



Directives for the Coordinated Renewal
of Teaching at Swiss Universities
within the Framework of the
Bologna Process
(Bologna Directives)

of 4 December 2003

3rd edition

of 1 August 2008

Introduction

The Swiss University Conference (SUK/CUS),

desiring to contribute toward the coordinated educational renewal process which was introduced on a European level by the „Joint Declaration of the European Ministers of Education Convened in Bologna on the 19th of June 1999“ („Bologna Declaration“),

in order, through this reform process, to improve quality assurance in education, enhance student mobility at all levels, promote interdisciplinary study programmes, and guarantee equal opportunity by facilitating part-time study and providing adequate support for education,

considering Art. 6(1)(a) of the Cooperation Agreement between the Federal Government and University Cantons on Matters Relating to Universities, of 14 December 2000,

on the recommendation of the Rectors' Conference of the Swiss Universities (CRUS), hereby issues the following directives as binding framework regulations:

Art. 1 Tiered Study Programmes

¹ The Swiss universities shall adopt a system of study based on the following cycles:

- a. a first cycle (bachelor's degree programme), comprising 180 credits;
- b. a second cycle (master's degree programme), comprising 90 to 120 credits;
- c. the doctorate, whose structure and content shall be set independently by the individual universities.

² The bachelor's and master's degree programmes together shall replace the present diploma programmes (diplôme/licence). With respect to the duration of State financing, educational support and course fees, bachelor's and master's studies shall constitute two cycles of a single study programme.

Art. 2 Credits

¹ In accordance with the European Credit Transfer System (ECTS), the universities shall allocate credits based on monitored course workloads.

² A credit shall correspond to a workload of between 25 and 30 hours.

Art. 3 Admission to the Master's Degree Programme

¹ Admission to a master's degree programme shall in principle require a bachelor's degree from a higher education institution, or an equivalent diploma awarded by a higher education institution.

² Graduates with a bachelor degree from a Swiss university should be admitted to a university master's degree programme in the corresponding discipline, without additional requirements.

³ The universities may set additional requirements, applicable equally to all candidates, for admission to specialised master's programmes.

⁴ In examining the equivalence of bachelor degrees obtained in other higher education institutions, equal treatment must be given to all.

⁵ Universities may make a master's degree dependent on the acquisition of knowledge and abilities that were not acquired when obtaining a bachelor's degree.

Art. 3a¹ Admission to university with a bachelor's degree awarded by a university of applied science or university of teacher education

¹ Graduates with a bachelor's degree awarded by a Swiss university of applied science or Swiss university of teacher education shall be admitted to study programmes offered by a university, regardless of the type and origin of their former education certificate. Admission directly to a master's degree programme shall be possible for candidates who satisfy the admission requirements to a master's degree programme in their own higher education institution and who must make up studies representing a maximum of 60 ECTS credits (additional requirements).

¹ Decided by the SUK/CUS on 26 June 2008, entered into effect on 1 August 2008.

² The CRUS, in conjunction with the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH) and the Conference of Rectors of Universities of Teacher Education (COHEP), shall coordinate the procedure for establishing the additional requirements for direct admission to a university master's degree programme, and shall set the extent of these requirements for each discipline.

³ The cantons shall establish the conditions required for enrolment in cantonal universities. The Federal Government shall establish the conditions required for enrolment in FITs.

⁴ In all cases, the foregoing shall be subject to measures aimed at limiting admission to study programmes, applicable to all candidates.

Art. 4 Unified Degree titles

The universities shall unify the title of their final degrees in accordance with internationally recognised titles.

Art. 5 Implementation

¹ Universities shall adopt the regulations necessary for the new programme structure, as well as detailed implementation plans for each branch of studies, no later than the end of 2005.

² Joint regulations on the title of degrees, in accordance with Art 4, shall also be agreed before the end of 2005.

³ Implementation of the new structures for all study programmes of all universities shall be completed by the end of 2010 at the latest.

⁴ In the medical programmes, implementation shall follow the scheduled revision of federal legislation on university teaching of medical professions.

⁵ The CRUS shall be responsible for coordinating the implementation of these Directives, provided it is within the competence of its members. In particular, it shall coordinate the definition of disciplines and regulations concerning admission to the universities' specialised master's degree programmes, and ensure their publication.

Art. 6 Supervision

The CUS shall supervise the implementation of these Directives.

Art. 6a² Transitional provision on the equivalence of the diploma (“diplôme/licence”) and the master’s degree

¹ Licences and diplômes are equivalent to a master’s degree. The equivalence shall be certified on request by the university conferring the licence or diplôme.

² Graduates holding a licence or diplôme are entitled to bear the title of Master in place of their former title.

Art. 7 Entry into Force

These Directives shall enter into force on 1 January 2004.

Berne, 04.12.2003

On behalf of the
Swiss University Conference

President: Annoni
Secretary General: Ischi

² Introduced by the Decision of the CUS of 1 December 2005, in effect since 1 February 2006.



Schweizerische Universitätskonferenz

Conférence universitaire suisse

Conferenza universitaria svizzera

Explanatory Notes to the Bologna Directives

For the University Cantons
and the Federal Government

Adopted by the Swiss University Conference on
4 December 2003

3rd edition

of 1 August 2008

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A Introduction

1 Achieving Bologna Declaration objectives – a challenge for European countries

The desire to create a European area for higher education already existed back in 1998, in the Sorbonne Declaration.

This intention became a reality with the Bologna Declaration of 19 June 1999, in which 29 European countries undertook to harmonise their university education systems, thereby creating a European Higher Education Area. In the Bologna Declaration, the European countries joined together to attain a series of objectives. These included the introduction of a two-cycle education system with comparable degrees, establishment of a European Credit Transfer System (ECTS), promotion of mobility, and promotion of European co-operation in quality assurance. In the Joint Declaration the Ministers of Education of the signatory countries undertook to attain these reform objectives, having regard to the distribution of competencies in their national education systems, and the autonomy of their universities.

In May 2001, the first follow-up conference was held in Prague. The members of the participating governments found that the goals laid down in the Bologna Declaration had been widely accepted and declared that they would be used as a base for the development of higher education. In the “Prague Communiqué”, the objectives of Bologna were reaffirmed and the importance of mobility, quality assurance and accreditation, lifelong learning, and the participation of universities and students in the establishment of a European area of higher education were emphasised.

Convinced that the establishment of a European area of higher education required ongoing support and attention, the Ministers decided to meet in Berlin within two years. During the conference in September 2003, the measures taken by the European countries to encourage compatibility and comparability of their higher education systems were welcomed and, at the same time, there was insistence on the need for progress to be achieved on the Bologna process¹.

It was up to each State to introduce easily readable and comparable degrees on the basis of a two-cycle system, as well as to implement other reform objectives. The higher education area extending throughout Europe derives from a basic common understanding of European educational structures. It is not a matter of creating joint laws, ordinances or procedures. Diversity, so characteristic of Europe, must also be maintained in higher education.

¹ The text of the “Berlin Communiqué” of 19 September 2003 by the European Ministers of Education (in German) can be found on the website (http://www.bmbf.de/pub/communiqu_e_bologna-berlin_2003.pdf).

So it is not surprising that the different States have provided for specific procedures and timings. While in States with a centralised education system, Ministries of Education play a key role in implementing the Bologna Declaration, in other States – like Switzerland for example – this takes place on several levels. In federal States, if implementation is to be uniform, there needs to be framework legislation establishing minimum conditions.

In Switzerland, implementation of the Bologna Declaration is part of a co-ordinated renewal of higher education. In its message concerning the encouragement of education, research, and technology for the period 2004–2007, the Federal Council included implementation of the Bologna Declaration among essential measures for the renewal of higher education, which itself is one of the priorities of the Government’s education and research policy.

2 Powers of the CUS to issue directives

The Co-operation Agreement between the Federal Government and University Cantons on Matters Relating to Universities, of 14 December 2000, empowers the CUS to issue directives on university education, particularly with regard to the normal length of studies, recognition of earlier studies, and qualifications. Consequently, the Directives for the Coordinated Renewal of Teaching at Swiss Universities. Within the Framework of the Bologna Process (Bologna Directives) are binding on the parties to the Co-operation Agreement, i.e. the Federal Government and the 9 university cantons. The canton of Lucerne², which is seeking status as a university canton, will also apply the Directives.

Directives issued by the CUS impose an obligation on the bodies responsible for universities to adapt their legislation to comply with the Directives. The Bologna Directives are aimed at harmonising existing university regulations in order to implement tiered study systems. They only regulate essential conditions that are applicable throughout Switzerland, and establish a framework for their implementation.

² On 22 June 2005, the Federal Council granted the Canton of Lucerne status as a university canton”.

Bodies responsible for universities must therefore ensure that their legislation complies with the Bologna Directives. Legislation governing universities, which contains detailed regulations on study programmes, must be adapted accordingly.

3 Development of directives

The Bologna Directives were prepared by the CRUS, which was empowered by the Swiss Government and the CUS to implement the Bologna Declaration. Adoption of the Directives was preceded by a consultative process, conducted by the CUS with Swiss university rectors and presidents, professors, middle management and students, between December 2002 and March 2003. The participants in this process agreed with most of the proposed conditions for implementation. The results of the consultation enabled the CUS, working closely with the CRUS, to begin the necessary adaptations³.

The Bologna Declaration must be implemented in a co-ordinated manner throughout the Swiss tertiary education sector. The Bologna Directives were therefore developed against a background of ongoing negotiations with the competent bodies at the universities of applied science and schools for teacher education, which prepared their own directives for implementing the Bologna Declaration. In December 2002, the Council for Universities of Applied Sciences of the Swiss Conference of Cantonal Ministers of Education (EDK/CDIP) adopted its own Bologna directives. The two directives are aligned on the same model and are largely consistent. To improve compatibility, the Council for Universities of Applied Sciences will, where necessary, adapt its directives in line with CUS approved directives.

³ The results of the consultation procedure are published on the CUS home page in German (<http://www.cus.ch/wDeutsch/stellungnahmen/index.php?navid=28>); in French (http://www.cus.ch/wFranzoesisch/stellungnahmen/Vernehmlassungsbericht_f.pdf).

B Itemised notes to articles

Introduction

The Swiss University Conference (SUK/CUS),

desiring to contribute toward the co-ordinated educational renewal process which was introduced on a European level by the „Joint Declaration of the European Ministers of Education Convened in Bologna on the 19th of June 1999“ („Bologna Declaration“),

in order, through this reform process, to improve quality assurance in education, enhance student mobility at all levels, promote interdisciplinary study programmes, and guarantee equal opportunity by facilitating part-time study and providing adequate support for education,

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1 Role

As the guiding principle, the Introduction expresses the political authorities' intention to participate in the European-wide process of reforming higher education. It also indicates the direction to be taken in this reform process, with quality assurance in education, the promotion of interdisciplinary studies, the encouragement of student mobility, and the guarantee of equal opportunity being the major guideposts for implementation of the Bologna Declaration.

2. Objectives

Education organisation must take into account the fact that certain students, because of work activities, military service or civil defence, illness, maternity, or other family obligations, can only study part-time or need to interrupt their studies temporarily. Within the educational organisation, where feasible, the new degree system must also permit part-time education.

The general notion of „support of education“ is taken from the terminology of the Federal Constitution (Article 66 SFC) and comprises all individual assistance towards education. The CUS cannot issue any directives to the cantons regarding educational support. The cantons regulate their own student grants and loans independently. To guarantee equal opportunity in the renewed educational structures, the CUS has expressed the wish that cantons make sufficient financial assistance available to disadvantaged students.

In addition to quality management in each university, the Swiss quality assurance system, covering all higher education areas, is growing in size and importance. The Body of Accreditation and Quality Assurance (OAQ), created in 2001, is an important player in the promotion of quality assurance in Swiss university education. In particular, it allows for the comparison of quality assurance systems among universities and the definition of minimum standards.

Art. 1 Tiered Study Systems

Art. 1

¹ The Swiss universities shall adopt a system of study based on the following cycles:

- a. a first cycle (bachelor degree programme), comprising 180 credits;
- b. a second cycle (master degree programme), comprising 90 to 120 credits;
- c. the doctorate, whose structure and content shall be set independently by the individual universities.

² The bachelor's and master's degree programmes together shall replace the present diploma programmes (diplôme/licence). With respect to the duration of State financing, educational support and course fees, bachelor and master studies shall constitute two cycles of a single study programme.

1. Education organisation

According to the Bologna Declaration, an essential condition for the establishment of a European area of higher education is the organisation of a system of study based on two cycles: a first cycle leading to a bachelor's degree (undergraduate), and a second cycle leading to a master's degree (graduate).

The principle of introducing a tiered study system applies to all study programmes (including medicine) in all cantonal universities, as well as in the two federal institutes of technology. The single cycle study system, leading to a licence or diplôme is no longer open. However, Article 1 does not oblige any university to offer all three degree levels (including the doctorate) in their study programme.

In future, study programmes must first be defined in terms of ECTS credits. Experience shows that one semester of full-time study corresponds to 30 credits. Consequently, a bachelor's programme lasts an average of three years, and the master's programme which follows lasts one and a half years. These are average lengths of study. Therefore, for a programme involving the same number of credits, the length of study, theoretically, can be accelerated ("fast track" programme), or extended for part-time students.

For the bachelor degree cycle, the curricula in Swiss universities will focus on conveying basic scientific learning, and a scientific thought process. The bachelor's degree is a prerequisite for admission to a master's programme, and must be defined and recognised as a base that facilitates mobility through a change in the location or the field of study. A student who obtains a bachelor's degree may also decide, in certain cases, to enter the work world. Development of bachelor degree programmes must therefore take account of this possibility and must include the aspect of career preparation.

Master's programmes entail deeper scientific learning of the discipline. Students use this cycle to participate in appropriate research.

No directives are envisaged for doctoral studies. The concrete formalities remain the prerogative of each university; structures for doctoral studies should be encouraged.

- 2 The bachelor's and master's degree programmes replace diploma programmes (diplôme/licence)

Paragraph 2 concerns the relationship between the new two-cycle system and the single-cycle system that was predominant until now. From now on, the master's degree will correspond to the old licence or diplôme. The two cycles of the bachelor's and master's programme should therefore be considered together, on a level with the old licence or diplôme that was completed as a single cycle.

Consequently, the master's degree is the determining factor both for triggering intercantonal equalisation payments (AIU contributions) and for federal financing (LAU basic subsidies). The notion of new studies, according to the AIU, where the number of semesters starts again at zero, can only apply after the end of the master's programme, provided a degree has been obtained. With respect to educational support, master's studies are also considered as basic studies and not as postgrad or continuing education. Since, until now, course fees were uniform within a given programme of study, there is no need to charge different fees for the bachelor's and master's cycles in the future.

Art. 2 Credits

Art. 2

¹ In accordance with the European Credit Transfer System (ECTS), the universities shall allocate credits based on monitored course workloads.

² A credit shall correspond to a workload of between 25 and 30 hours.

1 Allocating credits

A basic condition of the Bologna reform is the application of the European Credit Transfer System (ECTS). ECTS is a credit system used for measuring learning outcomes, which was tested within the framework of the European Union's Erasmus programme. The system sets up a method for measuring and comparing learning outcomes.

Credits are allocated solely on the basis of assessed and (usually) graded learning outcomes. Each university regulates this itself as part of its exam regulations. Assessments are made, for example, on the basis of written or oral exams, during the course of study, upon completion or after the end of the course, or on the basis of a dissertation or written work or even an attendance certificate. The assessed learning outcomes are therefore not necessarily linked to course attendance, but can also be provided in the form of personal work.

The number of credits for a learning outcome is measured on the basis of the workload required to learn the course matter. What is taken into account therefore is not the number of course hours per week (attendance time), but the aggregate time required to learn the subject matter (including the assessment of learning outcomes), which is measured in relation to the educational objective to be achieved. Art. 2(2) sets the number of work hours per credit, in accordance with the regulations in force throughout Europe, at an average of 25 to 30 hours. This gives the universities leeway when developing their study programmes.

2 CRUS co-ordination mandate

Although the universities issue their own exam regulations independently, there must be a co-ordinated and harmonised application of ECTS in all Swiss universities. The CRUS has undertaken this mandate through its ECTS co-ordination unit, which

is financed by project-linked contributions (within the meaning of the LAU), and has already adopted „Recommendations for the Application of ECTS in Swiss universities“⁴. These complete the minimum rules contained in this Article and serve as a reference for universities for the “eurocompatible” introduction of ECTS.

Art. 3 Admission to a master’s programme

Art. 3

¹ Admission to a master’s degree programme shall in principle require a bachelor’s degree from a higher education institution, or an equivalent diploma awarded by a higher education institution.

² Graduates with a bachelor’s degree from a Swiss university should be admitted to a university master’s degree programme in the corresponding discipline, without additional requirements.

³ The universities may set additional requirements, applicable equally to all candidates, for admission to specialised master’s programmes.

⁴ In examining the equivalence of bachelor degrees obtained in other higher education institutions, equal treatment must be given to all.

⁵ Universities may make a master’s degree dependent on the acquisition of knowledge and abilities that were not acquired when obtaining a bachelor’s degree.

1 Admission principles

1.1 *University powers*

Within the limits of their statutory powers, Universities set the conditions that must be fulfilled by bachelor degree holders in order to be admitted to a master’s degree programme. University autonomy, in the sense of self-management, also means that the university must be able to set the requisite conditions for attending its programmes – as has been the case until now under federal and cantonal law – and on this basis, decide who is admitted.

Admission to a master’s programme cannot be compared with admission to a higher education institution, i.e. to first-time enrolment, since the progression to a master’s programme mainly concerns students who are already enrolled at a Swiss university.

⁴ The document can be found at www.ects.ch.

The university's power to decide the matter is not unlimited. Both cantonal regulations and the Bologna Directives in question here (Art. 3(1) to (4)) take precedence over the universities' powers in respect of admissions. Universities must admit bachelor degree holders from a Swiss university to a university master's degree programme in the corresponding discipline, without additional requirements.

1.2 *Minimum regulations*

Admission provisions, set out in the Directives, form a minimum regulatory framework. The university cantons and the Federal Government must ensure that their universities (cantonal university or ETH (Swiss Federal Institutes of Technology)) guarantee admission to the master's programme at least to the extent provided in the Directives. These do not, however, prohibit the university cantons, the Federal Government and universities themselves from issuing more open regulations which, for example, could provide for bachelor degree holders from a ETH (Swiss Federal Institute of Technology), school for teacher education, or foreign university, to be admitted to a master's degree programme without any other prerequisites.

1.3 *Key condition: bachelor's degree (Art. 3(1))*

Since university education is tiered, only bachelor degree holders (from a university, UAS or school for teacher education) can be admitted to a master's degree programme. Master's programmes build on the learning acquired during the bachelor's programme and generally can only be undertaken on completion of a bachelor degree programme.

Graduates with a degree from a higher education institution, judged equivalent to a bachelor's degree, may be admitted to a master's programme even if they do not hold a bachelor's degree.

2 Open access to Swiss universities and within disciplines (Art. 3(2))

2.1 *Admission without other conditions*

Open access to a master's programme must be guaranteed within Swiss universities (cantonal universities and ETH (Swiss Federal Institutes of Technology)). Encouragement of student mobility is one of the objectives of the Bologna Declaration and is also one of the characteristics of the future Swiss university scene. Open access means that admission to a master's programme must not be subject to particular conditions (e.g. a bachelor's degree from a specific university, grade averages, certificates from certain modules, etc.).

Open access is only possible within the corresponding discipline. The university may set additional conditions for admission of bachelor degree holders from another discipline. The notion of „discipline“ is taken from the terminology of the Federal Office of Statistics' university information system (SIUS). The SIUS surveys 86 disciplines, grouped into 20 fields of study throughout Switzerland. The CRUS is responsible for co-ordinating and publishing definitions of disciplines (see Art. 5(5)).

2.2 *Admission of graduates with European bachelor's degrees*

Switzerland is one of the first States to have implemented (in 1999) the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention, RS 0.414.8), developed and adopted by the Council of Europe and UNESCO. The Lisbon Convention aims to create co-ordinated regulations and practice in the recognition of qualifications between signatory States⁵. The European Ministers of Education, meeting in Berlin in September 2003, underlined the importance of the Lisbon Convention for establishing the European Higher Education Area. They also invited all European States to apply its rules.

Admission of holders of a bachelor's degree conferred by a signatory State, is granted according to the Lisbon Convention. The Convention recognises the equivalence of academic qualifications conferred by a signatory country unless the host university can show that a substantial difference exists between such qualifications and its own academic qualifications (Art. 6.1). The Lisbon Convention therefore does not guarantee the right to automatic admission in signatory States, but allows universities to examine the equivalence of foreign academic diplomas. As such, graduates with a foreign bachelor's degree cannot rely on the open access provision in Art. 3(2).

⁵ The Lisbon Convention is in force in about 30 Member States of the Council of Europe and 4 non-member States. Belgium, Finland, Germany, Greece, Netherlands and Spain have not yet adhered (status: November 2003).

3 Admission to specialised master's degrees (Art. 3(3))

3.1 *Conditions of admission*

The goal of the Bologna Declaration is not only to encourage mobility, but also to guarantee the quality of the education and research provided. Universities must be able to position themselves by offering special education in state-of-the-art fields. They must therefore be able to limit access to specialised master's programmes by imposing additional requirements for candidates. Art. 3(3) takes account of this important qualification in the choice of university education.

3.2 *Organisation of master's programmes*

Universities may offer master's programmes whose content is an immediate extension of bachelor studies, which aim at deepening the rather general scientific learning base („consecutive master's"). Such programmes substantially correspond to the licence or diplôme programmes offered until now and are open, without additional conditions, to any graduate holding a bachelor's degree in the discipline.

Universities may also offer specialised programmes of study, whose content is not an immediate extension of a given bachelor's programme. The university itself defines its specialised study programmes, applying such criteria as preponderance of interdisciplinary teaching, specialisation within the discipline, or teaching centred on practical work or research. The specialised master's degree programmes allow universities to position themselves on the educational level. They are not part of the university's mainstream educational programme.

The Bologna Directives do not deal with admission to master's studies in the context of university postgrad or continuing education (e.g. an “executive master”), and so universities regulate such admission themselves.

3.3 *Additional conditions*

Additional prerequisites for admission to specialised master's programmes are related primarily to subject matter, e.g. the student must have acquired certain linguistic or other knowledge, or must have completed special modules or practical training. Universities must define and publish these requirements in advance, so that students can obtain information about the proposed education and if necessary choose their disciplines accordingly. The CRUS co-ordinates the prerequisites for admission to specialised master's programmes in Swiss universities, and ensures their publication (Art. 5(5)).

Prerequisites apply to all candidates – any candidate who fulfils the conditions is admitted to the specialised master’s programme. Universities may not privilege their own bachelor degree graduates or those of certain universities, since that would contravene Art. 3(3). This same paragraph does not grant universities the right to limit admission; such power is reserved to the university cantons and the Federal Government.

4 Examining equivalence (Art. 3(4))

When examining equivalence, bachelor’s degrees, whether conferred by a Swiss or foreign university, a UAS or a school for teacher education, are all treated on an equal footing. Universities may verify whether the bachelor’s degree in question fulfils the admission conditions for the chosen master’s programme. Equivalence is based solely on acquired knowledge and competencies and not on the same number of credits or the same workload. In matters of equivalence, the university may not treat such bachelor’s degrees any differently from their own. In particular, they may not set higher conditions for degrees from UASs or schools for teacher education than those from Swiss universities.

5 Obtaining a master’s degree (Art. 3(5))

Even if bachelor degree holders are admitted, without additional conditions, to a master’s degree programme in the corresponding discipline, the university may still require additional knowledge and competencies in order to obtain the master’s degree. This provision offers more flexibility in organising master’s programmes. The new master’s programmes in the corresponding discipline may also require knowledge that could not be acquired during the earlier bachelor degree education. This knowledge must be acquired not in order to be admitted to a master’s programme, but in order to obtain the degree. It is a case of practical knowledge or competencies that are essential in order to obtain this master’s degree; the extent of such proficiency is generally expressed in the form of extra credits.

Art. 3a Admission to university with a bachelor's degree awarded by a university of applied science or university of teacher education

Art. 3a⁶

¹ Graduates with a bachelor's degree awarded by a Swiss university of applied science or Swiss university of teacher education shall be admitted to study programmes offered by a university, regardless of the type and origin of their former education certificate. Admission directly to a master's degree programme shall be possible for candidates who satisfy the admission requirements to a master's degree programme in their own higher education institution and who must make up studies representing a maximum of 60 ECTS credits (additional requirements).

² The CRUS, in conjunction with the Rectors' Conference of the Swiss Universities of Applied Sciences (KFH) and the Conference of Rectors of Universities of Teacher Education (COHEP), shall coordinate the procedure for establishing the additional requirements for direct admission to a university master's degree programme, and shall set the extent of these requirements for each discipline.

³ The cantons shall establish the conditions required for enrolment in cantonal universities. The Federal Government shall establish the conditions required for enrolment in FITs.

⁴ In all cases, the foregoing shall be subject to measures aimed at limiting admission to study programmes, applicable to all candidates.

The terms „universities of applied science“ and „universities of teacher education“ in Article 3a apply only to Swiss public universities of applied science and Swiss public universities of teacher education, not to private UASs and UTEs. These terms do not extend to foreign higher education institutions. A higher education institution is considered as a public institution when the authority responsible for it has public law status. However, a higher education institution does not become a public institution by virtue of having received accreditation or (cantonal) recognition.

The second sentence of paragraph 1 establishes the principle that direct admission to a master's degree programme is possible if the missing studies do not represent more than 60 ECTS credits. Direct admission to a master's degree programme is not possible if the studies to be completed account for more than 60 credits. Admission to a bachelor's degree programme is possible however. Where appropriate, certain studies earned at the university of applied science or university of teacher education will then be recognised. Moreover, admission to a university master's degree pro-

⁶ Decided by the SUK/CUS on 26 June 2008, entered into effect on 1 August 2008.

gramme presupposes that candidates satisfy the admission requirements for a master's degree programme in their own higher education institution. This requirement does not apply to graduates with a bachelor's degree that cannot be followed by a master's degree programme in the same type of higher education institution.

Ensuring mobility requires coordination between the universities as well as between the three types of higher education institution. This task of coordinating is the responsibility of the three Conferences of Rectors concerned. The CUS' Bologna Directives regulate the „university aspect“ of this cooperation, namely the competence of the CRUS to co-operate with the KFH and the COHEP (paragraph 2). The Directives of 5 December 2002 for the implementation of the Bologna Declaration at universities of applied science and universities of teacher education define the competencies of the KFH and the COHEP.

The requirements for enrolment at a university are governed by cantonal law, while the requirements for enrolment at a FIT are governed by federal law. No change is made to this principle, not even for mobility between higher education institutions. Admission to a bachelor's or master's degree programme at a university is therefore based on the cantonal or federal law that establishes the relevant enrolment conditions, and not on Article 3a of the Bologna Directives (paragraph 3).

Art. 4 Unified degree titles

Art. 4

The universities shall unify the title of their final degrees in accordance with internationally recognised titles.

Another of the objectives of the Bologna Declaration is to introduce a system of easily readable and comparable degrees. It proposes, as a useful tool, the introduction of a uniform “Diploma Supplement” which gives a detailed description of each degree.

Although the text of the Bologna Declaration does not use the usual international terminology for the first and second cycles of university study (bachelor and master), it is recommended that it be introduced in Switzerland.

The legal foundations of the Swiss cantonal universities, inasmuch as they regulate the details of degree programmes, must therefore be partially adapted. The targeted uniformity is also an essential condition in order that efficient measures can be taken at the federal level to protect titles.

The CRUS was given a mandate to co-ordinate the development of harmonised regulations and, to this end, to ensure essential agreements with the competent bodies in the fields of universities of applied science and schools for teacher education. On 12 September 2003, it developed simple regulations for the titles of all degrees in the first and second cycles of university study, based on the international terminology currently being introduced („Bachelor/Master of Theology / Law / Medicine / Arts / Science / Engineering“). The name of the university and the discipline (in English or the local language) are optional (but standardised within the university); however, this information is contained generally in the Diploma Supplement, which will be attached to each degree.

Art. 5 Implementation

Art. 5

¹ Universities shall adopt the regulations necessary for the new programme structure, as well as detailed implementation plans for each branch of studies, no later than the end of 2005.

² Joint regulations on the title of degrees, in accordance with Art 4, shall also be agreed before the end of 2005.

³ Implementation of the new structures for all study programmes of all universities shall be completed by the end of 2010 at the latest.

⁴ In the medical programmes, implementation shall follow the scheduled revision of federal legislation on university teaching of medical professions.

⁵ The CRUS shall be responsible for coordinating the implementation of these Directives, provided it is within the competence of its members. In particular, it shall coordinate the definition of disciplines and regulations concerning admission to the universities' specialised master's degree programmes, and ensure their publication.

1 Time limits

All universities have started to apply the Bologna Declaration and, in most of them, the newly structured bachelor's and master's programmes are up and running. The deadlines for adoption of the regulations and implementation plans, which were set at end-2005 for all disciplines, are therefore realistic. They also correspond to the agenda set by the European Ministers in Berlin.

The present status of the above work leads us to believe that the joint regulation of the titles of degrees, provided for in Art. 4 of the Bologna Directives, may also be adopted by end-2005.

2 Implementation in medical studies

Medical studies (human medicine, dentistry, veterinary medicine and pharmacy) must also be reformed in accordance with the Bologna Directives. Current federal legislation on university medical professions does not, however, correspond to the two-cycle study system provided for in the Bologna Declaration. This federal legislation is now in the process of revision and will allow for the application of the Bologna Declaration. The renewal of medical study programmes will therefore have to fit in with the revision agenda.

3 Co-ordination and publication

The CRUS is responsible for ensuring the co-ordinated development of university regulations on admission to specialised master's programmes, and their publication, in order to enhance clarity and transparency. Candidates for master's studies need detailed information on the education available so that they can prepare themselves for their chosen master's programme. This information must also encompass the different disciplines – and their programmes of study – offered by the various universities. To this end, the CRUS co-ordinates the definition of disciplines in close co-operation with the Federal Office of Statistics, particularly the SIUS, the Conference of Swiss Universities of Applied Science, and the Swiss Conference of Schools for Teacher Education.

4 Financing

The CRUS' co-ordination of the implementation of the Bologna Declaration during the 2004–2007 period will be financed through federal project-linked contributions. At its meeting on 26 June 2003, the CUS agreed to provide financing of CHF 1.29 million, over a four-year period, for the CRUS' co-ordination of the Bologna process, which until then had been supported by the Federal Office for Education and Science.

Its actual application within the universities will be very costly. The structuring of new study programmes, the management of ECTS credits, growing needs for information, and the improvement of student care and counselling, will generate additional costs that the universities cannot meet with their present financial means. Based on detailed argumentation, the CRUS developed a co-operation project for the renewal of education, entitled "Initial Costs of Bologna", which was submitted to the CUS.

The CUS, at its meeting on 16 October 2003, granted project-linked contributions amounting to CHF 30 million. The contributions will be paid directly to the cantonal universities. Subsidies will be allocated among universities on the basis of a key comprised of the number of study programmes, the number of students and the number of degrees, in equal weightings. The figures will be updated after two years.

Art. 6 Supervision

Art. 6

The CUS shall supervise the implementation of these Directives.

Political responsibility for implementing the Bologna Directives lies with the CUS, as the joint body of the Federal Government and cantons, and it must supervise their application. It must also ensure compliance with the political will underlying their development.

To this end it supervises CRUS co-ordination of the definition of disciplines, as well as publication of the education offered in specialised master's programmes, and the conditions for admission to such programmes. One of the CUS' stated objectives is that the specialised master's programmes should not constitute mainstream education at universities. Moreover, the conditions for admission to specialised master's programmes must be identical for all candidates and must be published in a transparent manner.

The CUS will carry out its supervisory duties by preparing an annual review of the implementation of the Bologna Directives at Swiss universities. This review will be prepared on the basis of activity reports on the implementation of the Bologna process, which will be submitted to it by the CRUS in May of each year (co-ordination of the Bologna process and the co-operation project „Initial Costs of Bologna“). These reports will enable the CUS to monitor compliance with the Bologna Directives and to adopt a position. The first CRUS reports are expected for mid-May 2005. Any member of the CUS can refer the matter if s/he notices any divergences from the Bologna Directives.

Art. 6a Transitional provision on the equivalence of the diploma (“diplôme/licence”) and the master’s degree

Art. 6a⁷

¹ Licences and diplômes are equivalent to a master’s degree. The equivalence shall be certified on request by the university conferring the licence or diplôme.

² Graduates holding a licence or diplôme are entitled to bear the title of Master in place of their former title.

The Bologna Directives aim to harmonise university regulations in order to implement the tiered study system. The new transitional provision in the Directives is intended to harmonise the changeover from the old study system to the new one.

The licences and diplômes (first university degrees under the old system), conferred by cantonal universities and ETH (Swiss Federal Institutes of Technology), were certainly obtained under a different study programme from today’s master’s degree programme; they are nonetheless equivalent to a master’s degree. The result of this equivalence is that universities must treat degrees obtained in the master’s programme on the same footing as those obtained in one of the licence or diplôme programmes. For example, they cannot impose additional conditions for admission to doctoral or postgrad courses specifically on graduates holding a licence. The other regulations under cantonal or federal law, such as those requiring a given average for admission to a doctorate, and which apply equally to both the master’s degree and the licence, are not affected by this decision of the CUS.

Cantonal universities and ETH (Swiss Federal Institutes of Technology), when requested by a student, must certify the equivalence of the degrees in question. This certificate should indicate the name of the university issuing the degree and use the titles listed in Article 2 of the Rectors’ Conference of the Swiss Universities’ Regulations, of 14 May 2004 („Master of Arts“, „Master of Science“, etc.). However, details (in English) of the discipline concerned should not be included, since even if the old study programmes are the same level as the new ones, their content often differs.

Even without an equivalence certificate, graduates holding a licence or diplôme are entitled to bear the title of Master. However, a title deriving from the old law and the title of Master can only be born alternatively and not cumulatively.

⁷ Introduced by the Decision of the CUS of 1 December 2005, in effect since 1 February 2006.

The CUS decision is based on Article 6(1)(a) of the Cooperation Agreement between the Federal Government and University Cantons on Matters Relating to Universities, of 14 December 2001. It enters into effect on 1 February 2006. It requires the bodies responsible for universities (i.e. the Federal Government and the cantons) to adapt their national or cantonal law accordingly.