

15

Education and science

1636-1600

# Educational degrees and certificates

2016 Edition



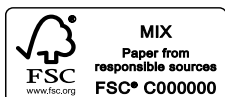
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# Introduction

The present publication concerns diplomas obtained by persons in education in Switzerland. It gives an overview of the number of diplomas awarded providing an insight into the nation's current socio-economic potential, since the new graduates provide the pool of talent on which both the private and public sectors depend. The results have been differentiated in accordance with the levels of the Swiss educational system, namely the upper secondary level (vocational education and training (VET) and general education) and the tertiary level (professional education and training (PET) and higher education institutions). They are based on the most recent data, i.e. qualifications awarded in the year 2015. The focus is the qualification and not the person to whom it has been awarded, who may subsequently or indeed at the same time in some cases<sup>1</sup>, obtain several qualifications.

Slightly more than 195 000 qualifications were awarded in Switzerland in 2015. This figure must be considered purely indicative however since it is not statistically relevant to add up the different types of diplomas awarded. The vocational education and training (VET) sector generates the greatest number of qualifications (36%). This is followed by the higher education institutions (29%), general education (21%) and the professional education and training (PET) sector (14%).

Overview of diplomas, 2005–2015

T1

	2005	2010	2015	%
Upper secondary level				
Vocational education and training (VET)	59 774	68 154	69 650	35.7%
General education	30 266	36 364	40 363	20.7%
Tertiary level				
College of professional education and training degrees <sup>1</sup>	4 163	8 211	9 884	5.1%
Federal PET diplomas and advanced federal PET diplomas	14 807	16 304	17 542	9.0%
Final examinations of other professional education and training programmes <sup>1</sup>	10 023	3 691	516	0.3%
Bachelor's degree from a higher education institution <sup>2</sup>	11 499	24 125	31 237	16.0%
Master's degree from a higher education institution <sup>3</sup>	10 477	13 368	17 765	9.1%
Doctorate from a university/institute of technology	3 100	3 593	3 854	2.0%
Further education, specialised and advanced training at a higher education institution	4 145	4 492	4 248	2.2%

<sup>1</sup> Including postgraduate degrees.  
<sup>2</sup> Including UAS/UTE degrees.  
<sup>3</sup> Including licence/diplôme study at a university/institute of technology.

<sup>1</sup> For example: federal VET diploma and vocational Baccalaureate.

## Upper secondary level: general remarks

The upper secondary level comes immediately after compulsory education. Obtaining a diploma at this level makes it possible either to enter the labour market or to pursue one's studies in order to obtain further qualifications.

In 2015, 110 013 diplomas were awarded at the upper secondary level. This covers two areas, of which the vocational education and training (VET) field is the most important, with 69 650 diplomas. The second area, that of general education, mainly involves academic and non-academic Baccalaureate certificates (35 121 awarded in 2015).

The number of upper secondary level diplomas has increased by more than 20% in the past decade. Vocational education and training (VET) qualifications grew by 17%, i.e. considerably less than those of general education (+33%). This can be explained by the significant growth in the awarding of federal vocational Baccalaureate certificates (+30%)<sup>2</sup> in this period and the introduction in 2006 of specialised Baccalaureates.

### Upper secondary level qualifications, 2005–2015 T2

Upper secondary level	2005	2010	2015	%
<b>Vocational education and training (VET)</b>	<b>59 774</b>	<b>68 154</b>	<b>69 650</b>	<b>63.3%</b>
Federal VET diplomas	52 183	59 367	63 366	57.6%
Federal VET certificates	94	3 690	5 917	5.4%
Other federal VET diplomas	2 145	1 026	95	0.1%
Trade certificates	2 826	2 897	2	0.0%
Certificates of basic vocational education	2 526	1 174	270	0.2%
<b>General education</b>	<b>30 266</b>	<b>36 364</b>	<b>40 363</b>	<b>36.7%</b>
Academic baccalaureates	16 411	18 759	18 602	16.9%
Vocational baccalaureates	10 719	12 249	13 988	12.7%
Specialised baccalaureates	–	1 357	2 531	2.3%
Transition programme certificates (vocational baccalaureate – universities and institutes of technology)	148	487	773	0.7%
International baccalaureates	–	–	619	0.6%
Specialised school certificates	2 617	3 357	3 850	3.5%
Other programmes of general education	371	155	–	0.0%

Sources: FSO – SBA, SBG

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<sup>2</sup> The vocational Baccalaureate corresponds to a double qualification since the holders must already possess a federal VET diploma.

## Upper secondary level: vocational education and training (VET)

Two out of three young people in Switzerland enter one of the nearly 250 vocational education and training programmes at the end of compulsory education. In 90% of cases these involve dual-track VET programmes which combine in-house corporate training (practical) and a vocational school (theory). The remaining 10% attend full-time schools. Most cases are regulated by the Federal Act on Vocational and Professional Education and Training (VPETA).

Federal VET Diplomas, obtained after 3 to 4 years, accounted for 91% of the qualifications awarded under the vocational education and training scheme in 2015. With 63 366 units, this amounts to a 4% increase compared with the previous year. This was followed by the federal VET Certificates, which require 2 years (5 917 units, a 1% increase over 2014). The other types of vocational education and training have lost ground in the past 15 years, accounting for just 367 diplomas in 2015. This can be explained by the gradual replacement as of 2002 of basic vocational education by the Federal VET Certificate. To this can be added the extension of the field of application of the VPETA to agriculture and healthcare. In so far as trade certificates are concerned, these have gradually been replaced since 2012 by the federal VET Diploma for commercial employees E.

### Vocational education and training (VET) diplomas by type, gender and nationality, 2015

T3

	Total	% Women	% Foreign nationals
<b>Vocational education and training (VET)</b>	<b>69 650</b>	<b>45.7%</b>	<b>15.2%</b>
<b>Governed by the VPETA</b>			
Federal VET diplomas	63 366	45.8%	13.4%
Federal VET certificates	5 917	45.2%	34.1%
Trade certificates	2	*	*
<b>Not governed by the VPETA</b>			
Other federal VET diplomas	95	69.5%	*
Certificates of basic vocational education	270	17.8%	*

\* Not indicated as not applicable or relevant in this context.

Sources: FSO – SBA, SBG

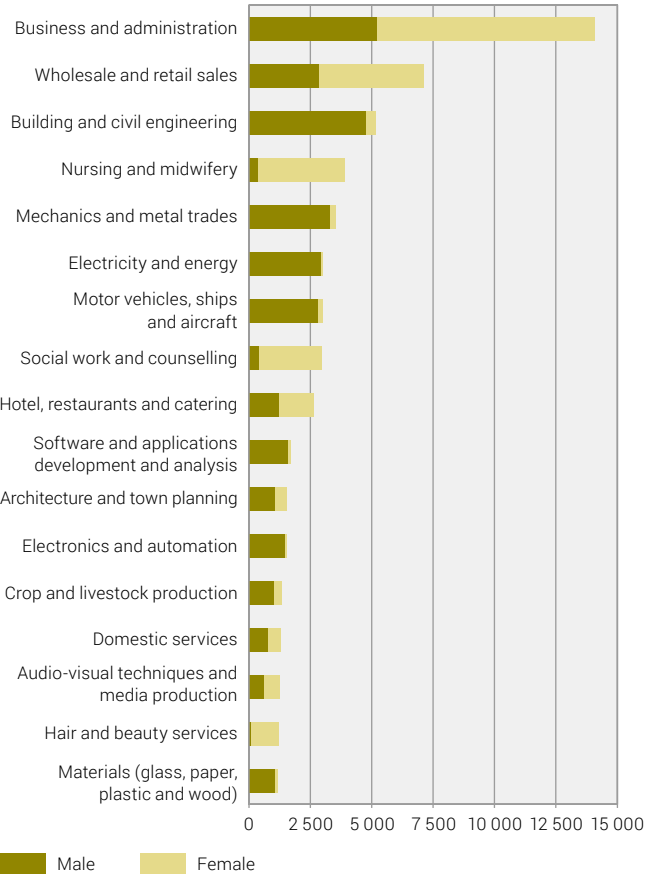
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In demographic terms, the majority of holders of vocational education and training diplomas are male (54%) and are of Swiss origin (85%). The average age for those obtaining diplomas is 21.5 years.

Almost 90% of federal VET Diplomas are awarded in one of the fields listed in the graph below. Heading the list are “Business administration” (22%), “Wholesale and retail sales” (11%) and “Building and civil engineering” (8%). Whereas men and women are more or less evenly divided in the commercial professions, in other sectors one sex or the other clearly dominates (for example: women in healthcare and social care, men in construction and mechanical engineering).

Federal VET diplomas: fields most represented and gender distribution, 2015

G 1



At the level of federal VET Certificates, one third are awarded in the field of wholesale and retail sales, followed by areas related to healthcare and social care (12%) as well as to mechanics and metal trades (8%). The remaining disciplines all account for less than 8% of the diplomas awarded. As for gender distribution, the holders of a federal VET Certificate in the area of healthcare and social care are mainly women while those in areas related to construction as well as to mechanics and metal trades are for the most part men.



## Upper secondary level: general education

In principle general education does not lead directly to a profession, but rather helps prepare for advanced degree studies.

Altogether 40 363 qualifications were awarded in this area in 2015. For the most part these were Baccalaureate certificates and federal vocational Baccalaureate certificates<sup>3</sup> (81% of all general education qualifications). Among the remainder are specialised school certificates (10%) and specialised Baccalaureate certificates (6%). Transition programme certificates (vocational Baccalaureate – universities and institutes of technology) and international baccalaureates round off the offer, with relatively few qualifications awarded in 2015 (1 392).

In demographic terms, the majority of holders of general education diplomas are women (56%) and are of Swiss origin (92%). Those who obtain a specialised school certificate or a specialised Baccalaureate include a great many women. As a rule general education diplomas are obtained at the age of 20. There are differences however within the various types of education. Thus the vocational Baccalaureate (at age 21) and the transition programme certificates (vocational Baccalaureate – universities and institutes of technology) (at age 23) tend to be awarded later than the other general education qualifications.

### General education diplomas by type, gender and nationality, 2015

T4

	Total	% Women	% Foreign nationals
<b>General education</b>	<b>40 363</b>	<b>56.4%</b>	<b>8.5%</b>
Academic baccalaureates	18 602	57.3%	7.4%
Vocational baccalaureates	13 988	46.4%	7.2%
Specialised baccalaureates	2 531	80.8%	9.7%
Specialised school certificates	3 850	76.8%	13.0%
Transition programme certificates (vocational baccalaureate – universities and institutes of technology)	773	41.1%	5.0%
International baccalaureates	619	47.0%	*

\* Not indicated as not applicable or relevant in this context.

Source: FSO – SBA

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<sup>3</sup> See footnote 2.

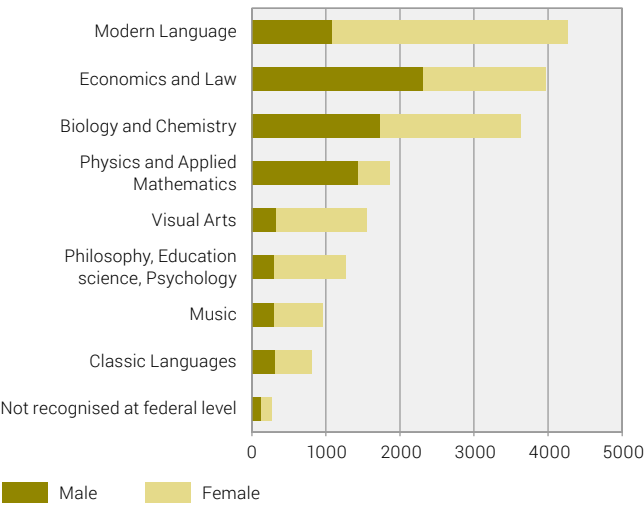
## Upper secondary level: Baccalaureate

Some 99% of Baccalaureate certificates are officially recognised by the Confederation (Ordinance on the Recognition of Baccalaureate MAV) and the cantons (Regulation on the Recognition of Baccalaureate MAR). The remaining 1% are recognised only at the cantonal level. The Baccalaureate provides access to the universities and the universities of teacher education, and after practical training, to the universities of applied sciences. Access to the higher education institutions is more restricted for the holders of Baccalaureates recognised only at the cantonal level.

In 2015, 18 602 Baccalaureates were awarded, 1% more than in the previous year. The three specific options in greatest demand are: "One modern language" (23%), "Economics and law" (21%) and "Biology and chemistry" (20%). Most of the Baccalaureates were obtained by women (57% on average), except in the case of the specific options "Physics and applied mathematics" and "Economics and Law" in which women accounted for only 23% resp. 42% of the total.

### Baccalaureate certificates by specific option and gender, 2015

G 2



Source: FSO – SBA

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# Upper secondary level: federal vocational Baccalaureate

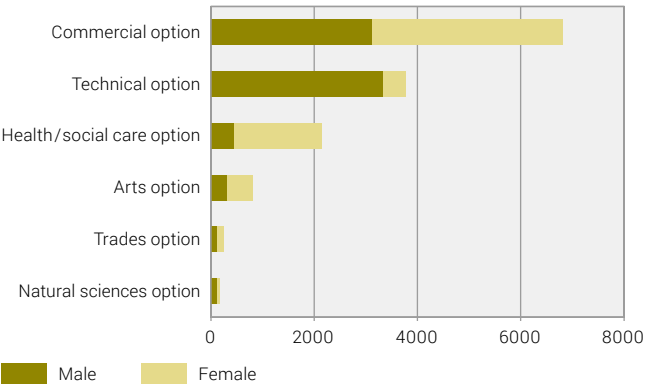
The federal vocational Baccalaureate, created at the beginning of the 1990s, provides access above all to the universities of applied sciences. It corresponds to a double qualification as the holders must already possess a federal VET diploma.

Federal vocational Baccalaureate studies can be undertaken at the same time as vocational education and training (FVB1) or afterwards (FVB2). The number of persons obtaining the federal vocational Baccalaureate in accordance with the FVB2 model has continued to increase in recent years (from 29% in 2000 to 47% in 2015).

In 2015, 13 988 federal vocational Baccalaureate certificates were awarded, 1% fewer than in the previous year. Commercial studies is the discipline in which most diplomas were awarded (49%). Next in line are technical options (27%) and health/social care studies (15%). Women are particularly well-represented among the holders of a certificate in health/social care as well as in the artistic fields. Certificates in the technical fields and natural sciences go mainly to men.

Federal vocational Baccalaureate certificates  
by option and gender, 2015

G 3



Source: FSO – SBA

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# Upper Secondary level: specialised school certificates and specialised Baccalaureates

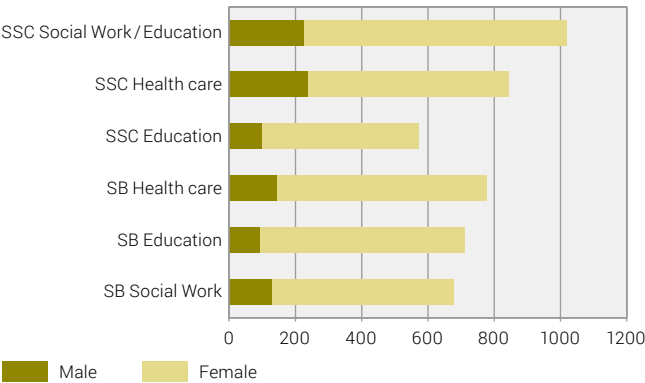
The upper secondary specialised schools, which come under the authority of the Swiss Conference of Cantonal Ministers of Education (EDK), provide general education while at the same time introducing students to a professional sector. Specialised school certificates require three years of study. As of 2006, a further year of study leads to a specialised Baccalaureate. Upper secondary specialised school certificates provide access to the professional education and training colleges, specialised Baccalaureate certificates to the universities of applied sciences and universities of teacher education (pedagogical orientation).

In 2015, 3 850 specialised school certificates and 2 531 specialised Baccalaureates were awarded, which compared to the previous year, represents virtual stagnation in the first case (– 0.3%) and an increase of 8% in the second.

Nearly two-thirds of the specialised school certificates were awarded in one of the following fields: “Social work/Education” (26%), “Health care” (22%), “Education” (15%). The specialised Baccalaureates are mainly awarded in the Health care (31%), Education (28%) and Social work (27%) fields. It is worth noting that 78% of the holders of both types of diploma are women.

**Specialised school certificates (SSC) and specialised Baccalaureate (SB) certificates by most represented field and gender, 2015**

G 4



Source: FSO – SBA

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## Tertiary level: general remarks

There are two types of institutions that award qualifications at the tertiary level: the professional education and training (PET) institutions and the higher education institutions. Access to education at the tertiary level in an institution of higher education requires candidates to be in possession of a Baccalaureate (academic or not). These institutions are reluctant to accept persons who do not possess one. Although also regulated, professional education and training is organised differently. It prepares persons who have obtained a vocational education and training (VET) qualification to carry out technically demanding functions or managing functions.

In 2015, nearly 85 000 qualifications were awarded at the tertiary level, two-thirds by higher education institutions, the remainder in the context of professional education and training. The doubling of the number of qualifications awarded by the higher education institutions since 2005 is due to the reorganisation of programmes at the tertiary level<sup>4</sup>.

### Tertiary level qualifications, 2005–2015

T5

	2005	2010	2015	%
<b>Professional education and training (PET)</b>				
College of professional education and training degrees	3 905	7 337	8 483	10.0%
Advanced federal PET diplomas	2 556	3 167	2 707	3.2%
Federal PET diplomas	12 251	13 137	14 835	17.4%
Final examinations of other professional education and training programmes	9 194	3 148	472	0.6%
Postgraduate degrees from colleges of professional education and training and other institutions	1 087	1 417	1 445	1.7%
<b>Higher education institutions</b>				
UAS/UTE diplomas	7 889	2 024	1 048	1.2%
UAS/UTE Bachelor diplomas	684	10 565	15 897	18.7%
UAS/UTE Master diplomas	–	2 081	3 831	4.5%
UIT First university degree diplomas	9 187	3 326	495	0.6%
UIT Bachelor diplomas	2 926	11 536	14 292	16.8%
UIT Master diplomas	1 290	7 961	13 439	15.8%
UAS/UTE further education diplomas	2 543	2 725	2 569	3.0%
UIT further education diplomas	517	1 497	1 623	1.9%
UIT advanced studies diplomas	1 175	270	56	0.1%
Doctorates	3 100	3 593	3 854	4.5%

Sources: FSO – SBA, SHIS

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<sup>4</sup> Transfer towards the tertiary level of studies which previously were at the upper secondary level, application of the directives of the Bologna Declaration in the institutions of higher education.

## Tertiary level diplomas: professional education and training (PET)

Professional education and training enables persons who have completed several years of upper secondary level studies and who have had professional experience to deepen or widen their knowledge. The programmes are focused above all on practical experience and help prepare for the exercise of technical and managerial functions. The diplomas of professional education and training as well as the courses of education (professional colleges only) are in most cases regulated at the federal level by the VPETA.

Federal PET diplomas accounted for nearly half of the 27 942 qualifications awarded in the field of professional education and training in 2015. Next with 35% came diplomas as well as post-graduate diplomas from colleges of professional education and training, Advanced Federal PET diplomas (10%) and diplomas as well as post-graduate diplomas from professional education and training unregulated by the VPETA (2%). The number of qualifications awarded in the last mentioned areas have fallen enormously in the last decade (–95%), due to the fact that a large number of programmes, particularly in the fields of healthcare and social care, are now recognised by the VPETA.

In demographic terms, holders of professional education and training diplomas are for the most part men (59%) and are of Swiss origin (90%). Professional education and training diplomas were awarded to persons with an average age of 31.5.

### Professional education and training (PET) diplomas by type, gender and nationality, 2015 T6

	Total	% Women	% Foreign nationals
<b>Professional education and training (PET)</b>	<b>27 942</b>	<b>40.8%</b>	<b>9.8%</b>
<b>Governed by the VPETA</b>			
College of professional education and training degrees	8 483	48.0%	8.3%
Advanced federal PET diplomas	2 707	24.7%	8.6%
Federal PET diplomas	14 835	38.1%	9.0%
Postgraduate degrees from colleges of professional education and training	1 401	46.6%	19.2%
<b>Not governed by the VPETA</b>			
Final examinations of other professional education and training programmes	472	72.7%	*
Postgraduate degrees	44	90.9%	4.8%

\* Not indicated as not applicable or relevant in this context.

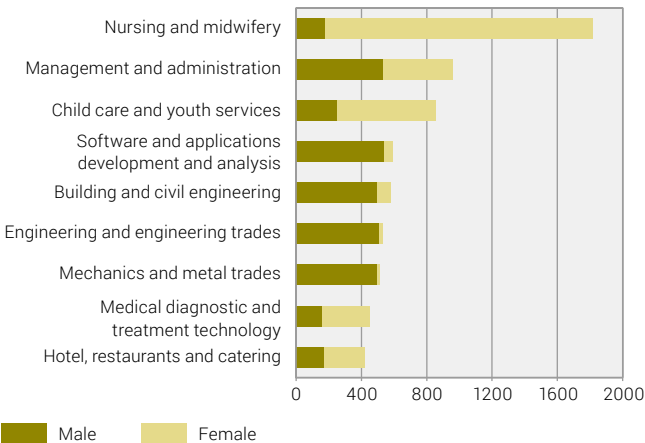
## Tertiary level: professional education and training colleges

Professional education and training colleges offer courses lasting a minimum of three years to persons who study and work at the same time and a minimum of two years when studying full time. The various disciplines are recognised at the federal level by the State Secretariat for Education, Research and Innovation (SERI). Successful completion of a programme at professional education and training colleges leads to the awarding of a diploma with the mention "Professional College".

In 2015 some 8 483 diplomas and 1 401 post-graduate diplomas were awarded, in the case of the diplomas an increase of 5% over the previous year and in the case of post-graduate diplomas virtual stagnation (– 0.5%). The number of diplomas has more than doubled in the past decade, due mainly to the recognition by SERI as of 2005 of the various healthcare disciplines.

Nearly 80% of the diplomas were awarded in one of the areas mentioned in the graph below. The number of qualifications was highest in the "Nursing" (21%) sector, followed by "Management and administration" (11%) and "Child care and youth services" (10%). The various healthcare disciplines involve women for the most part. The opposite is true in areas related to Software and applications development and analysis, Building, Engineering and engineering trades as well as Mechanics and metal trades.

**Professional college diplomas by the most represented training sectors and gender, 2015** G 5



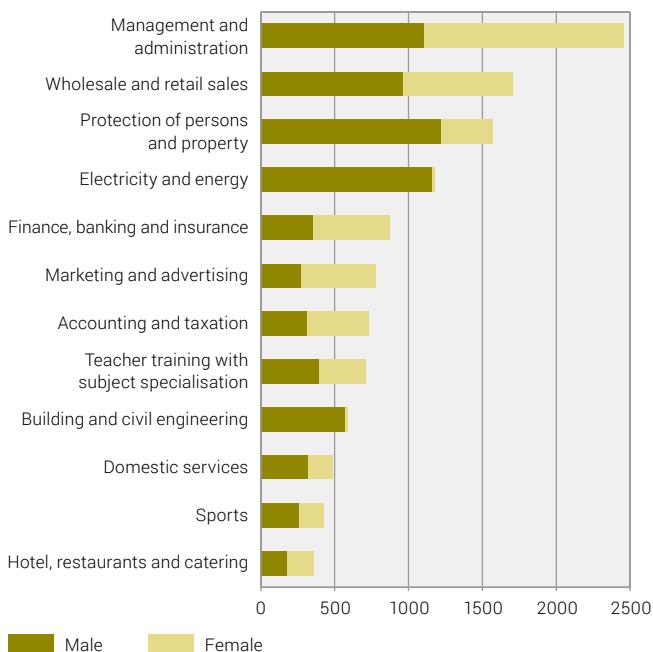
## Tertiary level: federal and advanced federal PET diplomas

The federal PET diploma corresponds to initial specialisation and deepening of one's knowledge after the vocational education and training (VET). The Advanced federal PET diploma enables professionals to qualify as an expert and prepares the way for carrying out managing functions within a company. If an advanced PET diploma examination exists within the same training sector, the federal PET diploma is generally required to obtain an advanced federal PET diploma. Both qualifications are recognised and protected at the federal level.

In 2015, 14 835 federal PET diplomas were awarded, 2% more than the previous year. Over the past decade, the number of federal PET diplomas has grown by 21%. As for the advanced federal PET diplomas, 2 707 of these were awarded in 2015, an increase of 3% compared to the previous year. The number of advanced federal PET diplomas has practically not evolved for several years.

### Federal PET diplomas by most represented training sectors and gender, 2015

G 6



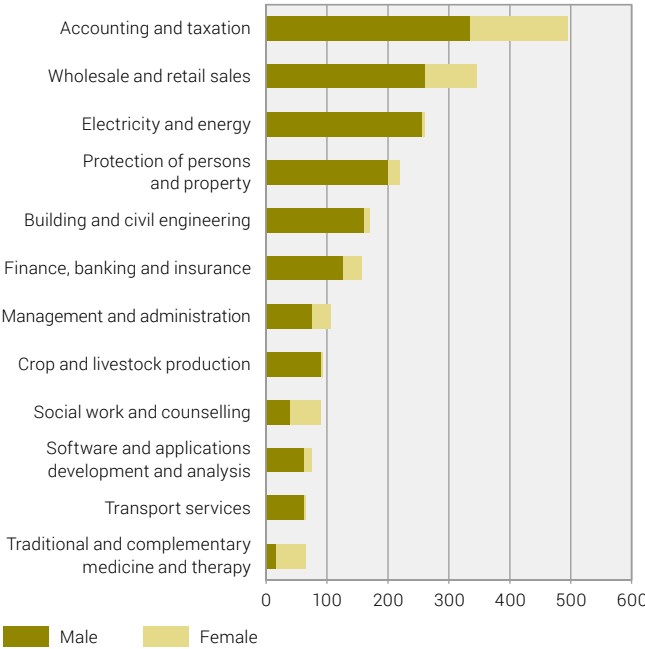


Nearly 80% of federal PET diplomas awarded in 2015 were in one of the disciplines listed in the graph G6, headed by “Management and administration” (17%), “Wholesale and retail sales” (12%), “Protection of persons and property” (11%).

In so far as advanced federal PET diplomas are concerned, 80% of these were awarded in the training sectors shown in graph G7. “Accounting and Taxation” (18%) occupies first place followed by “Wholesale and retail sales” (13%) and “Electricity and energy” (10%).

In some areas of education and training the representation of men and women is more or less equal (for example: Accounting, Financial services, Teacher training, Hotel and catering). In other areas one of the sexes clearly dominates (for example: Protection of persons and property, Electricity and Construction in the case of men, Management and Marketing in the case of women). It is worth noting that women are better represented as holders of federal PET diplomas (38%) than of advanced federal PET diplomas (25%).

**Advanced federal PET diplomas by most represented training sectors and gender, 2015** **G 7**



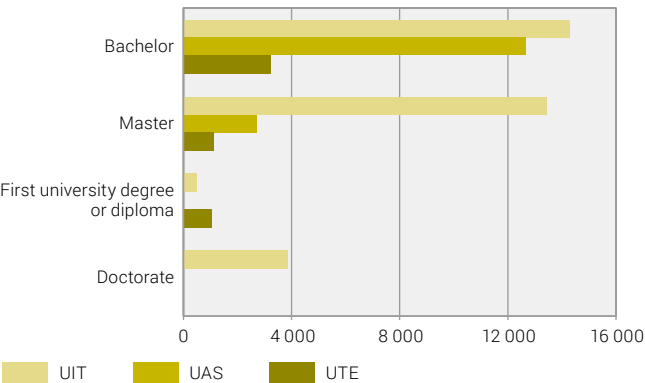
## Tertiary level: higher education institutions

The main diplomas awarded by the higher education institutions are bachelor's degrees and master's degrees. It requires 180 ECTS credits for a bachelor's degree, i.e. 3 years full-time study. A master's requires between 90 and 120 ECTS credits (in medicine 180 credits). Subsequent to the Bologna reform the bachelor's and master's degrees have gradually replaced the university of applied sciences (UAS) diploma and the university or institutes of technology (UIT) first university degree or diploma. The universities also award bachelor's degrees, but these are mainly an initial diploma since almost all students (85% within 2 years after obtaining the bachelor's) go on to take a master's. Although fewer degree programmes are on offer for an UAS master's than for a bachelor's they are on the increase. The nature of the final diploma in universities of teacher education (UTE) depends on the teaching level sought by the future teacher. The UTE diploma is thus the qualification most frequently awarded to students (more than 1 000 diplomas in 2015), in contrast with the UAS diploma (none in 2015) or the UIT first university degree/diploma (some 500 awarded to students in the last cohorts to take this type of exam or in very specific disciplines).

The three types of higher education institutions also offer different kinds of further education leading to a variety of diplomas, depending on the duration of the course followed. Moreover, only UIT programmes lead to doctorates. The G8 graph provides an overview of the qualifications awarded in 2015 by level of studies and the type of higher education institutions.

**Number of diplomas in relation to the level of studies and type of higher education institutions (excluding further education), 2015**

**G 8**



## Tertiary level: universities and institutes of technology (UIT)

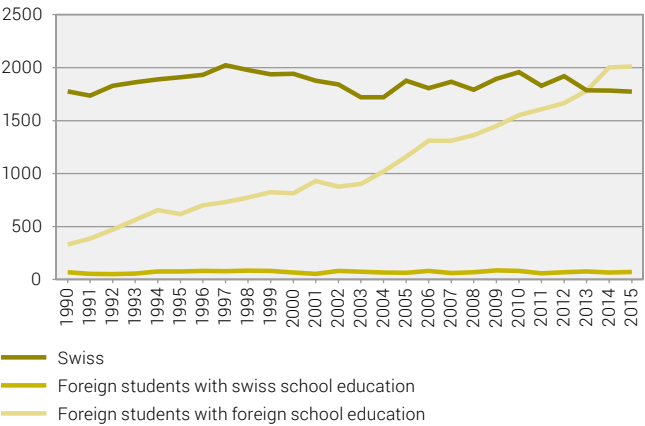
In 2015, the UIT awarded 14 292 bachelor's degrees, 13 439 master's, 3 854 doctorates and more than 1 500 diplomas of further education or for advanced studies. Although the transition to the Bologna structure has been completed, the universities have awarded nearly 500 first university degrees/diplomas to students finishing their course in accordance with the previous system and to persons enrolled in certain areas, notably for the training of pre-school and primary school teachers.

In 2015 nearly a third of the bachelor's degrees and a quarter of the master's went to students in the Humanities and social sciences. At the doctorate level the greatest number were awarded in Exact and natural sciences (33% of the doctorates).

The number of diplomas awarded to women varies according to the different levels of education. The number is lower than for men at the doctorate level (45%), higher at the level of a bachelor's degree (52%) or for a master's (51%). The number of diplomas obtained by foreign students is particularly high when it comes to doctorates (54% in 2015). As can be seen in graph G9, their importance is closely linked to the increase in doctorates awarded to foreign students with foreign school education who came to Switzerland specifically to study for a doctorate.

**Change in the number of doctorates by nationality and country of prior education**

**G 9**



Source: FSO – SHIS

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## Tertiary level: universities of applied sciences (UAS)

The bachelor's degree has replaced diplomas in the universities of applied sciences. In 2015, 12 678 bachelor's degrees were awarded, while no diplomas were accorded. More than half of the bachelor's degrees were awarded to students in the Economy and services (33%) sector and in Technical and IT studies (18%). The range of degree studies for a master's is less extensive and less generalised than for a bachelor's. Almost half of the 2 700 master's awarded in 2015 were in artistic disciplines. Generally speaking scarcely 14% of the students continue their UAS studies to obtain a master's. The universities of applied sciences awarded 2 400 diplomas of further education, more than half of them in the area of Economy and services.

The percentage of diplomas awarded to women (49% of bachelor's as well as master's) varies greatly in relation to the field of studies concerned. In 2015, only 10% of the bachelor's in Technical and IT studies were awarded to women, who on the other hand obtained nearly 90% of the bachelor's degrees in Applied linguistics and in Health. 14% of the bachelor's degrees were awarded to foreign students. The proportion is greater at the level of master's (42%), which accounts to a great extent for the large number of foreign students who come to Switzerland for a master's in the music field.

### Proportion of bachelor's and master's degrees awarded to women and foreigners by field of studies, 2015

T7

	Bachelor		Master	
	% Female	% Foreign	% Female	% Foreign
<b>Total</b>	<b>48.7</b>	<b>14.4</b>	<b>48.9</b>	<b>42.4</b>
Architecture, construction and planification	27.5	15.1	29.6	29.6
Technology and IT	10.2	10.7	7.5	16.6
Chemistry and life sciences	40.8	9.8	47.6	28.2
Agriculture and forestry	40.9	1.1	0	0
Economy and services	45.1	14.1	40.2	30.7
Design	62.9	24.0	64.8	53.9
Sport	27.0	2.7	29.4	5.9
Music and arts	53.4	32.9	54.9	59.1
Applied linguistics	89.5	14.0	96.4	14.3
Social work	78.7	8.7	68.5	14.6
Applied psychology	70.1	11.2	76.3	13.6
Health	87.3	13.9	78.8	13.6

Source: FSO – SHIS

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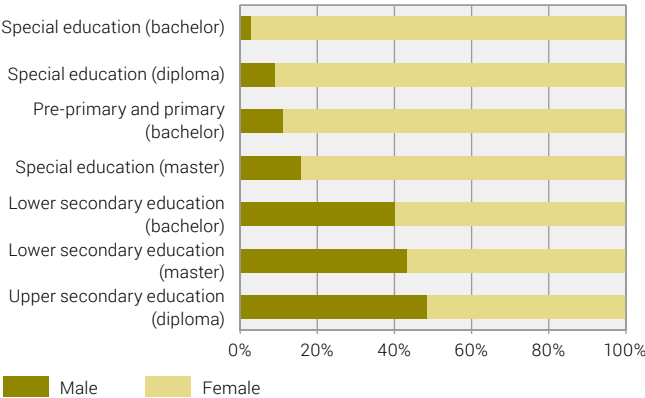
Tertiary level:  
universities of teacher education (UTE)

The UTE were created in the early 2000s for the purpose of harmonising the training of future teachers at the national level. The diplomas are recognised in all parts of Switzerland, thus helping to improve the mobility of teachers. With UTE, the type of final qualification depends on the branch studied. Thus 77% of the 3 219 bachelor's in 2015 were awarded to future pre-school and primary school teachers. UTE courses also accounted for 1 110 master's essentially for the training of teachers at the lower secondary level (649) and in special education (436). Finally, 98% of the 1 048 diplomas awarded went to future teachers at the upper secondary level.

84% of the bachelor's degrees, 68% of master's and 52% of diplomas were awarded to women. But as can be seen in graph G 10, it is the nature of the branch of studies that has a direct influence on the extent of female representation.

The proportion of qualifications awarded to foreign students varies between 8% and 13% depending on the level under consideration.

Proportion of qualifications awarded to men  
and women by branch of studies, 2015 G 10



## Sources

### **Vocational education and training (VET) Statistics (SBG)**

The Vocational education and training (VET) statistics (SBG) provide information on all persons involved in studies leading to a Federal diploma of vocational education and training or a Federal certificate of vocational education and training. All persons following a vocational education and training path, in particular those linked to an apprenticeship contract with a training company (or with a trade school or a commercial school in the case of full-time education), and registered in a vocational school are included. Also included are all persons who are involved in a qualification or validation procedure without an apprenticeship contract.

### **Statistics on Certificates – upper secondary level and professional education and training (SBA)**

Each year the statistics on Certificates (SBA) take stock of the general education certificates from the upper secondary level as well as diplomas and post-graduate diplomas at the tertiary level (professional education and training PET). Vocational education and training (VET) qualifications are recorded separately (see SBG).

### **Students and degrees in higher education (SHIS)**

The Swiss Students and Degrees in Higher Education database (SHIS/SIUS) was conceived at the beginning of the 1970s to meet the growing need for coordination and planning by the Confederation and the cantons with regard to higher education institutions. It provides information in relation to studies, the procedures involved as well as various socio-demographic factors relating to the students. All registered persons have a personal identifier which makes it possible to process personal data anonymously and carry out flow analyses (e.g. changes from one higher education institution or branch to another, pass rates, duration of studies).

The database makes it possible to carry out scientific analyses on how studies are proceeding at Swiss higher education institutions, notably with regard to the relevant indicators and the forecast of student numbers by the Federal Statistical Office (FSO). Since the school year 2012/13, a complementary NAVS13 has been conducted for each person, making it possible to conduct longitudinal analyses for all levels of education and training.

## Abbreviations

EDK	Conference of Cantonal Ministers of Education
EPF	Federal Institutes of Technology
FSO	Federal Statistical Office
FVB	Federal Vocational Baccalaureate
MAR	Regulation on Recognition of Baccalaureate
MAV	Ordinance on the Recognition of Baccalaureate
PET	Professional education and training
SB	Specialised Baccalaureate
SBA	Statistics on Certificates – Upper Secondary Level and Professional Education and Training
SBG	Vocational education and training statistics (VET)
SERI	State Secretariat for Education, Research and Innovation
SHIS	Students and Degrees in Higher Education
SSC	Upper Secondary Specialised School
UAS	Universities of Applied Sciences
UIT	Universities and Federal Institutes of Technology
UTE	Universities of Teacher Education
VET	Vocational education and training
VPETA	Federal Act on Vocational and Professional Education and Training

The FSO regularly produces publications and thematic studies on this subject. For further information please consult the following website: **[www.education-stat.admin.ch](http://www.education-stat.admin.ch)**

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