

2022



15

Education
and science

Neuchâtel 2024

Statistics of higher education institutions

2022



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1 Introduction

This brochure provides a statistical overview of Switzerland's higher education landscape.

The institutions of higher education are¹: the 14 universities and institutes of technology (UIT), the ten universities of applied sciences (UAS) and the 18 universities of teacher education (UTE). UTEs are responsible for the education and continuous training of teachers. UASs provide basic professional skills at tertiary level with a practice-based focus, whereas UITs are committed to a combination of teaching and (foundational) research. All institutions of higher education provide consultancy and other services to third parties.

This brochure presents statistics on students, diplomas, the teaching staff of higher education institutions and the funding of higher education institutions, in each case with current data from the academic year 2022/23 or from the calendar and financial year 2022. To show changes in higher education institutions data from 2013/14 or 2013 are included for comparison. In addition to the total number of students, the number of new enrolments is also listed. For UASs and UTEs, Bachelor's and Master's degrees are mentioned separately and at UITs, a distinction is made between basic tertiary education and more advanced education (usually a doctorate). All figures on higher education staff and financial resources have been rounded².

Further information on higher education statistics can be found on the FSO website at www.education-stat.admin.ch

The sites of higher education institutions

The following graphs show the sites of higher education institutions. Please note that universities of applied sciences in particular are made up of several specialist schools, which may be located at different sites and financed by one or more cantons.

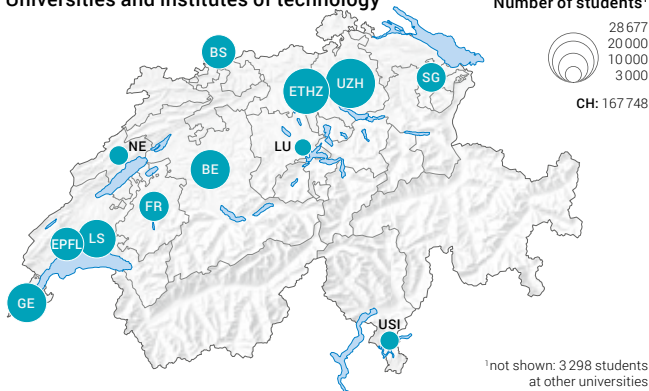
¹ For a list of the institutions of higher education, see Chapter 7.

² The higher education staff statistics are based on administrative (personnel) data, sent to the FSO by each higher education institution and the higher education costs statistics are based on data from cost accounting.

Students at universities, 2022/23

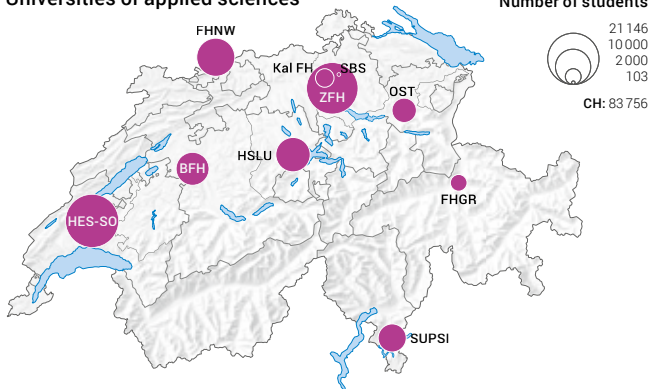
G 1

Universities and institutes of technology

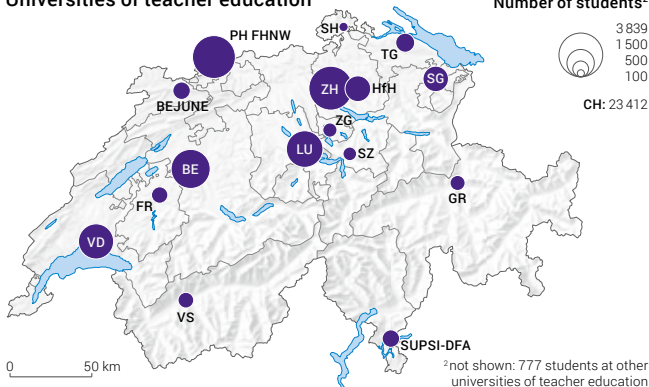
Number of students¹

Universities of applied sciences

Number of students



Universities of teacher education

Number of students²

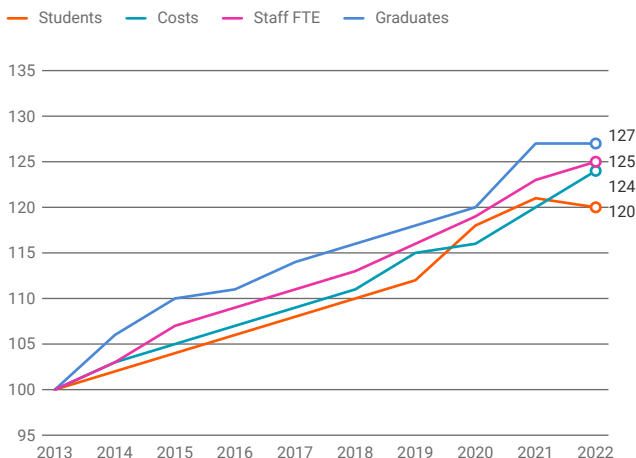
2 Overview

The number of students at UITs, UASs and UTEs has risen constantly over the past 10 years to more than 270 000. The number of diplomas has consequently risen too. Staffing and financial resources also increased continuously from 2013 to 2022. Graph G2 shows the growth rate compared with the base year 2013 (=100).

With regard to teaching of basic and advanced studies, the increase in the number of degrees awarded at UASs was particularly strong, with almost 50% growth in 2022 compared to 2013; at UITs, this increase was almost 30%. The growth of the number of teaching staff has been only slightly higher than the growth in costs and in student numbers. In 2022, more than 102 000 people were employed, which is equivalent to 67 912 full-time equivalents¹. Higher education costs totalled CHF 13 billion.

Students, graduates, staff and cost of higher education institutions: development

G2



Data as on: 07.12.2023
Source: FSO – SHIS

gr-e-15.06.03a
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¹ A full-time equivalent is equal to a work-time percentage of 100% during 12 months. A part-time job of 50% during 6 months is equal to 0.25 of a FTE.

3 Students, entrants and final examinations

During the 2022/23 academic year, close to 275 000 people were enrolled at a Swiss higher education institution. 61% of students were enrolled at a university or institute of technology (UIT), 30% at a university of applied sciences (UAS) and 9% at a university of teacher education (UTE). Student numbers have regularly increased over the years. In the course of a decade (2013–2022), the number of students has increased by 18% at UITs, 31% at UASs and 53% at UTEs.

3.1 Students at higher education institutions

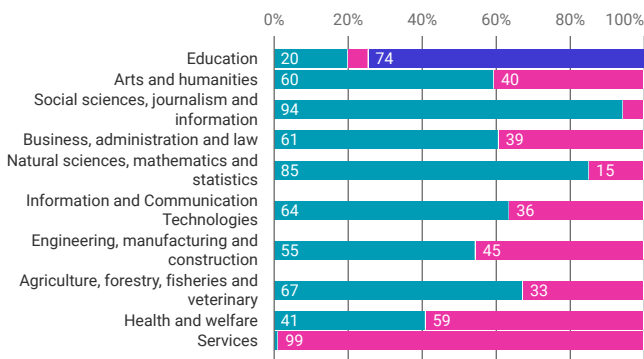
The distribution of students in basic tertiary education and training (licence/diploma/bachelor/master) in the different types of institutions varies considerably by field of study (G3).

Logically, we can see a predominance of UTE students enrolled in education (74%). Fields such as social sciences, journalism and information (94%), natural sciences, mathematics and statistics (85%) are essentially taught at UITs while courses in health and welfare (59%) and services (99%) in particular are mainly taught at UASs. The distribution of students between UITs and UASs is most balanced in the fields of technology and engineering.

Among students at Swiss universities, there has been a parity in numbers of male and female students since the last decade. In 2022/23, women accounted for 53% of students. However, numbers do vary considerably according to the type of institutions and in particular according to the field of study.

Distribution of students in basic training curriculum by fields of study and type of institutions, 2022/23 G3

UIT UAS UTE



The "filed unknown" area, 2092 students only at the universities and institutes of technology, is not contained in this graph.

Data as on: 28.03.2023

Source: FSO - SHIS - studex

gr-e-15.02.04-he-02

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The international character of higher education

In 2013/14, the share of foreign students educated abroad before starting their studies was below 20% in all higher education institutions. In 2022/23, it exceeded 22%. In terms of growth, this represents an increase from 43 650 to 59 020 students in ten years (+35%)

The share of foreign students educated abroad has steadily increased in the three types of institutions.

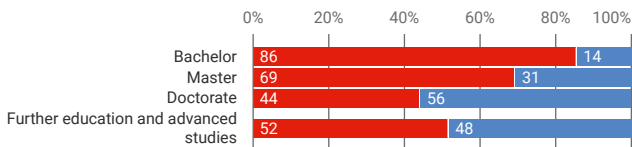
There were more foreign students educated abroad at UITs (28% in 2022/23) than at UASs (14%) and at UTEs (5%). At UITs, this population is mainly found at doctorate level (56% of all doctoral students in 2022/23; see graph G 4). At doctorate level, foreign students educated abroad are specifically represented in engineering sciences (77%), exact and natural sciences (73%) and economics (62%).

Students at UIT and UAS by level of education and place of education, 2022/23

G4

- Swiss and foreign students with swiss school education
- Foreign students with foreign school education

UIT



UAS



The share of foreign students with foreign school education at the UTE is 4% to 9% depending on the level.

Data as on: 28.03.2023

Source: FSO – SHIS - studex

gr-e-15.02.04-he-03

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If generally the share of foreign students educated abroad varies considerably by level of study, this is particularly the case at UASs. While foreign students educated abroad account for 10% of students at bachelor level, they make up 36% of students at master level. Master courses in artistic fields particularly appeal to foreign students educated abroad. For example, they account for the majority of students in music, theatre and other arts (63%) and make up 43% of design students.

3.2 Higher education entrants

An entrant is a person starting a bachelor (or licence/diploma) course for the first time at a Swiss higher education institution.

In 2022/23, there were more than 20 000 UIT entrants, 26% of whom studied humanities and social sciences. Meanwhile, there were almost 18 000 UAS entrants, 33% of whom studied business, management and services. At UTEs, around 5000 students started a bachelor, with most doing so in order to have the right to teach at pre-primary and primary levels. Nonetheless, this number excludes future teachers for the upper secondary levels starting a UTE course after having obtained a bachelor or master degree.

Average age on entry

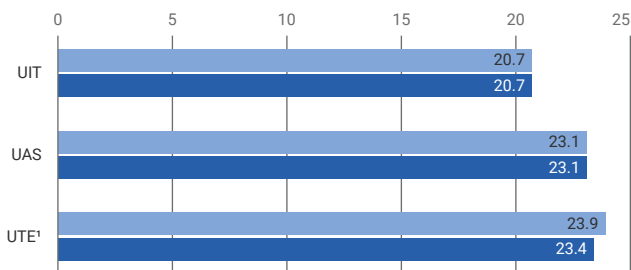
The age of entry to higher education at UITs (20.7 years) is identical for men and women. By contrast, women are younger than their male colleagues when they enter a UAS (22.9 years for women versus 23.3 years for men) and a UTE (23.6 years versus 25.0 years). The average age does however vary considerably depending on the type of institution (see graph G5).

With a total average age of 20.7 years, UITs had the youngest entrants in 2022/23. Compared with their UIT counterparts, UAS entrants were 2.4 years older when starting their bachelor courses. Firstly, this gap exists because the vocational baccalaureate, which is the main certificate granting access to UASs, tends to be obtained later than the academic baccalaureate. Secondly, the transition from the vocational baccalaureate to UASs is slower than the transition from the academic baccalaureate to UITs. The average age of UTE entrants at bachelor level (23.9 years) is higher to that of UAS entrants and is therefore higher than that of UIT entrants. One of the factors that explains this age difference compared with UIT bachelor-level entrants is the possibility of professional retraining that is open to persons already working.

At UITs and UASs, the average age of entrants was the same in 2022/23 than it was ten years previously. At UTEs, the average age on entry increased from 23.4 years in 2013/14 to 23.9 years in 2022/23, a rise that is partly due to an increase in entrants changing careers.

Average entrance age at bachelor and diploma levels by type of institutions G5

■ 2022/23 ■ 2013/14



¹ only bachelor's entrances

Data as on: 28.03.2023
Source: FSO – SHIS - studex

gr-e-15.02.04-he-04
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Certificates before the start of studies granting access to higher education

The transition from upper secondary level to education at a Swiss higher education institution essentially takes place following completion of a baccalaureate.

As shown by graph G6, the Swiss academic baccalaureate was the main route to UITs (70% of all entrants in 2022/23 and 89% of entrants with a Swiss certificate granting access to higher education). The 7% of UIT entrants holding another Swiss certificate granting access to higher education were mainly (82%) those who had passed the UIT-vocational baccalaureate transition examination. Persons who access a UIT with a foreign certificate account for a major part of UIT entrants (22% in 2022/23). This share is also higher than 10 years earlier (19%).

UASs mainly open their doors to holders of a vocational baccalaureate (50% of entrants in 2022/23) but also to those who have obtained an academic baccalaureate (19%). For few years, it has also been possible to access certain UAS courses with a specialised baccalaureate (8%). The other types of Swiss access certificates that enable UAS entrants to start their course (7% in 2022/23) are mainly professional college degrees, followed or not by a university entrance test. The shares of the different types of access certificates among UAS entrants has remained stable over the last decade.

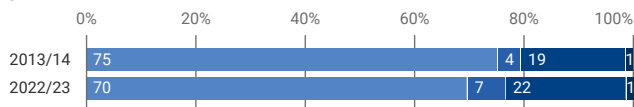
UTES welcome in particular holders of the academic baccalaureate (43% of entrants in 2022/23). However, this share has fallen by 14 percentage points in 10 years, to the benefit of holders of the vocational baccalaureate (+ 4 percentage points between 2013/14 and 2022/23) and above all the specialised baccalaureate (+10 percentage points).

New students at bachelor and diploma levels by type of institutions and type of university entrance qualification

G6

■ Vocational baccalaureate ■ Specialised baccalaureate
 ■ Academic baccalaureate ■ Other swiss certificate ■ Foreign certificate
 ■ Other type of admissions

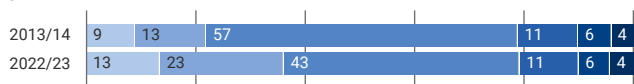
UIT



UAS



UTE¹



¹ only bachelor's entrances

Data as on: 28.03.2023
Source: FSO – SHIS - studex

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3.3 Final examinations at higher education institutions

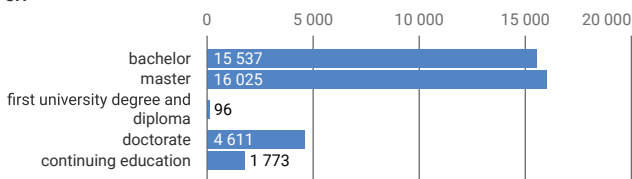
This chapter looks at diplomas at different graduation levels issued by higher education institutions. The focus of this chapter is the diploma and not the person obtaining the diploma who may successfully or simultaneously obtain several qualifications in the same civil year.

UITs award bachelor degrees, essentially to enable their students to continue a second cycle, i.e. a master degree. They also issue master degrees, doctorates and continuing education diplomas. UASs mainly award bachelor degrees. The number of master degree courses offered has increased over the years but still remains less extensive than the number available at bachelor level. At UTEs, the type of diploma obtained depends on the education level that students later wish to teach. The graph G7 provides an overview of the number of qualifications awarded in 2022 by each type of higher education institution for the different levels of graduation.

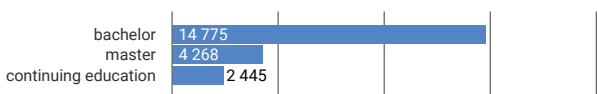
Number of diplomas in relation to the type of institutions and the level of graduation, 2022

G7

UIT



UAS



UTE



Data as on: 26.06.2023
Source: FSO – SHIS-studex

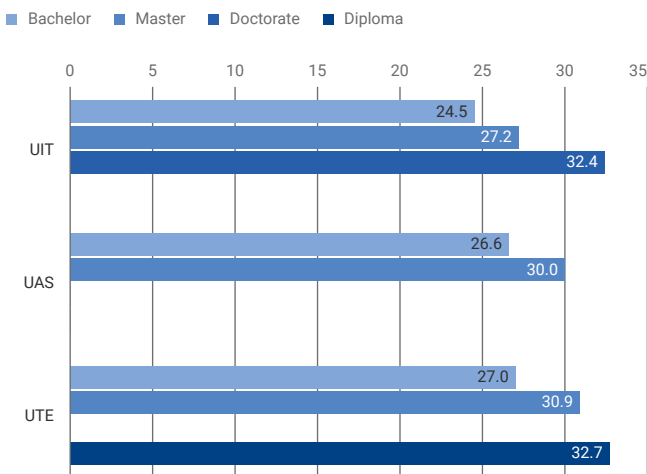
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Age on obtaining diploma

In 2022, the average age on obtaining a UIT bachelor degree was 24.5 years. The average age on obtaining a master degree was 27.2 years. Doctorates were obtained at the average age of 32.4 years. The average age of the holder of a UAS bachelor degree was 26.6 years and that of a UAS master degree 30.0 years. At UTEs, the bachelor degree for pre-primary and primary education was obtained on average at the age of 27.0, the master degree for lower secondary education at 30.9 and the diploma for upper secondary education (academic baccalaureate) at 32.7.

The age on obtaining the baccalaureate and thus entering higher education provides one explanation for the age at which a first diploma is obtained from a higher education institution.

Average age at graduation by type of institutions and level of graduation, 2022 G8



The UTE special education fields of study are not considered.

Data as on: 26.06.2023
Source: FSO – SHIS - studex

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4 Staff at higher education institutions

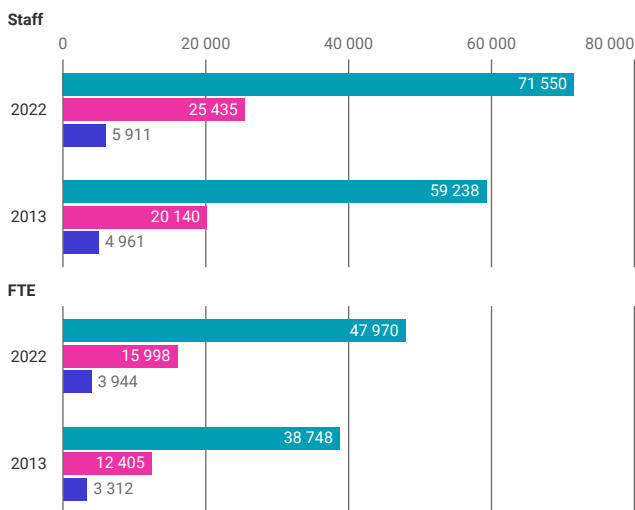
The task of higher education staff depends on the level at which they are teaching: At UASs and UTEs, the transmission of practical skills in basic tertiary education and continuing education and training is important, at UITs it is a combination of teaching and research.

4.1 Staff numbers

Development of number of staff and full-time equivalents by type of institutions

G9

■ UIT ■ UAS ■ UTE



Data as on: 28.08.2023
Source: FSO – SHIS - PERS

gr-e-15.04.04-he-01
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At the end of 2022, higher education institutions were employing a total of 102 896 people, of whom 71 550 (70%) worked at UITs, 25 435 (24%) at UASs and 5 911 (6%) at UTEs. Higher education staff includes all people who were employed at UITs, UASs or UTEs on the reference day, 31.12.22. If staff are considered as a resource instead of persons, these resources are measured in full-time equivalents (FTE). This variable measures all type of activities provided by staff during a calendar year.

67 912 FTEs were available to the Swiss higher education institutions in 2022. Almost three-quarters of these personnel resources (47 970 FTEs or 71%) were used at UITs. UAS personnel accounted for 15 998 FTEs (23%) and UTE personnel for 3944 FTEs or 6% of personnel resources in higher education. The number of staff rose between 2013 and 2022. This applies to UITs, UASs and UTEs.

4.2 Age pyramid

The median age is used as key data to describe the ageing in a given population¹. Overall, the age rose in all types of higher education institution and in almost all personnel categories between 2013 and 2022. In UITs and UASs there is an age difference of the median between 0–3 years within the different personnel categories. The age difference of the medians in the UTEs varies between –2 and 3 years.

Graphs G 10, G 11 and G 12 show the age distribution of professors (UIT) and lecturers with management responsibilities (UAS and UTE) in comparison between 2013 and 2022. Professors and lecturers with management responsibilities represent the highest level of an academic career at UITs, UASs or UTEs.

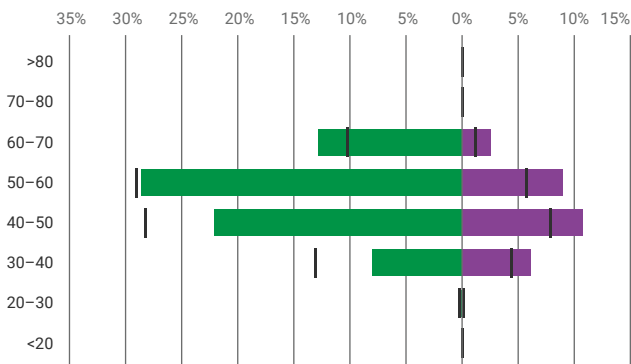
The median age of female professors at UITs was 47 in 2013 and 48 in 2022. The median age of male professors was 50 in 2013 and 52 in 2022.

The median age of female UAS lecturers with management responsibilities was 49 in 2013 and ten years later 51. The median age of male lecturers with management responsibilities was 50 and 53 respectively. Considered collectively, therefore, management staff at UASs have become “older”.

¹ In statistics the median is a middle value and location parameter that denotes a value at the midpoint of values sorted by size. The median age of higher education staff is, therefore, the age that divides personnel into two groups, with 50% of staff being younger and 50% older than that age.

Professors (UIT) by age and sex, 2013 and 2022 G10

■ Males ■ Females ■ 2013

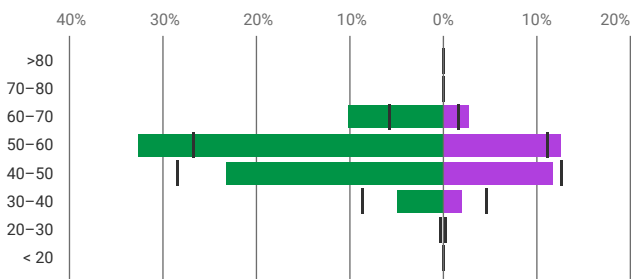


Data as on: 27.07.2023
Source: FSO – SHIS-PERS

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Lecturers with management responsibility (UAS) by age and sex, 2013 and 2022 G11

■ Males ■ Females ■ 2013

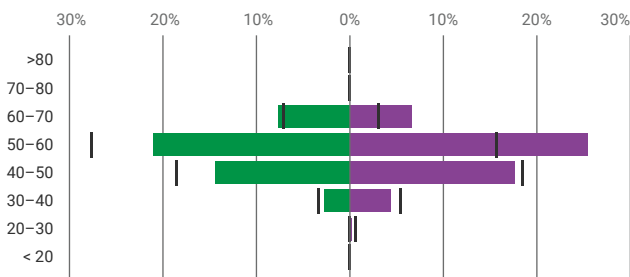


Data as on: 28.08.2023
Source: FSO – SHIS-PERS

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Lecturers with management responsibility (UTE) by age and sex, 2013 and 2022 G12

■ Males ■ Females | 2013



Data as on: 28.08.2023

Source: Source: FSO – SHIS-PERS

gr-e-15.04.04-03-1

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The same applies to staff with management responsibilities at UTEs, where the median age of women was 49 in 2013 and 52 in 2022, that of men 52 and 53 respectively.

Overall, the three age pyramids indicate a shift towards the upper age groups, especially at UASs. They also show that at UITs and UASs, professors are predominantly male, whereas the ratio at UTEs is somewhat more even. The age pyramids also show that the proportion of women – with the exception of UASs – increases in almost every age group.

4.3 Staff by nationality

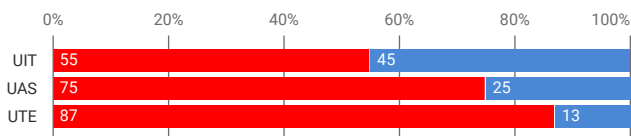
The nationality held by higher education staff who work in a Swiss higher education institution varies between the different types of institution. The graph shows Swiss and foreigners who were working at a higher education institution in 2022.

At UITs, 55% of the higher education staff are Swiss. At UASs, the percentage of Swiss staff was 75% and at UTEs 87%.

Staff at universities by nationality: Swiss and foreigners 2022

G13

■ Swiss ■ Foreigners



Data as on: 28.08.2023

Source: FSO – SHIS - PERS

gr-e-15.04.04-he-02

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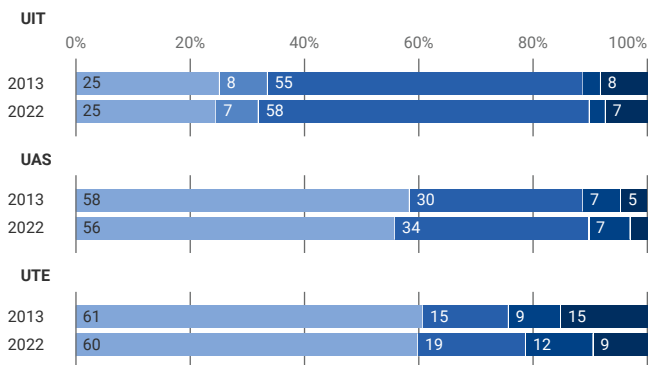
4.4 Staff by type of activity (in FTE)

At UITs, research and development (R+D) uses more than half of the staffing resources and has risen from 55% in 2013 to 58% in 2022 over the period under consideration. UASs and UTEs have also increased their share in applied R+D (from 30% to 34% and from 15% to 19% respectively) at the expense of staffing resources used for teaching.

Distribution of human resources by type of institutions and by type of activities, full-time equivalents (FTE)

G14

■ teaching for basic studies ■ teaching for advanced studies
 ■ (Applied) research and development ■ continuing education
 ■ Provision of other services



The full-time equivalents of the services "Administration/Management" and "Central Services" of UASs and UTEs were allocated proportionally between the different service types

Data as on: 28.08.2023

Source: FSO – SHIS - PERS

gr-e-15.04.04-he-03

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Only UITs offer advanced educational courses (doctorate) on which they use just under 10% of their resources (2022: 7%, 2013: 8%). Continuing education courses (e.g. Master of Advanced Studies) are available at all types of higher education institutions: at UTEs 12% of available resources were used for this in 2022 (2013: 9%), at UASs 7% (2013: 7%) and at UITs 3% (2013: 3%). Services such as scientific analyses for the public sector or private businesses are also provided by all types of higher education institutions, although the proportion of resources used has declined in comparison with 2013. Overall, the proportions of the various activity types in the three higher education institutions remained similar throughout the ten years from 2013–2022.

4.5 Staff by category (in FTE)

The following graph G 15 shows the distribution of FTEs by institution type and personnel category in 2013 and 2022.

This distribution remains almost unchanged in UITs and in UTEs; the distribution differences are more pronounced in the categories “Lecturers with management responsibility” and “Assistants and scientific staff” of UASs. At UITs the distinction between professors and other lecturers is clear from the professional practice alone. In UASs and UTEs a distinction has been made since 2013 between lecturers with and without a management responsibility (comparable to professors and other lecturers) in order to enable better comparability of management across all institution types. The decrease in the category “Lecturers with management responsibility” may be partly due to the new definition for UASs at that time: as it had been introduced in 2013, some of the FTEs of the year 2013 were not reclassified yet.

The proportion of teaching staff (in FTEs) is 52% at UTEs (2013: 54%), 40% at UASs (2013: 45%) and 15% at UITs (2013: 16%). In 2022 and in 2013, professors at UITs represented 9% of FTEs, lecturers with a management responsibility at UTEs 9% (2013: 10%) and lecturers with a management responsibility at UASs 9% (2013: 14%).

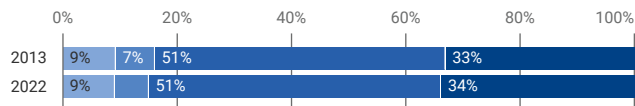
Research associates and assistants who undertake research and teaching (described as mid-level staff) accounted for over half of the staffing resources at UITs in 2022 with 51% of FTEs, whereas at UASs and UTEs they used only 29% and 15% respectively of staffing resources. FTEs among mid-level staff rose in UASs between 2013 and 2022 by roughly 4 percentage points. This was mainly due to an increase in research activities.

Distribution of human resources by type of institutions and by category of staff, (FTE)

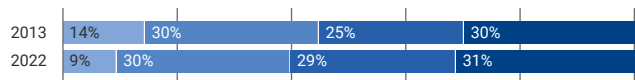
G15

■ Professors
 ■ Remaining lecturers
 ■ Assistants and research associates
 ■ Directorate, administrative-technical staff

UIT



UAS



UTE



Data as on: 28.08.2023

Source: FSO – SHIS - PERS

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In all higher education institution types, the management staff responsible for the coordination and management of the higher education institutions and the administrative and technical staff that are mainly responsible for the administration and running of the institutions, accounted for 31% to 34% of the staffing resources.

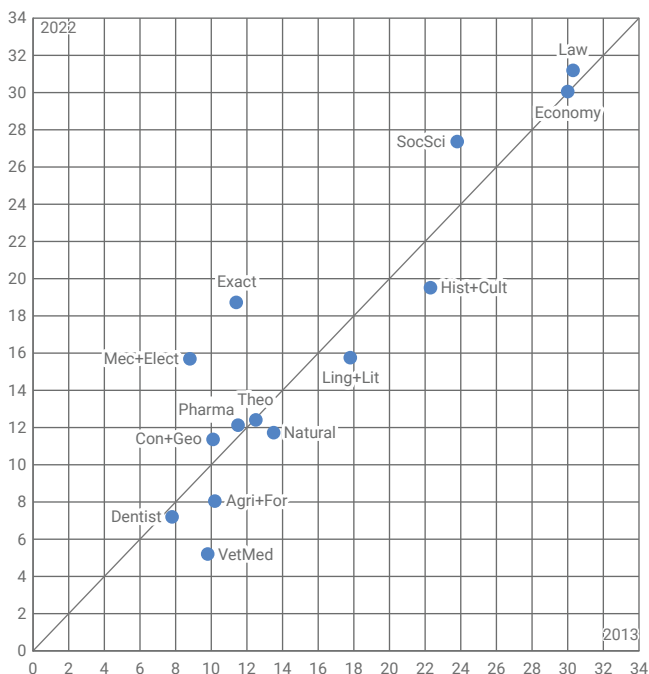
4.6 Student-teacher ratio (in FTE)

The number of students in basic tertiary education per FTE of academic staff teaching in basic tertiary education is presented here as the student-teacher ratio.

The graphs G16 and G17 show the student-teacher ratio in 2013 compared with that of 2022. Values above the diagonal line correspond to an increase in the number of students per member of teaching staff.

Student-to-staff ratio at universities (UIT)

G16



Abbreviations of the fields of study. See chapter 7.

Data as on: 27.07.2023

Source: FSO – SHIS-PERS

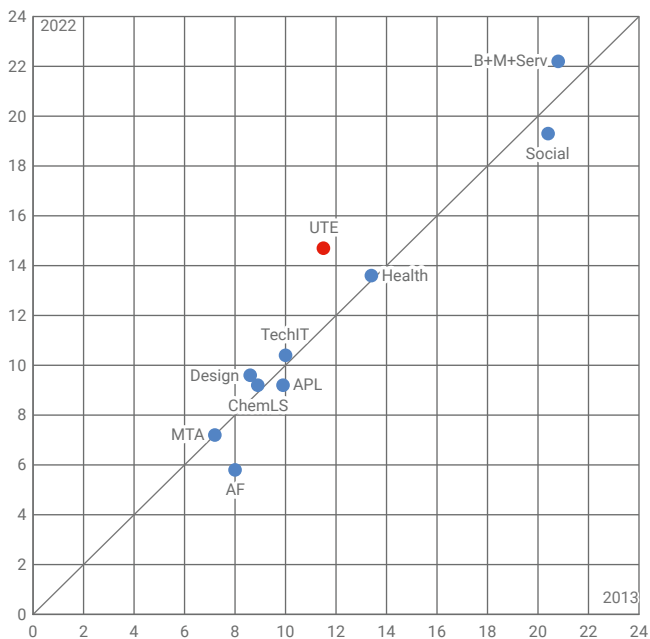
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At UITs, the number of students per teacher rose for the following fields of study: Social Sciences, Economic Sciences, Law, Exact Sciences, Pharmacy, Construction and Geodesy and Mechanical and Electrical Engineering. Student numbers per teacher also rose at UASs and UTEs in all fields of study except for Architecture, Construction and Planning, Agriculture and Forestry and Social Work.

Student-to-staff ratio at other universities (UAS and UTE)

G17



Abbreviations of the fields of study. See chapter 7.

Data as on: 28.08.2023
Source: FSO – SHIS-PERS

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5 Finance of higher education institutions

The following information has been taken from the cost calculations of the respective higher education institutions. It is based on the absorbed costs of a calendar year and shows the operating costs for the individual higher education institutions, separated into staff and material costs, and infrastructural costs. The cost calculations also provide information on revenue and the funding of all services.

5.1 Cost trends

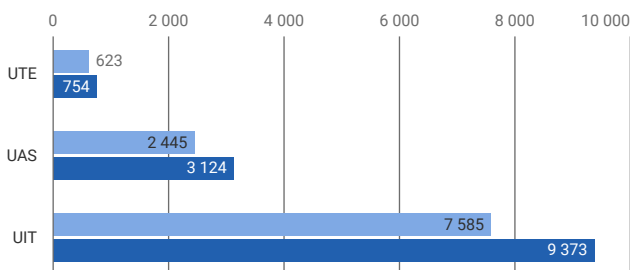
Since 2007 – the first year of the introduction of cost calculations for all types of higher education institutions – the total costs have continuously increased (G18). Costs for UITs grew by 24% since 2013 and exceeded CHF 9.3 billion in 2022. During the same period, the costs of UASs increased by 28% to CHF 3.1 billion. The costs of UTEs in 2022 were CHF 754 million, i.e., an increase of 21% since 2013.

Development of costs by type of institutions

G18

In CHF million

■ 2013 ■ 2022



Data as on: 07.12.2023
Source: FSO – SHIS-FIN

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5.2 Types of activities

The universities and institutes of technology (UIT) provide five types of activities: Teaching for basic tertiary education, teaching for advanced studies, research and development (R&D), continuing education and services. For this type of higher education institution, R&D accounts for the largest budgetary item with over half of the costs. Teaching for basic tertiary education followed in second place, accounting for around a quarter of the costs of universities and institutes of technology.

The universities of applied sciences (UAS) and the universities of teacher education (UTE) provide courses designed to teach skills for a specific occupation. They provide practice-based education, which is why basic education accounts for the main activity at both of these types of higher education institutions with around two thirds of the total costs. Applied R&D is the second largest and the only proportionately increasing expense of UASs, accounting for a quarter of their costs. At UTEs, research costs have also increased compared to 2013 (G19).

The costs for all activities at all types of higher education institutions increased in absolute terms; lower costs were only incurred for services at UASs.

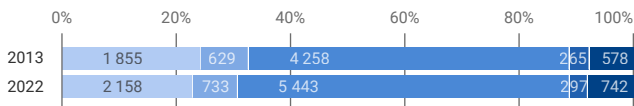
Type of activities by type of institutions 2013 and 2022

G19

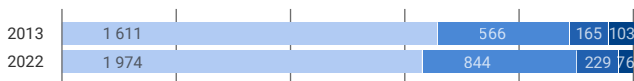
In CHF million

- teaching for basic studies ■ teaching for advanced studies
- (applied) research and development ■ continuing education
- provision of other services

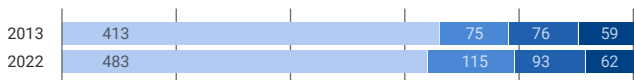
UIT



UAS



UTE



Data as on: 07.12.2023
Source: FSO - SHIS-FIN

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5.3 Type of costs

The ratio of infrastructural costs to total costs hardly changed between 2013 and 2022 for UITs, while at UASs the share of infrastructural costs in the total costs decreased slightly over the same period. For the UTEs, infrastructure costs are not registered the same way in all cantons. As the registered costs are not comparable, they have not been published.

In 2022, staff costs account for 64% of total costs at UITs, 72% at UASs and 87% at UTEs. The higher material costs at UITs are likely to be associated with greater research and development (G20).

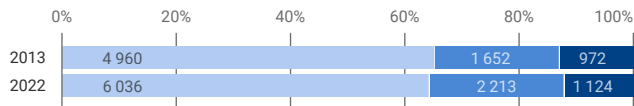
Cost categories by type of institutions 2013 and 2022

G20

In CHF million

■ staff costs ■ material costs ■ imputed infrastructure costs

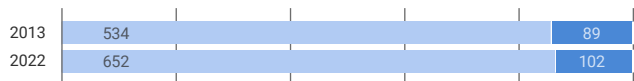
UIT



UAS



UTE



Data as on: 07.12.2023
Source: FSO - SHIS-FIN

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5.4 Costs per student

The cost indicator considered here is calculated as the ratio of costs for basic tertiary education to the number of students in basic education (cost indicator I).

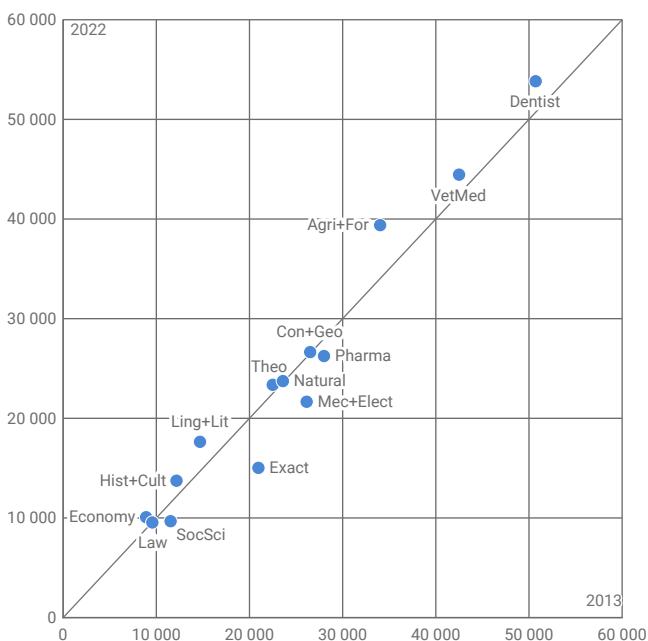
The graphs G21 and G22 show the costs per student in 2013 compared with 2022. Values below the diagonal line equate to a decrease in costs per student.

The cost indicator increases between 2013 and 2022 for 9 of 14 UIT fields of study. There was a decrease in costs per student for the fields of study Social Sciences, Law, Exact Sciences, Pharmacy and Mechanical and Electrical Engineering. The value of the indicator decreased for 4 fields of study at UASs (Engineering and IT, Chemistry and Life sciences, Design, Health) and for Teacher Education (UTEs).

Costs per student UIT, 2013 in comparison with 2022

G21

In CHF



Abbreviations of the fields of study. See chapter 7.

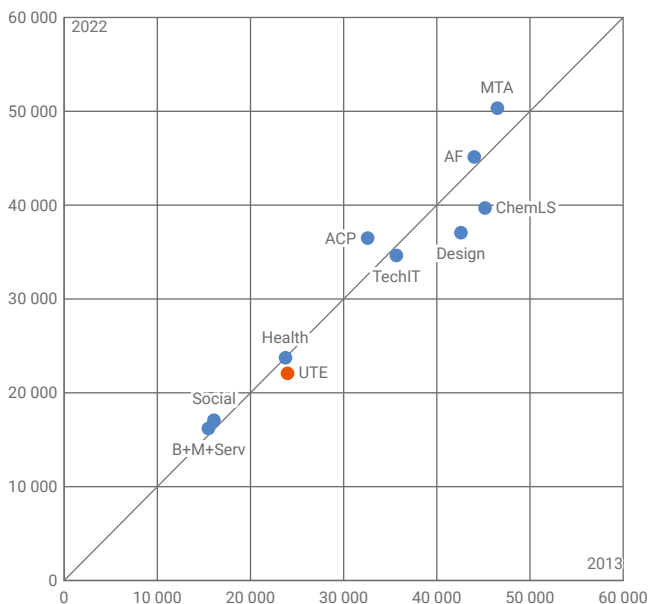
Data as on: 07.12.2023
Source: FSO – SHIS-FIN

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Costs per student at UAS and UTE , 2013 in comparison with 2022

G22

In CHF



Abbreviations of the fields of study. See chapter 7.

Data as on: 29.08.2023

Source: FSO – SHIS-FIN

gr-e-15.06.03.04d

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Costs per student and student-teacher ratio in 2013 and in 2022

In the graphs G23 and G24, the change in costs (in CHF) per student (in basic education) is shown against the student-teacher ratio (academic staff for basic education in FTE) between 2013 and 2022 using an arrow.

The start of the arrow shows the value in 2013 and the end of the arrow the value in 2022. An arrow represents a field of study.

The combination with the student-teacher ratios at UITs shows that the increase in costs per student is largely accompanied by a decrease in the number of students per teacher. The exceptions: Per person, students of Economic Sciences and Construction and Geodesy generated more costs and had more students per teacher (FTE).

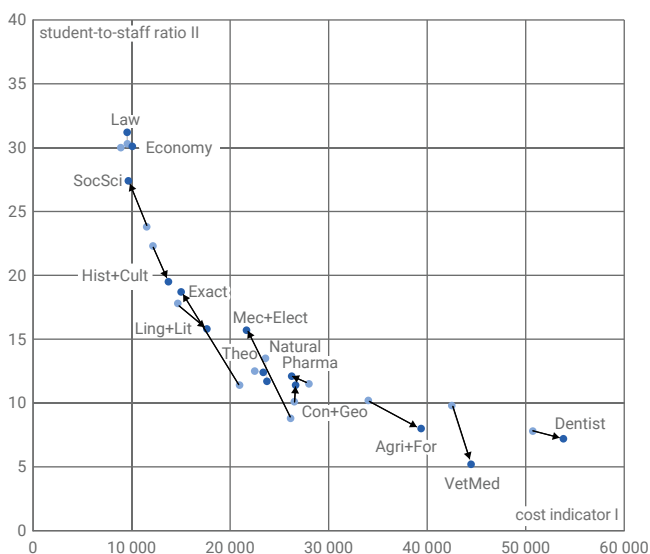
The combination of the costs per student with the student-teacher ratios at UASs shows that the decrease in costs per student is almost always accompanied by an increase in the number of students per teacher. There are some exceptions in the fields of study of Business, Management and Services and Music, Theatre and other Arts in which the increase in costs per student is accompanied by an increase in the number of students per teacher (FTE).

Fields of studies at UIT: Costs per student and student-to-staff ratio

G23

Basic training curriculum

● 2013 ● 2022



Abbreviations of the fields of study. See chapter 7.

Data as on: 07.12.2023
Source: FSO – SHIS-FIN

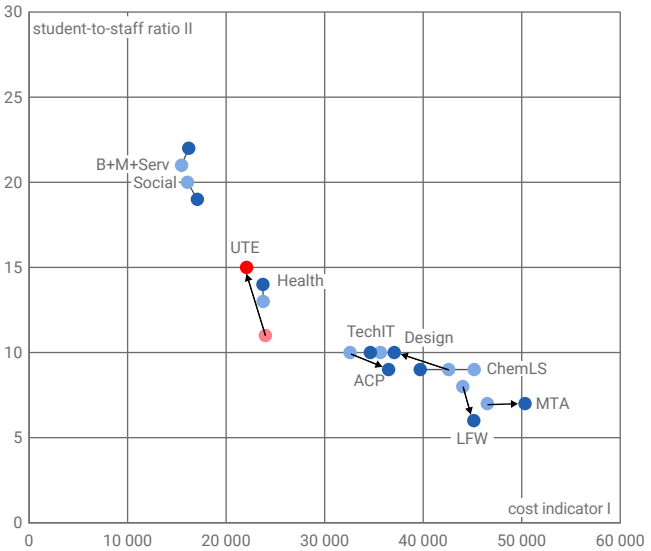
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Fields of studies at UAS and UTE: Costs per student and student-to-staff ratio

G 24

Basic training curriculum

● 2013 ● 2022



Abbreviations of the fields of study. See chapter 7.

Data as on: 29.08.2023

Source: FSO – SHIS-FIN

gr-e-15.06.03.04c

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6 Sources

SHIS: The Swiss university information system (SHIS) was created at the beginning of the 1970s to meet the growing need for coordination and planning by the Confederation and the cantons in university sector and to provide Swiss statistics on the higher education institutions.

Higher education students and diplomas: The Swiss university information system's student and graduate database (SHIS) provides information on the study situation, how courses are run and various socio-demographic factors. All persons enrolled have an individual identification number that enables personal data to be treated anonymously and flow analyses to be carried out. The database serves as the basis for the scientific analysis of courses at Swiss higher education institutions. The FSO uses these to calculate the university indicators and to make forecasts about trends on the number of students. Since the academic year 2012/13, the OASI number (NAVS13) has enabled longitudinal analyses to be made for all levels of education and training.

University staff statistics: A statistical survey of university staff has been carried out at universities and federal institutes of technology since 1980, at universities of applied sciences since 2005 and at universities of teacher education since 2005. The survey concerns the administrative data contained in the university staff registers. The university staff statistics were revised in 2012. Since this revision, the NAVS13 has been used in the statistics to identify persons which will enable the educational path of students to be studied in the mid-term. The reference periods were also modified: since 2012, the data on persons relate to a reference date (31.12) whereas the data in FTE relate to the civil year for all types of higher education institution. Staff categories have been harmonised.

University financial statistics: In the higher education sector, analytical accounting provides information on the costs and activities of the three types of higher education institutions. It indicates both public and private sources of funding (funding of student tuition fees, R&D mandates of enterprises, etc.). The expenses of universities have been surveyed by the FSO since the 1996 financial year and their costs surveyed since 2006; the costs of universities of teacher education have been surveyed since 2008. The costs of universities of applied sciences are compiled by SERI¹ (data compiled since 2000).

¹ SERI – State Secretariat for Education, Research and Innovation

7 List of higher education institutions and departments

Universities and institutes of technology

Uni Basel / Bâle	BS
Uni Bern / Berne	BE
Uni Freiburg / Fribourg	FR
Uni Genf / Genève	GE
Uni Lausanne	LS
Uni Luzern / Lucerne	LU
Uni Neuenburg / Neuchâtel	NE
Uni St. Gallen / Saint-Gall	SG
Uni Zürich / Zurich	UZH
Università della Svizzera Italiana	USI
EPF Lausanne	EPFL
ETH Zürich / Zurich	ETHZ
Institut de hautes études internationales et du développement	IHEID
Universitäre Fernstudien Schweiz	FS CH

Fields of study of universities and institutes of technology

Theology	Theo
linguistics and literature	Ling+Lit
history and cultural studies	Hist+Cult
social sciences	SocSci
economic sciences	Economy
law	Law
exact sciences	Exact
natural sciences	Natural
dentistry	Dentist
veterinary medicine	VetMed
pharmacy	Pharma
construction and Geodesy	Con+Geo
mechanical and electrical engineering	Mec+Elect
agriculture and forestry	Agri+For

Universities of applied sciences

Berner Fachhochschule	BFH
Haute école spécialisée de Suisse occidentale	HES-SO
Fachhochschule Nordwestschweiz	FHNW
Hochschule Luzern	HS-LU
Scuola Universitaria Professionale della Svizzera Italiana	SUPSI
Ostschweizer Fachhochschule	OST
Fachhochschule Graubünden	FHGR
Zürcher Fachhochschule	ZFH
Kalaidos Fachhochschule*	KAL
HES Les Roches-Gruyère*	LRG

Fields of study of universities of applied sciences

Architecture, Construction and Planning	ACP
Engineering and IT	TechIT
Chemistry and Life Sciences	ChemLS
Agriculture and Forestry	AF
Business, Management and Services	B+M+Serv
Design	Design
Music, Theatre and other Arts	MTA
Social work	Social Work
Health	Health
Teacher Education (UTE)	UTE

Universities of teacher education

Interkantonale Hochschule für Heilpädagogik Zürich	HfH
Haute école pédagogique BEJUNE	BEJUNE
Haute école pédagogique du canton de Vaud	HEP VD
Haute école pédagogique du Valais	HEP VS
Haute école pédagogique Fribourg	HEP FR
Pädagogische Hochschule Bern	PH BE
Pädagogische Hochschule Luzern	PH LU
Pädagogische Hochschule Schwyz	PH SZ
Pädagogische Hochschule Zug	PH ZG
Pädagogische Hochschule Thurgau	PH TG
Pädagogische Hochschule Schaffhausen	PH SH
Pädagogische Hochschule Graubünden	PH GR
Pädagogische Hochschule des Kantons St. Gallen	PH SG
Pädagogische Hochschule der Fachhochschule Nordwestschweiz	PH FHNW
Pädagogische Hochschule Zürich	PH ZH
Dipartimento formazione e apprendimento	SUPSI-DFA
Schweizer Hochschule für Logopädie Rorschach*	SHLR
Eidgenössisches Hochschulinstitut für Berufsbildung*	EHB

* No financial information available; not included in finance statistics.

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