance their scientific profile by working at a research institution abroad. In addition to the fellowship, applicants can request a grant for a research period upon returning to Switzerland. The fellowships include a grant for subsistence costs, a flat-rate for travel expenses and a possible contribution to research, conference costs and matriculation fees. The return grant includes a salary and social security contributions. The funding period is 12 to 36 months (fellowship) and 3 to 12 months (return phase).

International Short Visits

The scheme International Short Visits is aimed at researchers in Switzerland who wish to go abroad for a short period or researchers abroad who wish to collaborate with researchers in Switzerland. During the visit, they pursue a small joint research project. Short visits may last from one week to three months. There are no geographical

and topical restrictions. The grants include travel, room and board expenses.

doctoral candidates: Doc.mobility

Doc.Mobility fellowships are designed for doctoral students who wish to enhance their scientific profile by working at a research institution abroad. The fellowships include a grant towards living costs, a flat-rate for travel expenses and, if justified, a contribution towards research and conference costs as well as matriculation fees. These fellowships are awarded for a minimum of 6 months up to a maximum of 18 months.

Not offered by the SNSF:

Bilateral Programme "Germaine de Staël" with France, open to candidates and researchers from all Swiss HEIs encourages mobility for which bi-national research-teams have to qualify with calls conducted yearly:
http://www.satw.ch/projekte/destael/index_FR

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

no targets

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

no targets

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "0"

7.31.1.1. Additional comments:

Financial issues, cost of living in Switzerland.

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "0"

7.31.2.1. Additional comments:

Because of incomplete contributions in pension schemes/social security systems, outgoing researchers have to fear gaps in insurance coverage after their return.

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

The issue is recognized by the SNSF and the Rectors' Conference of the Swiss Universities.

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: