



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Switzerland

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Switzerland

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Contributors to the report

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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 of the Swiss Universities (OAQ).

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. 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.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

There are 12 Universities (2 Federal Institutes of Technology and 10 cantonal Universities), 9 Universities of Applied Sciences (7 public and 2 private) as well as 14 Universities of Teacher Education. Furthermore, there are several smaller specialised HEIs. In this report, only the institutions of ISCED level 5A are considered. The answers do not take account of the institutions of ISCED level 5B, which are professionally oriented and provide vocational training at the tertiary level.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 57

120 ECTS = 43

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 57

120 ECTS = 43

Other = 0

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

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

The percentages of second cycle programmes of different lengths and the percentages of students enrolled in these programmes are only estimates. Furthermore the traditional single-tier study programmes are gradually being discontinued. In 2010/11, only about 7% of all students are still enrolled in these programmes. According to estimations, this percentage will drop quickly in the coming years. These old programmes, which no new students entered since several years, are not taken into account in the figures above.

6. PROGRESSION BETWEEN CYCLES

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

100%

All first cycle programmes give access (as defined in the Lisbon Recognition Convention) to the second cycle in the same subject area. At the Universities of Applied Sciences, only about 23% of holders of a first cycle degree enter a second cycle study programme (mainly due to the fact that the first cycle degree is the standard qualification to get access to the labour market). So 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).

6.1.1. Please provide a source for this information.

Cf. the Bologna Directives for the Universities (<http://www.cus.ch/wEnglisch/publikationen/richtlinien/BOL-RL-2008-Engl-V2.pdf>) and for the Universities of Applied Sciences and of Teacher Education (http://edudoc.ch/record/38199/files/RichtlBologna_d.pdf)

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>50-75 %

There are important differences between HEIs of different types. On average, 88% of the graduates who obtained their first cycle degree at a Swiss University between 2002 and 2007 entered a second cycle programme at a Swiss University (86% for the 2007 graduates). In autumn 2008, the first students obtained a bachelor degree from a University of Applied Sciences. One year after graduation, 20% of them entered a master programme at a University of Applied Sciences and 3% at a University or a University of Teacher Education. The figures are lower than for Universities because the bachelor degree is in most cases the standard qualification to enter the labour market. Percentages also vary a lot according to subject areas. 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.

6.2.1. Please provide the source for this information.

Federal Statistical Office (BFS): Bologna-Barometer 2010, Neuchâtel, 2010. (<http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/22/publ.html?publicationID=4223>).

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- All students (Scale 1) Yes No Some No answer
- All students (Scale 2) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 1) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 2) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

In order to apply to a University of Applied Sciences, prospective students must demonstrate relevant work experience of one year. Generally, the HEI admitting a bachelor degree holder from another HEI or another subject area can ask that the student completes additional courses which are highly relevant to the chosen master programme.

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

100 %

6.4.1. 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. Cf. the laws on the Federal Institutes of Technology and the Universities as well as the regulations of these HEIs.

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

20% (two years after graduation 2002-2007, medicine and pharmaceuticals not included).

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

The three Rectors' Conferences (Rectors' 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. Furthermore, it is noteworthy that Universities can also admit master degree holders from Universities of Applied Sciences and Universities of Teacher Education to third cycle programmes.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Two types of doctoral education exist: the traditional supervision-based doctorate and structured doctoral programmes of various forms.

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

Yes

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

When it comes to the description of the different structures found at Swiss Universities, it is important to bear in mind that there is no common national terminology with regard to the organisation of the doctorate. Doctoral schools often have a thematic focus. They are frequently the result of inter-institutional cooperation. However, there are also doctoral schools at the institutional or department level. They may take the form of overarching structures responsible, for example, for student admission and course organisation.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

No

8.3.1. Please specify the number of years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

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

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

The use of ECTS credits for some taught elements is possible.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

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.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

No

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

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- 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

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

Yes

10.5.1. Please explain briefly.

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.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

The figures above are only estimates. It is furthermore noteworthy that joint degrees/programmes are often at a national and not at an international level (cooperation between Swiss HEIs).

Part 1.2 BFUG Data Collection on student-centred learning

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

No

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

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | | | | | | |
|--|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|
| Independent learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Learning in small groups | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Assessment based on learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Recognition of prior learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student/staff ratio | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student evaluation of teaching | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

There is no specific definition of learning outcomes in the steering documents.

4.2. 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.)

In all 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 primarily defined in terms of workload. The Rectors' Conference of the Swiss Universities is currently conducting a survey on the definition and use of learning outcomes.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Improving the understanding of learning outcomes is a strategic priority of the Swiss HEIs during the next years. The three Rectors' Conferences regularly discuss the issue of learning outcomes which they also include in their national recommendation papers. Furthermore, they encourage meetings and workshops where HE staff can share their experiences. Finally, the centres for teaching and learning of the HEIs usually also offer training programmes on a voluntary basis for their academic staff. The Union of Students (VSS/UNES) complained that students are not enough involved in such events.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

This is done in a more general way through recommendations on the use of ECTS.

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

No

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

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

The Rectors' Conference of the Swiss Universities has defined learning outcomes as a high-priority issue.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Student workload only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

ECTS are defined in terms of workload. However, as was mentioned before, they are linked with learning outcomes insofar as they are awarded on the basis of some form of examination of the course content. The Rectors' Conference of the Swiss Universities is currently conducting a survey on the definition and use of learning outcomes.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

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

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

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Switzerland has a national model which is used by all HEIs. There is a close collaboration between the Swiss ENIC, in charge of implementing the DS, and the Universities.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

6. The NQF has been adopted in legislation or in other high level policy fora

The NQF has been adopted by the three Rectors' Conferences (Universities, Universities of Applied Sciences, Universities of Teacher Education), but not yet by the political authorities.

7.2.1 Please provide the date when the step was completed.

23.11.2009

7.2.2. Please provide a reference for the decision to start developing a NQF.

Cf. for instance the websites of the Rectors' Conference of the Swiss Universities (http://www.crus.ch/information-programme/qualifications-framework-nqfch-hs.html?no_cache=1&L=2) or the Rectors' Conference of the Swiss Universities of Applied Sciences (<http://www.kfh.ch/index.cfm?nav=3&&lang=e>).

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

Cf. for instance the websites of the Rectors' Conference of the Swiss Universities (http://www.crus.ch/information-programme/qualifications-framework-nqfch-hs.html?no_cache=1&L=2) or the Rectors' Conference of the Swiss Universities of Applied Sciences (<http://www.kfh.ch/index.cfm?nav=3&&lang=e>).

7.2.9. Are ECTS included in the NQF?

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

Cf. http://www.crus.ch/information-programme/qualifications-framework-nqfch-hs.html?no_cache=1&L=2 or <http://www.kfh.ch/index.cfm?nav=3&&lang=e> (both German and French).

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer
- Recognition for professional employment
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

8.1.1. Please specify.

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

Where recognition is not granted, demonstration of substantial differences by the competent authority

8.2.1. Please provide a reference to the relevant legislation.

Switzerland has a national action plan for recognition in which all HEIs and the responsible recognition authorities are involved. The existing decentralized laws and regulations proved to be flexible enough to deal with the Lisbon Recognition requirements. Where needed, they have been adapted.

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

There are adequate complaint procedures in place.

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

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

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. 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.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

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

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

Other.

There are different external quality assurance systems for different types of HEIs, cf. below.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

The Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ) conducts accreditation procedures for Universities/Federal Institutes of Technology and/or their programmes on demand. Accreditation of neither Universities/Federal Institutes of Technology nor their 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. Furthermore, the OAQ performs quality audits of public Universities on behalf of the State Secretariat for Education and Research. This is a prerequisite for getting subsidies from the federal state. Accreditation decisions regarding 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 recognised 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). 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. If the outcome of an external review is negative, the permission of the institution or programme to operate can be revoked and the funding stopped. The Swiss Conference of Cantonal Ministers of Education (EDK) is responsible for the accreditation of teacher education programmes 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), which is currently debated in Parliament, will come into effect.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

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

Please choose..

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

Positive outcomes of quality assurance evaluations are normally made available on the internet by the deciding body and the agency having conducted the evaluation. For legal reasons, negative outcomes are not disclosed. Typically, the following issues are included in external quality assurance evaluations: teaching, student support services, lifelong learning provision, research, employability, internal quality assurance, facilities, HR, financial situation, sustainability, equal opportunities. Minimal standards are clearly defined and the agencies provide guidelines describing the procedure and points-of-reference helping with the interpretation of the standards. There is a four-step procedure: self-evaluation, on-site-visit, decision, follow-up if necessary. The Union of Students of Switzerland explicitly welcomed the constitution of a pool of student experts. On the other hand, it complains about the lack of focus on participation rights and on social standards in the decision process.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, some institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

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

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

The agency must be recognised by the Federal Department of Economic Affairs.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

Most Universities of Applied Sciences choose a recognised foreign agency for the external evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

A successful evaluation of the Center of Accreditation and Quality Assurance in Higher Education (OAQ) has been conducted in 2006. The OAQ is currently undergoing an external review coordinated by ENQA. The decision is expected to be taken in November 2011. The experts' report might then be used for the application for inclusion on the EQAR.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

Concerning the involvement of external stakeholders, there are only formal requirements for the Universities of Applied Sciences.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

The Federal Institutes of Technology, the cantonal Universities, the Universities of Applied Sciences as well as the Universities of Teacher Education have to develop internal quality assurance systems according to the corresponding laws.

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

Combination of above

5.2.1. Please specify.

The focus of the internal quality assurance systems is determined by the standards that have to be met for the external evaluation. As the deciding political bodies own the standards, they also have a strong influence on the focus.

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

Yes

5.3.1. Please go to Question 5.6.

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

No

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

No

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

More than 75%

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

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

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.

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

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

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.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

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

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

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

- Continuing education: It is of utmost importance for a country that the members of its workforce have the opportunity to refresh 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. In order to keep in touch with society, there are also lectures open to 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. Generally speaking, 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. 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 Rectors Conferences (Rectors 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.

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

Yes, of all institutions

Especially providing continuing education is explicitly stated as a mission of HEIs.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Concerning continuing education, cf. for instance the Law on the Federal Institutes of Technology (art. 2 and 8), the Law on the Universities of Applied Sciences (art. 3 and 8) as well as the ten cantonal Laws on the Universities. Providing continuing education is also often stated as a mission in the performance mandates of HEIs.

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

There are no general figures on the degree to which lifelong learning is funded from the public budget. 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. There is no direct public funding of continuing education at Universities of Applied Sciences. Their offer must be cost-covering.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in some fields

2.1 Please specify.

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).

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

Underrepresented societal groups in higher education are identified, and specific, targeted measures are taken to counteract underrepresentation.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Among the student population, the following underrepresented groups are often mentioned: - students from a lower socio-economic background (defined as students whose parents have low educational qualifications), - foreigners who have done at least part of the obligatory school in Switzerland, - gender (in certain subject areas), - disabled students.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

- Students from a lower socio-economic background: Firstly, grants and loans systems are in operation, mostly at the cantonal level. Students complained that these financial support measures are insufficient and that only about 16% of students are financially supported in this way (2009; a further 2% of students were still waiting for a decision at the time of the enquiry). They also criticise the fact that not all students are treated in the same way, as grant and loans systems, being a cantonal and not a federal matter, differ a lot. Secondly, HEIs are expected to make curricula more flexible, in such a way as to make it easier to coordinate studies and job. Finally, several reforms have been implemented which facilitate the transition from one type of educational track to another and help to make sure that talented students do not end up in a dead-end. This is especially important, because children of parents who do not hold a degree from a HEI tend to opt for vocational training first and then, if able, to do their way to tertiary education. - Foreigners who have done at least part of the obligatory school in Switzerland: The problems often seem to show up at an early level of education. Especially for linguistic reasons, many children and young people with migration background have difficulties following the lessons and so perform under their intellectual potential at the obligatory school, which reduces their chances of making their way to HEIs. In order to remove obstacles related to linguistic deficiencies or other problems at an early age, many cantons have introduced special arrangements, often several hours a week of linguistic training in small classes. There are also projects targeted at a better integration of their parents. Furthermore, a new inter-cantonal harmonization project called HarmoS has been launched, whose purpose is to harmonize the goals and institutional structures of the cantonal education systems, to improve the quality of the public schools and their quality assurance systems, to increase the permeability of the system and to facilitate the mobility within the country. Among others, it is planned that the children go to school at the age of four years. Beside other benefits, this reform is expected to help children with migration background to learn better the national language of their region and to become acquainted with the local culture at an early age, and so to have better chances of success at school. - Gender: As far as equal opportunity of male and female students is concerned, the situation seems to be fairly equilibrated in the first two cycles. However, there are very important and often persistent differences from one subject area to the other. Furthermore, the problem of the "leaky pipeline" is still an important issue. Many HEIs have special promotion programmes aiming at increasing the number of female students in the fields traditionally chosen by a large majority of men. Together with a local students' union, the Union of Students in Switzerland has set up a mentoring programme for students (and research assistants) for students aimed at increasing the number of female students entering a doctoral programme. In close collaboration with the State Secretariat for Education and Research, the Swiss University Conference (CUS) has launched in 2000 an important nation-wide programme for promoting equal opportunities of women and men at University level. At the

same time, a similar programme financially supported by the Federal Office for Professional Education and Technology has been set up for the Universities of Applied Sciences (gender mainstreaming). Finally, in its mandate to the domain of the Swiss Federal Institutes of Technology, the Federal council explicitly asks for a higher percentage of women at all levels of the academic ladder and at all management levels. It also asks for more family-friendly working conditions which make it possible to combine a scientific career with a family. - Disabled students: There are legal requirements to ensure, among others, access for disabled people to all public buildings. In this vein, HEIs make sure that all important infrastructures on the campus are accessible for disabled students and staff.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

The under-represented groups identified above are clearly defined.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

In a federal state like Switzerland, many different bodies are responsible for implementing different measures. In some cases, the funding is specifically earmarked and sometimes even regulated by law, whereas in other cases, it is part of a global budget.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

Especially in the field of gender equality, important nation-wide programmes have been launched. The Equal Opportunities at Universities Programme gives Universities incentives to hire female professors and associate professors and to provide mentoring and childcare services. For the Universities of Applied Sciences, a similar programme (Gender Mainstreaming) has been set up which aims, among other things, to increase the number of female students, professors and researchers.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

The Swiss Federal Statistical Office (BFS) is conducting student surveys on a regular basis. The data as well as reports providing background information are published regularly. In addition, the Statistical Office is conducting several other surveys and reports which are also useful for monitoring the situation of underrepresented groups (see below). The nation-wide programmes for promoting equal opportunities of women and men are constantly monitored by the programme coordinators. They have also been repeatedly evaluated by external experts.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

The Swiss Federal Statistical Office collects yearly data about the student body from the HEIs. Furthermore, the Statistical Office is conducting student surveys on the economic and social situation of the students every four years. The last survey has taken place in 2009. There are also several other surveys relevant for the issue at hand. In order to make international comparisons possible, Switzerland participates as a full partner in the Eurostudent project. The Statistical Office also published reports which provide more background information and explains in detail the situation in Switzerland as

compared to other European countries. There are also reports from other sources which concern the issue of under-represented groups. For instance, the education report (“Bildungsbericht”) which is published every four years overviews the whole sector of education. This report, which is a useful tool for the strategic governance of the whole education system, also covers the problem of underrepresented groups. Furthermore, the two national student organisations (VSS/UNES and AES/VSH) and the Rectors’ Conference of the Swiss Universities have conducted in March 2008 a representative survey on the study conditions in Switzerland since the introduction of the new study structures according to the Bologna principles (“Etudier après Bologne le point de vue des étudiant-e-s; Studieren nach Bologna – die Sicht der Studierenden”). In the field of the Universities of Applied Sciences, the Rectors’ Conference of the Swiss Universities of Applied Sciences has published a report about the implementation of the Bologna System at the Universities of Applied Sciences in 2010. There are also scientific studies about the main obstacles to participative equity and related issues that have been published by researchers from different Universities.

4.8.1. What data is collected?

A full list of all surveys conducted by the Swiss Federal Statistical Office in the field of education and research can be found under <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/11/enq.html>. For the manifold data collected in each survey, please click on the corresponding link.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

Comment: The Swiss Federal Statistical Office is monitoring the composition of the student body on a regular basis (see above).

4.10. When are data generally collected?

During studies

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Cf. for instance: Swiss Federal Statistical Office (BFS): <http://www.bfs.admin.ch/bfs/portal/en/index/themen/15.html>.

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Please choose..

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

HEIs have implemented support measures in order to reduce the drop-out rate. The implementation of the Bologna reforms with the two-cycle study structure has also improved the situation, as there are now less students leaving their HEI without having obtained a diploma. 74% of the students who entered a University in 2003 obtained at least a bachelor degree from the University until 2009, whereas only 66% of the students starting a traditional single-tier study course in 1997 -1999 have obtained a University diploma (medicine and pharmaceuticals not included). One should bear in mind, however, that the traditional study courses at Universities correspond to the master degree. So the two figures are not really comparable.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

The data are published by the Swiss Federal Statistical Office (BFS). They can be used, for instance, by policy makers when evaluating HEIs or by prospective students when choosing their HEI. The HEIs can use the data to improve their curricula

and their support systems.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

By taking adequate measures to reduce the drop-out rates, HEIs gain in terms of good reputation. Furthermore, public authorities generally appreciate low drop-out rates. And given the current funding mechanisms defined in an intercantonal agreement, Universities do not get financial contributions from other cantons if the students coming from these cantons have studied for more than six years to obtain their master degree. Finally, the amount of credit points per student up to which Universities of Applied Sciences receive financial contributions is limited. So it is in the interest of the HEIs to have students get on with their studies.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

In most cases, there are one or several study advisors, generally members of the teaching staff, in each department. These study advisors are responsible for giving advice, for instance, on how to structure one's studies. Career guidance and psychological counselling services are generally located at the institutional level. Further services such as financial guidance services and military counselling services are also provided.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The services are generally funded from the general budget of the HEIs.

8.4. What are the main tasks of the services?

The different services fulfil manifold tasks. For instance, the academic guidance services provide advice on how to organise one's studies, the career guidance services help to find adequate career paths, provide information material, bring students into contact with potential employers and organise job fairs, whereas the psychological counselling services help in all kinds of personal crises. The activities of the different services may vary considerably from one HEI to the other.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

In principle, the study programmes can be studied part-time. Hereby, the ECTS system is very helpful. Furthermore, the opportunities for e-learning have been strongly developed in many HEIs. The federal government has run an extensive project (Swiss Virtual Campus) to promote the introduction of e-learning courses at Swiss HEIs. Furthermore, it directly supports some HEIs offering e-learning programmes.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

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 professional federal vocational baccalaureate ("Berufsmaturität") gives access to Universities of Applied Sciences. With an additional exam called "Passerelle" 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 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.

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

As was mentioned above, HEIs have the possibility to admit students who do not meet the usual entry requirements. The Universities of Fribourg, Geneva, Lausanne, Neuchâtel, Lucerne and Lugano as well as most of the Universities of Applied Sciences and the Universities of Teacher Education offer the possibility to enter some or all of their bachelor programmes on

the basis of a personal assessment. The corresponding procedures are stated in the regulations of the HEIs. There is also the possibility to enter a University or a Federal Institute of Technology by taking a “passerelle” exam after a federal vocational baccalaureate. A certificate of a professional education and training (PET) programme (ISCED level 5B) also gives access to Universities of Applied Sciences. Depending on the field of study and the qualifications, a University of Applied Sciences can award ECTS credits to a holder of a PET-certificate for the relevant knowledge and skills acquired previously. The possibility to enter a Federal Institute of Technology by taking an entry exam is explicitly stated in the corresponding Federal Act. Finally, in order to increase the permeability between different types of HEIs, the three Rectors’ Conferences have signed in November 2007 an agreement which simplifies the transition. 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. They also provided an extensive list containing the details for every study course concerned. Finally, there is the possibility to be admitted to doctoral studies, which are only offered by Universities and Federal Institutes of Technology, after having obtained a master degree from a University of Applied Sciences or a University of Teacher Education.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

16.1.3. What are the reasons for offering a different student status?

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

16.1.5. Please describe the most common understanding/concept of part-time studies.

There is no clear official definition. However, students who have, for instance, a workload or family duties which do not allow them to obtain about 60 ECTS credits per year can be considered as part-time students. At the Universities of Applied Sciences, for instance, there are special extra-occupational programmes.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

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 (cf. Federal Act on Universities of Applied Sciences).

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in some higher education institutions (36 - 75%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

As was mentioned above, HEIs are free to accept students who do not meet the usual requirements for admission. The procedures are defined in the regulations of the HEIs and may vary from one institution to the other. The Rector's Conference of the Swiss Universities of Applied Sciences has published recommendations about the recognition of prior learning outcomes (professional experience and qualified continuing education) for the second cycle.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Article 61a of the Swiss Federal Constitution adopted in May 2006 states that the Confederation and the Cantons shall ensure a high quality and flexibility of the Swiss Education Area.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

Now

2. 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

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Swiss francs.

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

Some HEIs have the possibility to exempt socially disadvantaged students from paying the regular fees.

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

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

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

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

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 3'000 CHF (for 3 years of study)

Maximum amount = 12'000 CHF (for 3 years of study)

Most common amount = 3'900 CHF (for 3 years of study)

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The fees for regular study programmes depend on the HEI. Other fees which have not been considered in the answer above apply to special courses (continuous education).

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

About 11% of all bachelor students at the Swiss Universities and 39% at the Universities of Applied Sciences are studying at a HEI charging the lowest fees. And about 1.8% of the bachelor students of the Swiss Universities are studying at a HEI charging the highest fees.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = CHF 2'000 (for 2 years of study)

Maximum amount = CHF 8'000 (for 2 years of study)

Most common amount = CHF 2'600 (for 2 years of study)

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The fees for regular study programmes depend on the HEI. Other fees which have not been considered in the answer above apply to special courses (continuous education).

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The fees for regular study programmes depend on the HEI.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

About 14.6% of all master students at the Swiss Universities and 36.0% at the Universities of Applied Sciences are studying at a HEI charging the lowest fees. And about 4.3% of the master students at the Swiss Universities are studying at a HEI charging the highest fees.

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

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 3'000 CHF (for 3 years of study)

Maximum amount = 24'000 CHF (for 3 years of study)

Most common amount = 4'450 CHF (for 3 years of study)

8.2. According to your country's steering documents, students from which countries are considered international students?

Five Universities and four public Universities of Applied Sciences 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.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

Yes

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

The situation differs from one HEI to the other. In some HEIs, contributions are automatically paid with the fee (see answer to the last question), whereas in others this is not the case. The payable amounts also depend on the HEI. However, they are generally negligible (a few tens of Swiss francs per semester).

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

Grants are the most common form of student support. 92% of total funding is allocated to grants and 8% to loans (2009).

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Due to the federal system in Switzerland, it is in the responsibility of the 26 cantons to award grants and loans and to determine their amount. This situation has led to important disparities from one canton to the other with respect to the conditions of attribution and the amounts granted. Also the proportion of grants and loans varies considerably. In order to harmonize the grants and loans system and to define common standards, the Swiss Conference of the Cantonal Ministers of Education (EDK) has passed an inter-cantonal agreement which is now in the course of being ratified by the cantonal parliaments. Among other things, the agreement determines common standards for the attribution of grants and loans as well as minimal amounts. The Union of Students in Switzerland (VSS-UNES) has launched a popular initiative which asks to transfer the responsibility for the grant system to the federal level. Currently, the VSS-UNES is still collecting the necessary signatures. Beside the grants and loans awarded by the cantons, there are also scholarships of the HEIs for excellent students as well as federal scholarships for students spending a certain time abroad with the Erasmus exchange programme. The young researchers benefit especially from grants awarded by the Swiss National Science Foundation (SNSF), in most cases for a stay abroad. There are also a certain number of scholarships for advanced foreign students. Finally, there are many scholarships from private non-for-profit organisations. In this report, only the cantonal grants and loans are taken into account.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

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

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

13

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = n/a

Maximum = n/a

Most common = n/a

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

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

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

12

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

n/a

13.5. What percentage of all students receives a grant and/or scholarship?

12

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = n/a

Most common first cycle = n/a

Maximum first cycle = n/a

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = n/a

Most common second cycle = n/a

Maximum second cycle = n/a

14.3. If different types of loans exist in your country, please provide the details here.

Bank and other forms of private loans are not considered in this report.

14.4. What percentage of students takes out loans?

In the first cycle = 2

In the second cycle = 3

Of all students = 2

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

Student loans are awarded and regulated at the cantonal level. This means that guarantees and subsidies may take very different forms in the cantons which guarantee or subsidise student loans.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

This is regulated at the cantonal level.

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The figures given above are from the year 2009. Not included are grants and loans from other sources. Furthermore, 2% of the students indicated that they were still waiting for a decision at the time of the enquiry.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

The tax relief is given in the form of a lump sum tax deduction per child engaged in education until the age of 25.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

Parents with children in education until the age of 25 also receive financial support ("Familienzulagen") from their employer according to the corresponding federal law.

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

Some HEIs provide accommodation for a certain number of students. Furthermore, many HEIs provide subsidised meals and give advice on many issues like accommodation, health insurance, personal situation, career etc.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

As most student support schemes are run and regulated at the cantonal level, it is difficult to make general statements. Subsidised health insurance is not directly targeted at students, but at all people with an income below a certain level.

27. Do you want to answer this section now or later?

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

Student

- They hold an employment contract with a HEI

Fellowships

28.1. Please explain why you selected multiple options?

Many PhD candidates are part of the so called academic “Mittelbau”: the scientific staff at the Universities below the professorial level. These candidates hold an employment contract as teaching assistants or as participants in a research project. There are also Fellowships for prospective researchers awarded by the Swiss National Science Foundation.

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

This might be due to different disciplinary cultures: In the humanities and social sciences, projects are more often linked to the individual researcher, whereas in the natural sciences, research tends to be organised in bigger projects which are then divided into smaller projects corresponding to a PhD thesis. However, the Swiss Universities are aware of the importance of paying a salary to all doctoral students for their dissertation work.

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

The main funding sources for PhD candidates are the Universities (employment contracts), the Swiss National Science Foundation, the Commission for Technology and Innovation as well as many organisations providing third-party funding.

30. Please explain any differences in the fees they 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.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

PhD students are matriculated at their university. Furthermore, many of them have an ordinary working contract with the university, e.g. as research assistant.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

The tuition fees depend on the University. They are usually much lower for PhD candidates than for first or second cycle students. In most cases, they are between 120 and 400 Swiss francs. Furthermore, PhD candidates are often charged for the matriculation as well as for the final exams. At the Federal Institutes of Technology, they have to pay a unique contribution of 1'200 Swiss francs.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Silvia Studinger, Head Universities, State Secretariat for Education and Research

François Grandjean, Scientific Advisor Universities, State Secretariat for Education and Research

B.1.b Stakeholder representatives

Rahel Siegrist, student representative, VSS

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Many programmes / strategies / cooperations at the institutional level to foster mobility.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply	X	X

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		X (e.g. ESKAS scholarships: http://www.sbf.admin.ch/htm/themen/bildung/stipendien/eskas_fr.html)
Loans for outgoing students		X
Grants/scholarships for outgoing students		X
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Full participation in European exchange programmes, scholarships for Erasmus exchange students, many scholarships at the institutional level. Many HEI provide help with accomodation and other practical issues.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Studieren nach Bologna - die Sicht der Studierenden / Etudier après Bolgne: la vue des étudiants (<http://www.crus.ch/la-crus/coordonne-harmonise/projet-bologne-ects/bologne-ects-en-suisse/publications-de-la-crus-sur-la-reforme-de-bologne-et-lects.html?L=1>)

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	2	3
Recognition	3	2
Language		
Curriculum/Study organisation	1	1
Legal issues		
Motivating and informing students		
Other, please specify:		(bureaucracy/ organisational obstacles)

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

recognition, organisational obstacles, bureaucracy

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

recognition, organisational obstacles, bureaucracy

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Permanent dialogue within the Rectors' Conferences and the Bologna-Network (where the main stakeholders are represented).

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

General monitoring of many aspects related to mobility by the Federal Statistical Office (www.bfs.admin.ch)

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		1
Legal issues		
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	X	X	X
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Swiss Statistical Office (e.g. Bologna-Barometer, <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/22/publ.html?publicationID=3706>)

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

There is no official definition.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: This questionnaire does not fit very well the needs of a federal country where many policy measures are taken at a regional level.

There is not really a national strategy, but the HEI collaborate very closely to implement the Bologna reforms in a coherent way. The results are monitored on a regular basis. The coordination and monitoring is financially supported by the Swiss Confederation.