



# Certificate Supplement

## 1. Title of the qualification

Berufsmaturität (Ausrichtung Technik, Architektur, Life Sciences) -  
Maturité professionnelle (Orientation Technique, architecture et sciences de la vie) -  
Maturità professionale (Indirizzo Tecnica, architettura e scienze della vita) -  
Maturitad professiunala (Direcziun Tecnica, architectura, life sciences)

## 2. Translated title of the qualification

**Federal Vocational Baccalaureate  
(Orientation Engineering, Architecture, Life Sciences )**

## 3. Profile of skills and competences

Holders of a Federal Vocational Baccalaureate can express themselves in their **first national language** in a precise, appropriate and grammatically correct manner. They conduct themselves with confidence in structured communication situations, such as negotiations and presentations. They are able to grasp the important points from texts and communications in other media and can form justified opinions about them. They can analyse and place literary texts in their social, literary and cultural history context.

Their language skills in their **second national language and English** are at level B1 of the Common European Framework of Reference for Languages (CEFR). They also possess linguistic proficiency related to their work and cultural competency.

In **mathematics** they can tackle problems in a structured and successful manner. They are able to interpret, document and communicate mathematical principles. They can apply numeric and symbolic computation processes, respecting the relevant rules. To do so, they use graphing computers with computer algebra systems and formulae. They can describe real-world scenarios using mathematics and can develop subject areas and theories using appropriate models from various fields of mathematics. They are able to solve problems using suitable methods, present them and explain them in a clear and comprehensible manner. Thanks to their mathematical skills, they can also solve interdisciplinary problems.

They can independently analyse and describe phenomena in the field of **natural sciences**. To do so, they apply scientific models from chemistry and physics. In chemistry they are familiar with the structure, properties and transformation of substances. They can describe physical laws in the areas of mechanics, thermodynamics, waves and electricity and can apply them mathematically. They can therefore relate the natural sciences to society, engineering, environment, economics and politics. They consider sustainable development issues from an interdisciplinary perspective.

They are familiar with the main developments in **history and politics** since the 18th century. They can draw well-founded social and individual conclusions from current developments and can relate them to the events of the last three centuries. They understand the state's main structures and functions, as well as the rights and obligations of public policy. Drawing on this knowledge as well as historical sources, they are able to form substantiated opinions.

Their basic knowledge of **economics and law** enables them to understand problems taking into account social, environmental and technical developments. They can consider the economic and legal system from the perspective of company employees, family members, consumers and citizens. They can therefore understand the corresponding problems taking into account social, environmental and technical developments.

They can successfully apply their specialist knowledge, complemented by their general skills, to **interdisciplinary work**. They explore questions independently and decide on an appropriate methodical approach. To answer such questions, they draw on the insights, thinking and methods from various disciplines. They research and document ideas based on scientific criteria.

#### 4. Range of occupations accessible to the holder of the qualification

The Federal Vocational Baccalaureate is an extended general education qualification, which complements vocational education and training. A Federal Diploma of Vocational Education and Training (Federal VET Diploma) certifying successful completion of a VET programme is an integral part of the Federal Vocational Baccalaureate.

#### 5. Official basis of the qualification

##### 5.1 Name and status of the body awarding the qualification

Relevant cantonal authority according to Federal Vocational Baccalaureate.

##### 5.2 Name and status of the national authority responsible for issuing the qualification

State Secretariat for Education, Research and Innovation SERI, Einsteinstrasse 2, CH-3003 Bern  
www.seri.admin.ch

##### 5.3 Level of the qualification (national or international)

ISCED: 3

##### 5.4 Grading scale/Pass requirements

6 = very good

5 = good

4 = satisfactory

Minimum passing grade: 4.

3 = unsatisfactory

2 = poor

1 = unusable

##### 5.5 Access to next level of education/training\*

The Federal Vocational Baccalaureate attests to the aptitude of the holder to continue his/her studies at a university of applied sciences in accordance with Article 25, para. 1 let. a of the Higher Education Act (CC 414.20).

\* The decision regarding admission is always reached by the admitting institution.

##### 5.6 International agreements

##### 5.7 Legal basis of the qualification

- Ordinance on the Federal Vocational Baccalaureate (SR 412.103.1)
- Core syllabus for the Federal Vocational Baccalaureate (18.12.2012)

#### 6. Officially recognised ways of acquiring the qualification

Classroom instruction for the Federal Vocational Baccalaureate consists of at least 1,440 lessons or 1,800 hours of teaching in a broad range of general education subjects; all orientations consist of core, specific and supplementary fields. 10% of lessons / teaching hours are set aside for interdisciplinary work.

The Federal Vocational Baccalaureate can be obtained in a number of ways:

- a) by completing a recognised preparatory course for the Federal Vocational Baccalaureate examination
  - in parallel to a VET programme at a vocational school, or
  - as a full-time or part-time course of study after having successfully completed a VET programme;
- b) by preparing independently for the vocational baccalaureate examinations set by the Federal Vocational Baccalaureate Commission FVBC after having successfully completed a VET programme.

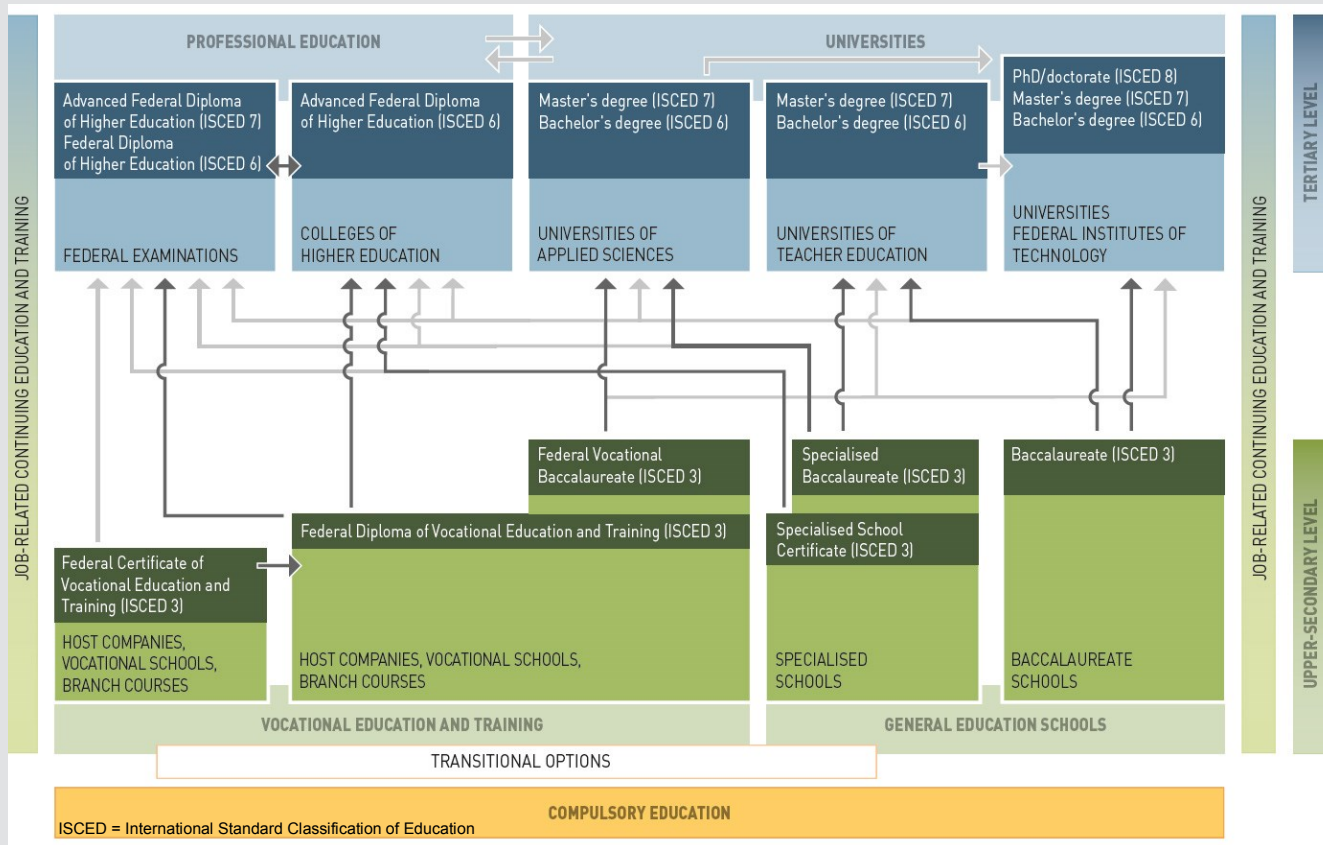
#### 7. Additional information

The Federal Vocational Baccalaureate Commission FVBC is responsible for conducting the process leading to SERI recognition of preparatory courses for the Federal Vocational Baccalaureate examination.

**Issued by:** State Secretariat for Education, Research and Innovation SERI, www.seri.admin.ch

The purpose of the certificate supplement is to provide sufficient data to improve the international transparency and fair professional recognition of qualifications. It describes the nature, level, context, content and type of training and education pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. The certificate supplement is free of value judgements, equivalence statements or recommendations on recognition. This certificate supplement refers to the following original documents: federal vocational baccalaureate diploma and transcript of grades.

## 8. Information on the national education system



### Vocational education and training (Upper-secondary level)

Vocational education and training (VET) prepares young people to carry out a given occupational activity. In training, emphasis is placed on establishing systematic correlations between theory and practice. Learners acquire professional competences that enable them to properly execute work-related tasks and activities in a goal-oriented manner, at their own initiative and with a sufficient level of flexibility. Swiss VET programmes include language, communication and society (LCS) subjects, which provide young people with basic skills needed to orient themselves both in their personal lives and within society. At the same time, LCS subjects help young people to overcome personal and work-related challenges.

The training content of Swiss dual-track VET programmes is divided into two main learning locations that reflect the dual nature of theory and practice: classroom instruction takes place at vocational schools and practical training at host companies. Depending on the occupation, there may also be a third learning location: the branch training centre, which serves to complement the first two. Upon completion of a three-year or four-year VET programme, graduates enter the labour market with a solid qualification: the Federal VET Diploma.

After having gained a few years of work experience, holders of a Federal VET Diploma may pursue tertiary professional education or if they obtain the Federal Vocational Baccalaureate they may enrol in a Swiss university of applied sciences (UAS).

### Federal Vocational Baccalaureate (Upper-secondary level)

The preparatory course for the FVB complements the vocational training received for the Federal VET Diploma. The corresponding examination covers general education subjects and learners who pass this examination may enrol in a Swiss university of applied sciences directly or may attend a subsequent preparatory course for another examination, the University Aptitude Test (UAT). This latter examination serves as a bridge between the FVB and enrolment in Swiss tier-one universities, which include cantonal universities and Switzerland's two federal institutes of technology (FITs).

### Swiss education system

There are two main pathways within the Swiss education system, both spanning upper-secondary and tertiary level: vocational/professional, on the one hand, and general education/university, on the other. While it is possible to switch between these two pathways at any time and at any level, in some cases, certain conditions apply. Generally speaking, the Swiss education system is highly permeable in this manner.