

GLOSSARY



GLOSSARY

OF VOCATIONAL AND PROFESSIONAL
EDUCATION AND TRAINING



www.vocationaleducation.ch/glossary

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Preface

You now hold in your hands the very first English version of the Glossary of Vocational and Professional Education and Training (VPET). This English version is based on the fourth edition of this reference work in German, French and Italian, which was published in 2013. This reference handbook contains terminology relating to the VPET field.

Although somewhat unassuming due to its very practical small format, its content is nonetheless rich: 231 key terms are explained in as many brief and informative texts. It is also an indispensable publication for people who work in the VET field: e.g. learners, guidance counsellors, vocational school teachers, apprenticeship trainers and other VET professionals.

The form and structure of the glossary have not been substantially altered. We have taken into account all significant changes, added new key terms, removed others and deleted terms that have become obsolete. The English terminology is based on the English versions of federal legislation such as the Federal Vocational and Professional Education and Training Act and its corresponding Ordinance, the Swiss Education Report 2014 and other publications by federal agencies.

Reference handbook containing VPET terminology

The glossary, which has been completely revamped, was first published in August 2005. Since then, over 250 000 copies have been distributed in three national languages. In most cases, this glossary has been accompanied by the "Apprenticeship Training Manual". Although both go hand in hand, the glossary may be obtained separately.

In order for the glossary to remain a valid reference work, changes have to be made on a regular basis to take into account legal aspects or practical and linguistic uses.

Index of terms and key terms

For your convenience, we have compiled a list of terms used in the VET and PET fields, including those that may be "obsolete" or "incorrect" with cross-references to the 231 key terms that are defined in this edition of the glossary.

Online in four languages

A glossary that may be consulted in four languages online. You can consult the online version of the glossary by visiting

www.vocationaleducation.ch, which allows you to switch from one language to another, from German to English and back again, from French to Italian and so on. This will be of great help for translations.

A joint undertaking

We have prepared the glossary of VPET terms in conjunction with the State Secretariat for Education, Research and Innovation (SERI) and the Swiss Conference of VET Offices (SBBK). The State Secretariat for Economic Affairs (SECO) and the Federal Office for Migration (FOM) have, for their part, reviewed the key terms that fall within their scope of activities. The English version of this glossary was produced within the framework of the "Bilingual VET programmes for the Federal VET Diploma" project (Projet CFC bilingue) conducted by the Office for Vocational Guidance, Vocational Education and Training and Adult Education, Geneva (OFPC).

The English language version of this reference work is interesting in two respects. First of all, this is the first time that it has been produced in English. All three of the previous editions were only available in three national languages of Switzerland. This is because English is neither a national language nor the typical working language used by VET professionals in the German-, French- and Italian-speaking cantons of Switzerland. Secondly, the present reference work is part of a common endeavour at national level to introduce and maintain uniform English terminology. The English terms and key terms found here are therefore also used in the English versions of federal legislative texts and publications as well as on websites at both federal and cantonal level.

We hope that you will find this glossary useful in your daily work.

Bern, August 2014

Peter Knutti, Head of VPET Media Division, SDBB

A

Absences from the host company

Absences from the VET school

Accident → Accident insurance, Illness and injury

Accident and occupational disease prevention

→ Accident prevention, Occupational health services,
Safety at the workplace

Accident insurance

Accident prevention

Activity profile → Occupations (VET)

Activity programme → Labour market measures

Additional work → Undeclared employment

Admission to VET programmes

→ Prerequisites profile for VET programmes, VET
qualifications for adults

Adult education

→ Continuing education and training (CET), Job-
related continuing education and training (CET)

Adults lacking VET qualifications

→ VET qualifications for adults

Advanced Federal PET Diploma

→ Federal examination for the Advanced Federal
PET Diploma, PET qualifications, VET and PET
qualifications

Advanced studies programmes (CAS, DAS, MAS)

→ Continuing education and training (CET)

Advice on preparing a budget → Consultation services

Advice on studies

→ vocational, educational and career guidance

Agriculture and forest husbandry

→ Federal Act on Vocational and Professional Edu-
cation and Training (VPETA)

Alcoholism → Drug abuse and addictions

Appeal procedure → Appeals

Appeals

Apprentice → Learner

Apprenticeship

Apprentice's obligations

→ **Learner's rights and obligations**

Apprentice's pay → **Learner's pay**

Apprentice's rights and obligations

→ **Learner's rights and obligations**

Apprentice's salary → **Learner's pay**

Apprenticeship → **VET programme**

Apprenticeship card → **Learner's identity card**

Apprenticeship certificate

Apprenticeship commission → **Supervisory commissions**

Apprenticeship company → **Host company**

Apprenticeship contract

Apprenticeship market

Apprenticeship market barometer

Apprenticeship placement

→ **List of apprenticeship positions**

Apprenticeship supervisor → **VET trainer**

Apprenticeship supervisor's obligations

→ **Employer's rights and obligations**

Apprenticeship supervisor's rights and obligations

→ **Employer's rights and obligations**

Apprenticeship trainer → **VET trainer**

Apprenticeship training at host companies

→ **Apprenticeship, General outline (apprenticeship training)**

Apprenticeship training plan

→ **Training plan, General outline (apprenticeship training)**

Apprenticeship training providers

→ **Host company, Dual-track VET programme**

Approval of the apprenticeship contract

→ **Apprenticeship contract**

Approval of the traineeship contract

→ **Traineeship contract**

Areas of interest testing

Article 32 of the Ordinance on Vocational and Professional Education and Training (VPETO): admission to the qualification procedure

→ **VET qualifications for adults**

Article 41a of the Federal Act on Vocational and Professional Education and Training (VPETA) (former act): admission to the final apprenticeship examinations

→ **VET qualifications for adults**

Artisanal and industrial school → **VET school**

Assessment of learning progress

Associations → **Trade association**

Au pair stays → **Transitional options**

Authorities

B

Bachelor's degree

→ **Universities of applied sciences (UAS)**

Bankruptcy of the host company

→ **Closure of the host company**

Basic skills → **Branch courses**

Basic training → **VET programme**

Basic year

Basis checks → **Skills testing**

Bologna Agreement → **Copenhagen Process**

Bonus → **Learner's pay**

Branch course instructor → **VET professionals**

Branch courses

Branch fund → **VPET fund**

Branch training centre → **Branch courses**

Breach of contract

→ **Termination of the apprenticeship contract**

Breaks (during working hours)

Bridge year → **Transitional options, Transition from lower- to upper-secondary level**

Bridges towards learning → **Transitional options**

C

Cancellation of approval of the apprenticeship contract

→ **Revocation of VET accreditation**

Cantonal delegates → **VET sector reform**

Cantonal funds → **VPET fund**

Cantonal legislation on vocational and professional education and training

→ **Federal Vocational and Professional Education and Training Act (VPETA)**

Cantonal subsidies

→ **Funding of vocational and professional education and training, Subsidies**

Career choice

→ **Vocational, educational and career guidance**

Case management for learners at risk of dropping out of VET programmes

CEA → **Collective employment agreement**

**Certificate supplements (for VET qualifications),
Diploma supplements (for PET qualifications)**

Certificates

Change in apprenticeship position

Chief examiner → **Examiners**

Claims → **Appeals**

Classroom instruction at VET schools

Cleaning of work clothes

→ **Purchase of work-related tools or equipment**

Cleaning work → **Refusal to work**

Closure of the host company

CO → **Swiss Code of Obligations (CO)**

Coaching → **Case management for learners at risk of dropping out of VET programmes, Vocational and Professional Education and Training Act (VPETA), VET counsellor, One-to-one coaching**

Collaboration between learning locations

Collective employment agreement (CEA)

Collective governance of the Swiss VPET system

Combined procedures

→ **Final examination, Qualification procedures (QPs)**

Combined school/work-based VET programmes

→ **Apprenticeship training, Dual-track VET programme, Vocational education and training (VET)**

Commercial school

Commercial school teacher → **VET school teacher**

Company holidays

Company providing apprenticeship training

→ **Host company, Dual-track VET programme**

Company regulations

Compensation for loss or damage → **Loss or damage**

Competence areas → **Final examination**

Competence centres linked to university chairs or
“leading houses” → **VET/PET/VPET research**

Competence centres that cover groups of occupations

→ **Classroom instruction at VET schools**

Competence networks → **VET/PET/VPET research**

Competence profiles

→ **Occupations, VET qualifications for adults**

Competence records

Competence records during branch courses

→ **Competence records, Final examination**

Competences → **Professional competences**

Competences-resources model (CoRe)

→ **Taxonomy, Training plan**

Complaint to the supervisory authority → **Appeals**

Complaints → **Appeals**

Compulsory education

→ **Classroom instruction at VET schools**

Conflicts

Consistency checking → **VET ordinance**

Consultation services

Consultation with apprentice

→ **Learners' right to be consulted**

Continuation to the following year

Continuing education and training (CET)

Contract for each portion of the apprenticeship

→ **Apprenticeship contract**

Contracting parties

Contractual penalty

Contributions → **Learner's pay**

Cooperation between learning locations

→ **Collaboration between learning locations**

Copenhagen Process

Core syllabuses

Costs and benefits derived from training apprentices

→ **Host company**

Courses for apprenticeship supervisors → **VET trainer**

Courses for examiners → **Examiners**

Courses for trainers → **VET trainer**

Creation of apprenticeship positions

→ **Marketing of apprenticeship positions**

Credit system → **Copenhagen Process**

Credit Transfer System → **Copenhagen Process**

Credit units → **Module-based learning**

Criminal provisions

Cross-border commuters → **Residence and work permits**

D

Damages → **Loss or damage**

Dangerous work → **Youth Employment Protection**

Ordinance (EmpO 5), Piecework carried out by learners, Prohibited work

Database of final apprenticeship examinations

Decentralised procedures

→ **Final examination, Qualification procedures (QPs)**

Decision

Depth and expansion of knowledge → **Final examination**

Depth and expansion of knowledge modules (D&E)

→ **Final examination**

Depression and suicide

Detailed syllabus

→ **General outline (classroom instruction)**

Differences → **Conflicts**

Digressive model

→ **Classroom instruction at VET schools**

Disabled persons → **INSOS (Social institutions for disabled persons), Levelling out disadvantages**

Disciplinary regulations

Disputes → **Conflicts**

Drug abuse and addictions

Drugs → **Drug abuse and addictions**

Dual-track VET programme

Duration of vocational instruction

→ **Classroom instruction at VET schools**

Dyslexia and dyscalculia

E

EAER → **Federal Department of Economic Affairs, Education and Research**

Early start of apprenticeship → **Learner's minimum age**

ECTS (European Credit Transfer System)

→ **Copenhagen Process**

ECVET (European Credit System for Vocational Education and Training) → **Copenhagen Process**

EDK → **Swiss Conference of Cantonal Ministers of Education**

EmpA → **Employment Act**

Employee

Employees' network

→ **National Workers' Network for VET**

Employer

Employer's rights and obligations

Employers' network

→ **National Employers' Network for VET (SQUF)**

Employment Act (EmpA)

Employment certificate → **Apprenticeship certificate**

Employment contract law

Employment tribunal

Enactment and publication of VET ordinances

→ **State Secretariat for Education, Research and Innovation (SERI)**

End of the apprenticeship

→ **Final examination, Qualification procedures (QPs)**

Engineering school

→ **Universities of applied sciences (UAS)**

Entrance examination for university studies

→ **University Aptitude Test (UAT), Federal Vocational Baccalaureate (FVB)**

Equality

Equivalence of foreign qualifications

Europass → **Copenhagen Process**

Europe → **Copenhagen Process**

European Credit System for Vocational Education and Training (ECVET) → **Copenhagen Process**

European Credit Transfer System (ECTS)

→ **Copenhagen Process**

European Qualifications Framework (EQF)

→ **Copenhagen Process, Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)**

EuroSkills → **Skills competitions**

Examination regulations → **VET ordinances**

Examination work

Examiners

Exceptional work

→ **Overtime, supplemental hours worked**

Exchange of apprentices

Exchange programme → **Exchange of apprentices**

Excursions → **VET school**

Exemption from branch courses → **Branch courses**

Exemption from final apprenticeship examination
→ **VET qualifications for adults**

Exemption from portions of the final examination
→ **Final examination**

Exemption from portions of the VET programme

Exemption from vocational instruction
→ **Classroom instruction at VET schools**

Expenses

Extension of the apprenticeship
→ **Extension of the duration of the VET programme**

Extension of the apprenticeship contract
→ **Extension of the duration of the VET programme**

Extension of the duration of the VET programme

Extension of the trial period → **Trial period**

F

Failure to pass the final apprenticeship examination
→ **Final examination**

Failure to pass the final examination
→ **Extension of the duration of the VET programme,
Final examination**

Federal Commission for VET and PET Professionals (EKBV)
→ **VET professionals**

Federal Commission for Vocational and Professional
Education and Training (EBBK)
→ **VET advisory bodies**

Federal Department of Economic Affairs (FDEA)
→ **Federal Department of Economic Affairs, Edu-
cation and Research (EAER)**

Federal Department of Economic Affairs, Education and Research (EAER)

Federal examination for the Advanced Federal PET Diploma

Federal examination for the Federal PET Diploma

Federal Labour Inspectorate → **Labour inspectorate**

Federal Office for Professional Education and Technology (OPET) → **State Secretariat for Education, Research and Innovation (SERI)**

Federal PET Diploma

→ **Federal examination for the Federal PET Diploma, Professional education and training (PET), PET qualifications, VET and PET qualifications**

Federal subsidies

→ **Funding of vocational and professional education and training, Subsidies**

Federal VET Certificate

→ **Two-year VET programmes for the Federal VET Certificate, VET and PET qualifications**

Federal VET Diploma

→ **Three- or four-year VET programmes for the Federal VET Diploma, VET and PET qualifications**

Federal Vocational Baccalaureate (FVB)

Federal Vocational Baccalaureate Commission

→ **Federal Vocational Baccalaureate (FVB)**

Federal Vocational Baccalaureate examination

→ **Federal Vocational Baccalaureate (FVB)**

Federal Vocational Baccalaureate qualification

→ **Federal Vocational Baccalaureate (FVB), VET and PET qualifications**

Final apprenticeship examination → **Final examination**

Final examination

Final examination without apprenticeship

→ **VET qualifications for adults**

Fines → **Criminal provisions**

Foreign national workers → **Residence and work permits**

Free choice of career

Free time

Full-time school-based VET programme

→ **School-based VET programme**

Funding of vocational and professional education and training (VPET)

FVB → **Federal Vocational Baccalaureate (FVB)**

G

General education schools → **Upper-secondary level**

General objectives

→ **Professional competences, Training plan**

General outline (apprenticeship training)

General outline (branch courses)

General outline (classroom instruction)

Grades

Grades certificate → **Grades**

Grants

Gross salary → **Learner's pay**

Guardianship → **Legal representation**

Gymnastics and sport → **Physical education**

H

Half-day leave → **Rest period**

HarmoS (Intercantonal Agreement on Harmonisation of Compulsory Education)

→ **Prerequisites profile for VET programmes**

Head trainer → **VET trainer**

Health insurance

Health protection → **Occupational health services, Safety at the workplace**

Higher business school → **School-based VET programme**

Higher School of Economics and Business Administration (ESCEA) → **Universities of applied sciences (UAS)**

Higher technical college (ETS)

→ **Universities of applied sciences (UAS)**

Holiday leave

Host company

Host company label

Host company network

Host institution → **Host company**

I

ICA-UAS (Intercantonal Agreement on Universities of Applied Sciences) → **VET office**

Identity documents for foreign nationals

→ **Residence and work permits**

IDES (Information and documentation centre)

→ **Swiss Conference of Cantonal Ministers of Education (EDK)**

IGKG (Intercantonal Conference of Continuing Education and Training)

→ **Swiss Conference of Cantonal Ministers of Education (EDK)**

Illness and injury

Immediate termination

→ **Termination of the apprenticeship contract**

Immigration

Impediment to take the final examination

→ **Certificates, Final examination**

Individual employment contract → **Employment law**

Individual formal and informal learning recognition procedure → **VET qualifications for adults**

Individual practical project (IPP) → **Final examination**

Individual training plan

→ **General outline (apprenticeship training), Training plan**

Industry courses → **Branch courses**

Informal one or two-year apprenticeship activities

→ **Informal one or two-year apprenticeships**

Informal one or two-year apprenticeship certificate

→ **Informal one or two-year apprenticeships**

Informal one or two-year apprenticeship contract

→ Informal one or two-year apprenticeships

Informal one or two-year apprenticeships

Information and documentation centre IDES

→ Swiss Conference of Cantonal Ministers of Education (EDK)

Information on VET and PET qualifications

→ Certificate supplements (for VET qualifications),
Diploma supplements (for PET qualifications)

INSOS (Social institutions for disabled persons)

Inspector of apprenticeships → VET counsellor

Inspectors → Labour inspectorate, VET counsellor

Instruction by teaching blocks

→ Classroom instruction at VET schools

Instruction in language, communication and society (LCS)

Integration

→ Immigration, Transitional options, Transition from lower- to upper-secondary level, Upper-secondary level, Case management for learners at risk of dropping out of VET programmes

Integration classes → Transitional options

Integration courses → Transitional options

Intercantonal Agreement on Universities of Applied Sciences (ICA-UAS) → VET office

Intercantonal Agreement on VET schools → VET office

Intercantonal Conference of Continuing Education and Training (IGKG)

→ Swiss Conference of Cantonal Ministers of Education (EDK)

Intercantonal specialised courses

Intercantonal VET and PET courses

→ Intercantonal specialised courses

Inter-institutional collaboration

→ Case management for learners at risk of dropping out of VET programmes

Intermediate examination → Final examination

Internal regulations → **Company regulations**

International recognition

→ **Copenhagen Process, Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)**

Introductory courses → **Branch courses**

IPP (individual practical project) → **Final examination**

IT school → **VET school**

IT school teacher → **VET school teacher**

J

Job-related continuing education and training (CET)

Journey from home to workplace → **Working hours**

Jurisdiction in civil matters → **Employment tribunal**

K

KBSB (Swiss Conference of Directors of Vocational, Educational and Career Guidance Offices)

→ **Swiss Conference of Cantonal Ministers of Education (EDK)**

L

Labour inspectorate

Labour market measures

Language, communication and society (LCS)

→ **Final examination, Language, communication and society instruction (LCS)**

Language, communication and society (LCS) examination

→ **Final examination**

LCS instruction

→ **Instruction in language, communication and society (LCS)**

Leading houses → **VET/PET/VPET research**

Learner

Learner's identity card

Learner's minimum age

Learner's pay

Learner's rights and obligations

Learner's right to be consulted

Learning acquired in an informal manner

→ VET qualifications for adults

Learning difficulties

Learning hours

Learning institution

Learning loans → Grants

Learning locations

Learning objectives

→ Professional competences, Training plan

Legal adulthood

Legal protection

Legal representation

Legal representative's rights and obligations

Length of the apprenticeship

→ VET and PET qualifications

Length of the VET programme

→ VET and PET qualifications

Levelling out disadvantages

Levelling out inequalities

→ Levelling out disadvantages

Liability

Linguistic trips → Transitional options

List of apprenticeship positions

List of host companies

→ List of apprenticeship positions

List of occupations and professions

List of performance objectives → Training plans

List of qualifications

→ List of occupations and professions

Looking for a job

Looking for an apprenticeship position

→ **List of apprenticeship positions**

Loss of earnings → **Illness and injury**

Loss or damage

Lunch breaks → **Breaks (during working hours)**

M

Main companies → **Host company network**

Main organisations → **Host company network**

Mainly practical skills → **Two-year VET programmes for the Federal VET Certificate**

Marketing of apprenticeship positions

Master's degree → **Universities of applied sciences (UAS)**

Maternity → **Maternity insurance, Pregnancy**

Maternity insurance

Maximum number of learners

Mediation meeting → **Conflicts**

Medical certificate

Medical department → **Occupational health services**

Medical, psychological and social department
→ **Consultation services**

Mentoring → **One-to-one coaching, Case management for learners at risk of dropping out of VET programmes**

Methodological competences
→ **Professional competences**

Military service

Mobbing

Modification of the apprenticeship contract
→ **Apprenticeship contract**

Module-based learning

Monitoring of education and training
→ **Final examination, QualiCarte, Quality improvement, Supervision**

Monitoring of host companies and VET schools

→ **Supervision**

Monitoring of informal learning acquired in the company

→ **Informal one or two-year apprenticeships**

Monitoring of the status of learner education and training

→ **Assessment of learning progress**

Monitoring of working hours → **Working hours**

Morality → **Threat to physical and psychological integrity**

Motivation semester → **Transitional options**

Multi-check → **Skills testing**

N

National Employers' Network for VET (SQUF)

National Qualifications Framework (NQF)

→ **Copenhagen Process, Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)**

National skills competitions → **Skills competitions**

National Workers' Network for VET

Negligence → **Liability**

Net salary → **Learner's pay**

Night work

No dead-end diplomas without transition

→ **Permeability**

Non-commencement of the apprenticeship

→ **Termination of the apprenticeship contract**

Non-compliance with obligations

→ **Revocation of VET accreditation**

Non-occupational accident insurance

→ **Accident insurance**

Notice of termination

NQF (National Qualifications Framework)

→ **Copenhagen Process, Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)**

NQF-CH → Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)

NQF VPET

→ Certificate supplements (for VET qualifications),
Diploma supplements (for PET qualifications)

Number of apprentices

→ Maximum number of learners

O

Objections → Appeals

Occupational accident → Accident insurance

Occupational diseases

Occupational field

Occupational health services

Occupational information card → Occupations (VET)

Occupational or specific subjects chosen

→ VET programme

Occupational pension

→ Social insurance deductions

Occupation profile → Occupations (VET)

Occupations in health care, social care and arts

→ Vocational and Professional Education and
Training Act (VPETA)

Occupations in the fields of health care, social work
and arts → Vocational and Professional Education
and Training Act (VPETA)

Occupations (VET)

Office for Upper-Secondary Education and Training

→ VET office

One-to-one coaching

OPET → State Secretariat for Education, Research and
Innovation (SERI)

Optional courses

Optional subjects → Optional courses

Ordinance on Vocational and Professional Education and Training (VPETO) → **Vocational and Professional Education and Training Act (VPETA)**

Ordinance on vocational education and training (VET)
→ **VET ordinances**

Other allowances → **Learner's pay**

Other host companies → **Host company network**

Other trainers → **VET professionals**

Overall grade → **Grades**

Overtime / supplemental hours worked

P

Parental responsibility

Parents → **Legal representation, Parental responsibility**

Parents' obligations

→ **Legal representative's rights and obligations**

Parents' rights and obligations

→ **Legal representative's rights and obligations**

Partial examinations

→ **Final examination, Qualification procedures (QPs)**

Partial unemployment

Parties to the contract → **Contracting parties**

Passing grades → **Final examination, Grades**

Payment of salary → **Learner's pay**

Pedagogical training for apprentice supervisors

→ **VET trainer**

Pedagogical training for VET trainers at host companies → **VET trainer**

PEP (pre-assigned examination project)

→ **Final examination**

Performance grades → **Grades**

Performance objectives

→ **Professional competences, Training plan**

Permeability

Permission to reside permanently

→ **Residence and work permits**

Persons in charge of apprenticeships

→ **VET trainer**

PET college → **professional college**

PET college degree

→ **Professional college, PET qualifications, VET and PET qualifications**

PET qualifications

PET research → **VET/PET/VPET research**

Physical education

Piecework carried out by learners

PMs (process modules) → **Final examination**

POs → **Professional organisations**

Practical training → **Traineeship**

Practical training for disabled persons

→ **INSOS (Social institutions for disabled persons)**

Practical training track

→ **INSOS (Social institutions for disabled persons)**

Practical work

→ **Final examination, Qualification procedures (QPs), Training plan, General outline (apprenticeship training)**

Pre-apprenticeship programme

→ **Pre-vocational traineeship, Transitional options**

Pre-assigned examination project (PEP)

→ **Final examination**

Pregnancy

Preparation for VET programmes → **Transitional options**

Prerequisites profile for VET programmes

Pre-vocational traineeship

Private commercial school

Private school → **School-based VET programme, Private commercial school**

Process modules (PMs) → **Final examination**

Professional and technical competences

→ **Professional competences**

Professional career advice

→ **Vocational, educational and career guidance**

Professional college

Professional college degree

→ **Professional college, VET and PET qualifications**

Professional competence-oriented model

→ **Training plan**

Professional competences

Professional development

→ **Job-related continuing education and training (CET)**

Professional education and training (PET)

Professional organisations (POs)

Prohibited work

Promoter of apprenticeship positions

→ **Marketing of apprenticeship positions**

Protection of workers → **Employment Act (EmpA)**

Protection of young people

→ **Youth Employment Protection Ordinance (EmpO 5)**

Psychological disorders → **Depression and suicide**

Psychological problems → **Depression and suicide**

Public authorities

→ **Authorities, Funding of vocational and professional education and training**

Public holidays

Purchase of work-related tools or equipment

Q

QPs → **Qualification procedures**

QualBC

QualiCarte

Qualification/qualification protection

→ **PET qualifications, VET and PET qualifications**

Qualification procedure for adults with no vocational and professional training

→ **VET qualifications for adults**

Qualification procedures (QPs)

Qualifications / assessments → **Certificates, VET and PET qualifications, Training reports**

Qualified trainer → **VET trainer**

Quality card → **QualiCarte**

Quality improvement

Quality management system → **QualBC, QualiCarte**

Quality measurement tools → **QualBC, QualiCarte**

Quality Standards for Training Logbooks

→ **Training folder**

R

Racism

Ranking system for learners

→ **Vocational and professional education and training (VPET) documentation**

Reception classes → **Transitional options**

Recognition of prior education and training

→ **Reduction in the duration of VET programmes**

Recruit school → **Military service**

RECs → **Regional employment centres**

Reduction in the duration of the apprenticeship

→ **Reduction of the duration of the VET programme**

Reduction of the duration of the VET programme

Reform committee → **VET sector reform**

Refresher courses → **Remedial courses**

Refresher training → **VET qualifications for adults**

Refugees → **Residence and work permits**

Refusal to work

Regional employment centres (RECs)

Remedial courses

Residence and work permits

Residence permits → **Residence and work permits**

Rest → **Breaks, Rest period**

Rest period

Retaking examinations → **Final examination**

Revocation of authorisation to train apprentices
→ **Revocation of VET accreditation**

Revocation of VET accreditation

Risks of suicide → **Depression and suicide**

S

Safety at the workplace

Salary → **Learner's pay**

Salary in kind

Salary increases → **Learner's pay**

Salary supplement → **Learner's pay**

Schedules to the apprenticeship contract

School-based education and training
→ **Classroom instruction at VET schools**

School-based transitional options
→ **Transitional options**

School-based VET programme

School medical department → **Consultation services**

School of applied arts → **Universities of applied sciences (UAS), VET school**

School regulations → **Disciplinary regulations**

Schools that prepare for the Federal Vocational Baccalaureate (FVB) → **VET school**

Schools that prepare for VET programmes
→ **Transitional options**

SDBB (Swiss Service Centre for Vocational Education and Training | Vocational, Educational and Career Guidance → **Swiss Conference of Cantonal Ministers of Education (EDK)**

Seasonal companies → Intercantonal specialised courses

SEC → Standard employment contract

SECO → State Secretariat for Economic Affairs

Second host company → Host company network

Second language

→ Classroom instruction at VET schools

Second VET programme

Selection (of learners)

Selection of apprentices → Selection (of learners)

Selection records

SERI → State Secretariat for Education, Research and Innovation

Sexual harassment at the workplace

SFIVET → Swiss Federal Institute for Vocational Education and Training (SFIVET)

Shift work

Skills competitions

Skills competitions → Skills competitions

Skills testing

Social and personal competences

→ Professional competences

Social contributions

Social institutions for disabled persons → INSOS

Social insurance deductions

Social partners

→ National Employers' Network for VET (SQUF),
Professional organisations (POs), National Workers'
Network for VET

Sovereignty of the cantons

→ Swiss Conference of Cantonal Ministers of Education (EDK)

Special project → Final examination

Specialised baccalaureates

→ Upper-secondary specialised school

Specialised one-to-one coaching (EIS)

→ **One-to-one coaching**

Specialised schools

→ **Upper-secondary specialised school**

Specific areas or subjects chosen → **VET programmes**

Specific objectives

→ **Professional competences, Training plan**

SQUF → **National Employers' Network for VET (SQUF)**

Standard curriculum → **Training plan**

Standard employment contract (SEC)

Start of apprenticeship → **Start of VET programme**

Start of VET programme

State Secretariat for Economic Affairs (SECO)

State Secretariat for Education, Research and Innovation (SERI)

Steering of VET → **Reform of VET programmes**

Study grants → **Grants**

Studying at a university

→ **University Aptitude Test (UAT)**

Subjects → **VET programmes**

Subsidies

Suicide → **Depression and suicide**

Supervision

Supervisory commissions

Supervision of instruction → **Supervision**

Supervision of the apprenticeship → **Supervision**

Supplemental apprenticeship

Supplemental courses at VET schools

→ **VET school**

Supplemental jobs → **Undeclared employment**

Suspension of the VET programme → **Unpaid leave**

SUVA (German abbreviation for the Swiss National Accident Insurance Fund) → **Accident prevention**

Swiss Code of Obligations (CO)

Swiss Conference of Cantonal Ministers of Education (EDK)

Swiss Conference of Directors of Vocational, Educational and Career Guidance Offices (KBSB)

→ **Swiss Conference of Cantonal Ministers of Education (EDK)**

Swiss Conference of VET Offices (SBBK)

→ **Swiss Conference of Cantonal Ministers of Education (EDK)**

Swiss Federal Institute for Vocational Education and Training (SFIVET)

Swiss National Accident Insurance Fund (SUVA)

→ **Accident prevention**

Swiss National Qualifications Framework (NQF-CH)

→ **Copenhagen Process, Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)**

Swiss National Qualifications Framework for the VPET System (NQF VPET)

→ **Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)**

Swiss Service Centre for Vocational Education and Training | Vocational, Educational and Career Guidance (SDBB)

→ **Swiss Conference of Cantonal Ministers of Education (EDK)**

Swiss Skills → **Skills competitions**

Swiss Society for Research in Vocational and Professional Education and training (SGAB)

→ **VET/PET/VPET research**

T

Taxonomy

Teaching concepts of the VET programmes

→ **Training plan**

Teaching qualifications

→ **VET trainer, VET professionals**

Technical colleges → Professional college

Technical competences → Professional competences

Technical knowledge

→ Vocational instruction, Final examination

Technical knowledge examinations

→ Final examination

Tenth school year → Transitional options

Termination of the apprenticeship contract

Tertiary A and B → Tertiary level

Tertiary level

Threat to physical and psychological integrity

Three learning locations → Dual-track VET programme

Three- or four-year VET programmes for the Federal VET Diploma

Time off in lieu / Working hours lost

Tips → Learner's pay

Tools → Purchase of work-related tools or equipment

Trade association

Trade school

Trade union

Traineeship

Traineeship supervision → Traineeship

Traineeship supervisor → VET trainer

Traineeship companies → Traineeship

Traineeship contract → Traineeship

Trainer → VET trainer

Trainer's obligations

→ Employer's rights and obligations

Training files → Training folder

Training folder

Training in a second company → Host company network

Training leave

Training logbook

Training obligations

→ **Employer's rights and obligations**

Training places → **List of apprenticeship positions**

Training plan

Training report

Transition (health care occupations)

→ **Vocational and Professional Education and Training Act (VPETA)**

Transition from lower- to upper-secondary level

Transitional courses → **Transitional options**

Transitional options

Transitional provisions

→ **Federal Vocational and Professional Education and Training Act (VPETA), VET ordinances**

Transitional solutions → **Transitional options**

Travelling and accommodation expenses

→ **Schedules to the apprenticeship contract**

Trial period

Tribunal, tribunals → **Employment tribunal**

Triplex Method → **Taxonomy, Training plans**

Two-year VET programmes for the Federal VET Certificate

U

Undeclared work

Unemployment

Unemployment insurance

Universities of applied sciences (UAS)

University Aptitude Test (UAT)

Unlawful use of qualifications

→ **VET and PET qualifications**

Unpaid leave

Upper-secondary → **Upper-secondary level**

Upper-secondary level

Upper-secondary schools specialised in health care,
social care and arts

→ **Upper-secondary specialised school**

Upper-secondary specialised school

V

Validation of non-formal and informal learning

→ **VET qualifications for adults**

Validation of prior learning

→ **VET qualifications for adults**

VET accreditation

VET advisory bodies

VET and PET committees → **Professional organisations**

VET and PET qualifications

VET counsellor

VET examiner → **Examiner**

VET instructor → **Branch course instructor**

VET office

VET ordinances

VET / PET / VPET research

VET professionals

VET programmes

→ **Vocational education and training (VET)**

VET programmes for adults

→ **Reduction in the duration of VET programmes,
VET qualifications for adults**

VET qualifications for adults

VET reform → **VET sector reform**

VET research → **VET / PET / VPET research**

VET school

VET school teacher

VET sector reform

VET teacher → **VET school teacher**

VET trainer

Violence

Visits to the host company

Vocational and professional education and training
(VPET) commissioner → **VET counsellor**

Vocational and Professional Education and Training Act (VPETA)

Vocational and professional education and training
office → **VET office**

Vocational and professional qualifications
→ **Occupations (VET), Qualification procedures (QPs),
VET and PET qualifications**

Vocational, educational and career guidance

Vocational education and training (VET)

Vocational guidance
→ **Vocational, educational and career guidance**

Vocational information centre
→ **Vocational, educational and career guidance**

Vocational instruction

Vocational instruction schedule → **Training plan**

Vocational pedagogy

Vocational school → **VET school**

Vocational school commission → **Supervision**

Vocational school inspector → **Supervision**

Vocational school teacher → **VET school teacher**

VPETA → **Vocational and Professional Education and
Training Act**

VPET fund

VPET research → **VET/PET/VPET research**

W

Weaknesses in reading, spelling and mathematics
→ **Dyslexia and dyscalculia, Learning difficulties**

WHA → **Working Hours Act**

WLS (working and learning situations)
→ **Final examination**

Work-based training → **Apprenticeship**

Work clothes

→ **Purchase of work-related tools or equipment**

Work continued at the company → **Learner's pay**

Working and learning situations → **Final examination**

Working hours

Working Hours Act (WHA)

Working relationship

Work on Sundays

Work permits → **Residence and work permits**

Work that is unrelated to vocational training

→ **Refusal to work**

WorldSkills → **Skills competitions**

WorldSkills competitions → **Skills competitions**

Y

Young apprentices → **Learner's minimum age**

Young foreign nationals → **Residence and work permits**

Young workers

→ **Youth Employment Protection Ordinance (EmpO 5)**

Youth Employment Protection Ordinance (EmpO 5)

Youth leave → **Unpaid leave**

Key

 Refer to related key terms

 Legal provisions
All the legislative texts mentioned in this glossary may be consulted online in German, French or Italian in the Classified Compilation of Federal Legislation. Simply type the corresponding code (without "SR") in the search field provided on the website:
www.admin.ch/ch/d/sr/sr.html

 Other information

Absences from the host company

An apprentice may be absent from the host company for holiday leave, youth leave, illness or injury, to comply with legal obligations but also for other reasons that are listed below. In certain exceptional circumstances, the apprentice is entitled to the usual hours or days off. The duration of the said leave depends on the event in question and the terms and conditions of the contract, the collective employment agreement (CEA), the standard employment contract (SEC), the company's own rules, established local customs or customs in the company or economic branch. The following list is by no means binding but may be used as a guideline:

- marriage of a close relative: half a day to one day;
- death of a family member: from one to three days (depending on the degree of kinship);
- move of a new place of residence: one day, exceptionally two days;
- visits to the doctor, dentist or other medical professionals provided that the said consultation cannot take place during their free time.

There is no general legal obligation to pay wages if the apprentice is absent; usually, no deductions may be made if the salary is paid monthly. If the salary is paid on an hourly basis, it is not customary to pay absences. Other specific arrangements may nevertheless apply. If the worker requests other leave, the contract, the collective employment agreement, the standard employment contract, established local customs, customs in the company or economic branch and exceptionally the right to have their private life protected apply.

- Workers are entitled to suspend their work for religious holidays even if they are not recognised in the canton in question. They should inform the employer at least three days in advance. The employer nevertheless has the right to ask for the said absence to be worked in lieu.
- Workers are entitled to accept job interviews during their working hours. Employers nevertheless have the right to ask for the said absences to be worked in lieu.

If a worker has unjustified absences, his/her salary will be reduced in accordance with the absence (in days and hours). The person may also be asked to pay damages. The employer may be entitled to terminate the employment or apprenticeship contract immediately on justified grounds. In all cases, however, the employer must ensure that the absence is indeed unjustified.



Free time, Holiday leave, Illness and injury, Learner's pay, Looking for a job, Refusal to work, Unpaid leave



Art. 329 para. 3 and Art. 324 et seq CO; Art. 20a EmpA

Absences from the VET school

Attendance of the VET school is compulsory and absences must be justified. Sanctions may be levied for unjustified absences in accordance with cantonal provisions.

The learner should not be absent from classes due to constraints that are related to activities at the host company. The VET school rules on exceptions and the cantonal authority decides in cases of broader exemptions. The relevant provisions are laid down in the VET school's regulations.



Exemption from portions of the VET programme, Illness and injury, Learner's pay, Looking for a job, Refusal to work



Art. 21 VPETA; Art. 18 VPETO; cantonal or municipal school regulations

Accident insurance

In the same way as other workers in Switzerland, apprentices, trainees and volunteer workers must be insured against the financial consequences of occupational and non-occupational accidents, and occupational diseases in accordance with the Accident Insurance Act (AIA, SR 832.20). Pre-apprenticeship workers also benefit from such insurance coverage.

Learners who work in companies affiliated with SUVA are insured with the said fund. Other companies must insure their employees with a private insurance company that is

recognised by the Confederation, with health insurance or with official accident insurance. If there is no insurance coverage due to the employer's negligence, a "supplemental fund" provides such employees with their legal entitlements. The said fund then brings legal action against the said employer for the amounts paid and may also request an additional amount.

The premium for compulsory occupational accident and occupational disease insurance is paid by the employer. The premium for compulsory non-occupational accident insurance is paid by the employee provided such insurance is not paid by the employer.

Compulsory accident insurance includes health care (e.g. medical and pharmaceutical costs), refund of the costs paid (e.g. transport and rescue) as well as financial allowances (e.g. daily allowances or disability pension). The right to receive daily allowances starts on the third day after the accident. During the first three days – including the day of the accident – the Swiss Code of Obligations (CO, SR 220) requires the employer to pay at least four-fifths of the salary.



Accident prevention, Health insurance, Illness and injury, Social contributions, Social insurance deductions



Art. 6, 8, 10 et seq AIA; APO



www.suva.ch (EN)

Accident prevention

Accident and occupational disease prevention is a legal obligation. It results in particular from the following legislation: the Accident Insurance Act (AIA, SR 832.20) with which all workers and employers are required to comply, the implementing ordinance of the AIA of 19 December 1983 on accident prevention, the Employment Act (EmpA, SR 822.11) and indirectly the Swiss Code of Obligations (CO, SR 220) and the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) as well.

The obligation to prevent accidents is not only imposed on employers but also on workers, including learners. Workers

are in particular bound to comply with the instructions given by the employer and abide by generally recognised safety rules. The main accident and occupational disease prevention measures are the following:

- use of personal protection gear (clothes, eyewear, helmet, etc.)
- workers' training
- protection devices (constructions, machines, appliances, work processes, etc.)
- prevention by occupational health services

The implementation of accident prevention measures is mostly the responsibility of the implementing bodies of the Employment Act (EmpA, SR 822.11) and SUVA. Non-compliance with safety recommendations will lead to sanctions. This is why employers and workers can be fined, be taken to court or sentenced to prison.



Illness and injury, Occupational diseases, Occupational health services, Prohibited work



Art. 81 et seq AIA; APO; Art. 6 et seq EmpA; Art. 328 CO

Appeals

Appeals are a formal legal means to ask for a new review of a decision taken by an authority or office. The aim is to afford legal protection to citizens. The procedure is dictated by the law of the authorities to which the decision-making authority belongs (canton or Confederation).

Generally speaking, it is only possible to lodge an appeal within a fixed period of time. Appeals must be made in writing, substantiated and signed. Any decision that may be appealed must indicate the avenues of appeal and the deadlines for lodging appeals.

Appeals to a supervisory authority are a particular form of appeal. They are lodged with a superior authority (e.g. the Federal Administrative Court) against a decision made by an office or cantonal administrative service once all appeals to lower courts have been exhausted (up to the cantonal or federal department level).

➔ Authorities, Decision, Legal protection, VET office

§ Art. 61 VPETA; Cantonal legislation

i www.vocationaleducation.ch/addresses

Apprenticeship

Learners enrolled in a dual-track VET programme (also referred to as a combined school/work-based VET programme) undergo classroom instruction at a VET school as well as work-based training at a host company or within a host company network. Depending on the chosen VET programme, these apprenticeships last two, three or four years.

Learners enrolled in a school-based VET programme will undergo classroom instruction but will not do an apprenticeship at a host company. Instead, they will undergo practical training at the VET school and/or in the form of a traineeship at a host company.

➔ Collaboration between learning locations, Host company, Host company network, Learning locations, School-based VET programme, Trade school, Traineeship, VET accreditation, VET trainer

§ Art. 16, 20 and 24 VPETA

Apprenticeship certificate

At the end of the working relationship, the learner is entitled, like any worker, to a certificate from their employer. The said document should indicate the occupation learnt and the duration of the apprenticeship.

In accordance with article 330a CO, workers can ask their employer, at any time, to provide them with a certificate indicating the type and duration of the working relationship. This shorter version of the employment certificate is commonly called a “work certificate”.

The apprenticeship certificate generally contains information on the skills, performance and behaviour of the apprentice. At the request of the learner or his/her legal representative, the host company may issue only a certificate.

The Federal VET Diploma or Federal VET Certificate, issued by the canton to learners who pass the final examination, does not replace the apprenticeship certificate.



Certificates, Employer's rights and obligations, Learner, Learner's rights and obligations, Training report, VET and PET qualifications, VET trainer



Art. 330a and 346a CO



www.vocationaleducation.ch/manual

Apprenticeship contract

The apprenticeship contract must be signed before or at the latest at the beginning of a VET programme. It is a particular form of private law contract governed by Art. 344-346a of the Swiss Code of Obligations (CO, SR 220). This document governs the contractual relationships between the parties. The apprenticeship contract must be prepared in writing and approved by the cantonal authority.

The employer undertakes to train the apprentice in a given occupation or to ensure that a qualified person gives such training. At the same time, the learner undertakes to work for the employer.

The apprenticeship contract must at least stipulate the type and duration of apprenticeship training, the salary, the trial period, the working hours and the holidays. The same form is used throughout Switzerland. Numerous clauses of the apprenticeship contract are governed by compulsory public and private law provisions. The parties can therefore not freely modify such clauses. Claims concerning the performance of the apprenticeship contract are, where required, brought before civil courts (i.e. employment tribunals) in numerous cantons.

The provisions concerning the apprenticeship contract also concern two-year VET programmes for the Federal VET Certificate. Transfers between two-year VET programmes and three- or four-year VET programmes are possible. If a learner is unable to complete a three- or four-year VET programme normally (e.g. due to health problems), the contract may be modified into a two-year VET programme or the apprentice

may opt for an apprenticeship in another occupation. In such circumstances, a new contract has to be signed.

Learners matching the requisite profile may also attend preparatory courses for the Federal Vocational Baccalaureate (FVB) examination as a complement to vocational instruction during their three- or four-year VET programme.

If apprenticeship training is carried out successively in several companies, a contract must be signed for each portion of the apprenticeship. All the contracts must be signed at the start of the VET programme. As far as agriculture is concerned, the apprentices traditionally spend one portion of their apprenticeship in another linguistic region. The signing of several contracts is also possible in other branches.

The “apprenticeship contract” form is available in four national languages. It can be obtained online (at www.vocational.education.ch/apprenticeshipcontract) or in a printed version.



Contracting parties, Employer's rights and obligations, Employment contract law, Employment tribunal, Learner's rights and obligations, Legal representative's rights and obligations, Schedules to the apprenticeship contract, Termination of the apprenticeship contract



Art. 14, para. 2 VPETA; Art. 344-346a CO, VPETA, Cantonal vocational and professional education and training acts, VET ordinance for the occupation in question



www.vocationaleducation.ch/apprenticeshipcontract

Apprenticeship market

The apprenticeship market is comprised of apprenticeship vacancies posted by host companies and apprenticeship applications posted by young people. The State acts as a mediator: it is responsible for ensuring optimum basic conditions for host companies, strives to achieve an adequate supply of apprenticeship positions and helps young people to choose a career.

Companies have a vested interest in offering promising apprenticeship positions and attractive career prospects for young people because this ensures that there are enough properly qualified workers in the future. At the same time, the apprenticeship positions on offer reflect the long-term needs of

the labour market. Structural changes impact the apprenticeship market. Economic fluctuations also have an impact insofar as orders are also necessary in dual-track vocational education and training programmes to be able to train apprentices.

➔ Apprenticeship market barometer, Host company, List of apprenticeship positions, Marketing of apprenticeship positions, Vocational, educational and career guidance

§ Art. 1, 3 and 55 VPETA

H www.vocationaleducation.ch, www.orientation.ch/dyn/1141.aspx (Swiss list of apprenticeship positions)

Apprenticeship market barometer

The apprenticeship market barometer survey is conducted twice yearly at the request of the State Secretariat for Education, Research and Innovation (SERI). It reflects the current situation and short-term trends on the apprenticeship market. Representative surveys of companies and young people give an overview of the current developments and situation.

The objective of the apprenticeship market barometer is to keep track of current developments of the Swiss apprenticeship market. The surveys are carried out twice a year, in April and August.

➔ Apprenticeship market, List of apprenticeship positions, Marketing of apprenticeship positions, Vocational, educational and career guidance

§ Art. 1 and 3 VPETA

H www.sbf.admin.ch (EN)

Areas of interest testing

These are major supplemental means – in particular in vocational, educational and career guidance – by which persons who are looking for advice obtain a better understanding of their areas of interest or likings. Generally speaking, the tests should only be used by specially trained persons who are capable of analysing and interpreting them. The results should in any case be discussed with the candidate.

➔ Selection (of learners), Skills testing, Vocational, educational and career guidance

§ www.orientation.ch

Assessment of learning progress

An assessment of learning progress may be prepared in accordance with Art. 19, para. 2 VPETA and Art. 12, para. 1 VPETO. It is also stipulated in the VET ordinance drafted for each occupation. Like an indicator, this assessment determines how training will be conducted thereafter. It does not replace training reports.

Since they are prepared at specific intervals, assessments provide an indication of the status of training as determined by documents concerning apprenticeship training and classroom instruction. The results are forwarded to the contracting parties in the form of recommendations along the following lines:

- continuation of the VET programme;
 - continuation of the VET programme and possibility of attending optional courses;
 - continuation of the VET programme and attendance of remedial courses;
 - continuation of the VET programme at another level;
 - extension of the duration of the VET programme;
 - reduction of the duration of the VET programme;
 - termination of the apprenticeship contract for three- or four-year VET programme for the Federal VET Diploma and signing of a contract for two-year VET programmes for the Federal VET Certificate;
 - termination of the apprenticeship contract.
-

➔ Final examination, Optional courses, Permeability, Qualification procedures (QPs), Remedial courses, Termination of the apprenticeship contract, Training report

§ Art. 19, para. 2 VPETA; Art. 12, para. 1, letter b VPETO

Authorities

Several authorities play a role in upper-secondary level vocational education and training (VET) and tertiary-level profes-

sional education and training (PET) both at a federal and cantonal level. They advise, take decisions and are responsible for supervising the entire Swiss system of vocational and professional education and training (VPET).

Federal Department of Economic Affairs, Education and Research (EAER)

A higher supervisory and enforcement authority of the Confederation

State Secretariat for Education, Research and Innovation (SERI)

SERI is the federal agency responsible for implementing tasks set forth in the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10); SERI issues VET ordinances and core syllabuses, approves training plans, accredits professional education and training (PET), is responsible for quality assurance and continued development of the entire system, for the promotion of innovation. SERI also supports specific services that are in the public interest.

State Secretariat for Economic Affairs (SECO)

SECO acts as the interface between companies, social partners and policymakers. It supports balanced regional and structural development of the economy and ensures that workers are protected. Through its labour market policy, it helps to reduce unemployment and ensure social harmony.

Labour inspectorates

Labour inspectorates are federal and cantonal offices responsible for implementing the Employment Act (EmpA, SR 822.11): regulations on working hours, health promotion and disease and accident prevention.

Swiss Conference of Cantonal Ministers of Education (EDK)

Cantonal departments of education (the name varies for each canton) are all part of the EDK, which has several specialised conferences. The most important is the Swiss Conference of VET Offices (SBBK).

Department of Education or Department of Economic Affairs

At cantonal level, the office responsible for upper-secondary level vocational education and training (VET) and tertiary-

level professional education and training (PET) is attached to the Cantonal Department of Education (name may vary in each canton) or the Cantonal Department of Economic Affairs. For example, in the Canton of Fribourg and the Canton of Zug, the cantonal VET office is part of the Cantonal Department of Economic Affairs.

Cantonal VET office

In each canton, the VET office is the most important office for implementation of the Federal Vocational and Professional Education and Training Act (VPETA). Based on VPETA and cantonal implementing provisions, the cantonal VET office carries out most tasks that are incumbent upon the cantonal authorities: supervision of apprenticeships and VET schools, examinations, training of trainers, processing of grant requests, etc.

➔ Employment tribunal, Federal Department of Economic Affairs, Education and Research (EAER), Labour inspectorate, State Secretariat for Economic Affairs (SECO), State Secretariat for Education, Research and Innovation (SERI), Swiss Conference of Cantonal Ministers of Education (EDK), VET office

§ VPETA; EmpA; Cantonal act on vocational and professional education and training

h www.edk.ch (EN), www.sbbk.ch, www.defr.admin.ch (EN), www.vocationaleducation.ch/addresses, www.seco.admin.ch (EN), www.sbfli.admin.ch (EN), www.arbeitsinspektorat.ch

Basic year

This is a particular arrangement of the first year of the VET programme. The basic year provides learners with full-time classroom instruction at the VET school in order to relieve the burden on host companies. At the end of the first year, learners will spend more time at the host company. As the basic year represents a portion of the VET programme, the learners sign an apprenticeship contract from the outset. This apprenticeship contract remains valid for the entire duration of apprenticeship training unless a special dispensation is granted by the cantonal authority.

The basic year is not very widespread. It is used, for example, to train learners in the field of IT. Generally speaking, the host company or the company in which the apprenticeship is to take place pays for the costs of training during the basic year.



Apprenticeship contract, Host company, Host company network, Professional competences, Start of VET programme



Art. 8 para. 4 VPETO

Branch courses

The aim of branch courses is to impart basic knowledge. They are intended to serve as a complement to classroom instruction at VET schools and apprenticeship training at host companies. Professional organisations decide whether a branch course is required for the given VET programme. They also establish the terms and conditions in the corresponding VET ordinance. The learning content to be imparted is laid down in the training plan. The branch course providers document the learners' performance in the form of competence records. In some occupations, grades are given for these competence records and are included in the calculation of the performance grade.

Generally speaking, professional organisations are responsible for branch courses, which are funded by contributions from host companies as well as from public grants and contributions from members of individual professional organisations. The Confederation, cantons and professional organisations have a joint quality measurement tool: QualBC.

Attendance of branch courses is compulsory for learners. At the request of the host company, the cantonal authority may grant a special dispensation from this obligation if the learners attend an equivalent course in the training centre of a company or at a trade school.

Attendance of branch courses is free of charge for learners. The course fees and ancillary costs are not to be paid by the learner or their legal representative.

➔ Competence records, Host company, Learner's pay, Learning locations, QualBC, VET school, Working hours

§ Art. 8, 19 and 23 VPETA; Art. 3 and 21 VPETO; Art. 345a CO

Breaks (during working hours)

Breaks are periods that are provided by the company when workers stop working. Their goal is to give workers physical and mental rest to enable them to maintain their concentration and ability to perform. Breaks form an essential part of safety at the workplace.

In accordance with the Employment Act, the minimum break is of a quarter of an hour if the work lasts for 5.5 consecutive hours. If the working day is between 7 and 9 hours, the employer must grant a break of at least half an hour. In addition, breaks are counted as working hours if the apprentices or workers cannot leave their workplace.

In practice, in addition to the lunchtime break – which must last for at least 45 minutes to provide an adequate rest period – there are breaks in the morning and afternoon in numerous occupations and occupational fields. The duration of these morning and afternoon breaks is decided by the company and sometimes stipulated in the contract. These breaks are a good thing for growing young people.

➔ Apprenticeship contract, Rest period, Working hours

§ Art. 15 EmpA; Art. 18 EmpO 1

Case management for learners at risk of dropping out of VET programmes

Case management is a structured procedure that applies adequate measures to young people whose access to the labour market may be seriously compromised. It enables the various players to coordinate their activities beyond institutional and professional boundaries and even after the period when the young people choose an occupation and are enrolled in a VET programme. Case management provides seamless support in a young person's life from compulsory education to employment.

Case management should prevent young people from prematurely discontinuing their training. It should enable them to complete initial post-compulsory education and training and help to integrate them professionally. This particularly consists in:

- helping young people at risk to become more responsible for their decisions,
- increasing effectiveness by coordinating the work of all the interested parties, including young people.

Support may prove necessary during the period when young people choose an occupation, during the transition from compulsory education to vocational education and training (Transition I), during the VET programme and when they start working (Transition II). Case management may also be applied to young adults who have no upper-secondary level qualifications.

The cantons are in charge of implementing case management with the financial support of the Confederation.



One-to-one coaching, Transition from lower- to upper-secondary level, Transitional options



Art. 3, letters a and c, Art. 7 and 12 VPETA



www.sbbk.ch

Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications)

In order to achieve greater transparency and comparability of Swiss VET and PET qualifications worldwide, the State

Secretariat for Education, Research and Innovation (SERI) has established a Swiss National Qualifications Framework for the VPET System (NQF VPET). In addition, it is currently preparing standard certificate supplements to clarify upper-secondary level VET qualifications as well as standard diploma supplements to clarify tertiary-level PET qualifications. The NQF VPET was prepared in response to the Copenhagen Process launched by the European Union.

Thanks to the NQF VPET, certificate supplements and diploma supplements, the Swiss VPET system should become more transparent and the qualifications awarded should become more understandable within the European Union. Swiss citizens should find it easier to seek employment abroad and this should have an overall positive impact on vocational and professional education and training.

All Swiss VET and PET qualifications will be referenced to one of eight levels in the NQF VPET. Each VET qualification will be accompanied by a corresponding certificate supplement and each PET qualification by a corresponding diploma supplement. These documents will contain information on the level that these qualifications hold within the NQF VPET.

Qualifications listed in the NQF VPET may then be referenced to the European Qualifications Framework (EQF) to enable comparison between VET and PET qualifications in other countries. In addition, certificate and diploma supplements will provide information that will enable employers to quickly ascertain job applicants' skills both in Switzerland and abroad.



Copenhagen Process



Art. 34 and 65 VPETA; NQF VPET Ordinance

Certificates

Certificates are prepared in order to have a record of the assessment of a learner's behaviour, skills and performance during a given period and at the end of the VET programme.

The VET school grades performance from 6 (best) to 1 (worst) at the end of each semester. Grades deemed to be unjustified may be appealed to the authority indicated by the canton.

We also talk about certificate in the broad sense of the word when we refer to the training report that is to be prepared each semester. This allows the VET trainer to take stock of the apprentice's training and the progress achieved.

Apprentices take the final examination towards the end of their training. If their grades are sufficient, they are awarded the Federal VET Diploma for three-year or four-year VET programmes or the Federal VET Certificate for two-year VET programmes. Where applicable, they will also receive the Federal Vocational Baccalaureate (FVB). If the examination has not been conducted in line with the recommendations or if the grades obtained are deemed to be unjustified, an appeal may be lodged with the authority indicated by the canton.

At the end of the VET programme, the host company is required to provide the learner with an employment certificate or an apprenticeship certificate. The said document must indicate the occupation learnt, the type of work and the duration of apprenticeship training. Generally speaking, it also contains information on the skills, performance and behaviour of the apprentice.

If apprentices are unable to take the final examination, they should send a medical certificate to the authority that is responsible for the examinations.



Absences from the host company, Appeals, Apprenticeship certificate, Final examination, Grades, Qualification procedures (QPs), Training report, VET and PET qualifications, VET school



Art. 346A CO; VET ordinances: Section 7 (Training logbook, training reports and performance records), Section 8 (Qualification procedures), Section 9 (Qualifications)

Change in apprenticeship position

As a general rule, an apprenticeship contract is signed for the entire duration of the VET programme. However, a change in apprenticeship position may be necessary if:

- the company's situation does not enable it to provide apprenticeship training;
- the apprentice realises that he/she has not made the right career choice;

- the VET trainer and apprentice do not get along;
- the contractual relationships are severely disrupted for other reasons.

Any change in an apprenticeship position must be approved by the local cantonal VET office.

In agricultural occupations, tradition dictates that the apprenticeship is carried out in several companies, often in two different linguistic regions. A contract must be signed for each portion of the apprenticeship. The contracts are signed at the start of the apprenticeship and cover the full duration of the VET programme.



Apprenticeship contract, Supervision, Termination of the apprenticeship contract, VET office



Art. 14 and 24 VPETA; Art. 346 CO

Classroom instruction at VET schools

VET schools provide classroom instruction. This includes vocational instruction, instruction in language, communication and society (LCS) and physical education (PE). There are also remedial courses and optional courses.

Classroom instruction at VET schools must be provided in full-day sessions. If the duration of this instruction exceeds one day per week, then the remainder must be provided in a single block. Instruction is given throughout the VET programme. Some training plans provide for a digressive model: i.e. the portion of classroom instruction is greater at the start of the VET programme but is reduced over the semesters. The hours that are indicated in the programme schedule for each apprenticeship year may be broken down into blocks (instruction blocks).

Whenever possible, classes are grouped by occupation. Learners from related occupations may be grouped together for vocational instruction. This is why VET schools establish competence centres that bring together groups of occupations. Furthermore, learners cannot always attend the nearest VET school. This measure particularly affects occupations with low numbers of learners.

Attendance of classroom instruction at the VET school does not result in a reduction in the learner's salary. Learners should also be able to attend optional courses lasting up to one half day per week during their working hours and without any reductions in their salary. Classroom instruction is free of charge for learners. The VET school prepares a performance report each semester.

A full day of classroom instruction at a vocational school (min. 6, max. 9 lessons including free and support classes) is equivalent to a full working day. A minimum of 3 and a maximum of 5 lessons are considered equivalent to half a working day.

When there is no classroom instruction, learners are required to work in the host company. In this case, the hours spent travelling from the VET school and the workplace must be taken into account.

At their request, learners may be exempted from certain subjects if they are able to prove that they have already received equivalent or better education and training.

Apprentices for occupations that have closely-related profiles may be grouped together for vocational instruction. The organisational aspects of classroom instruction may vary according to specific areas and subjects chosen. Classroom instruction is aimed at augmenting professional competences in a targeted manner. In the commercial field, learners attend specific courses aimed developing the knowledge required by the professional organisation responsible for training and examinations.



Employment Act (EmpA), Exemption from portions of the VET programme, Instruction in language, communication and society (LCS), Optional courses, Physical education, Remedial courses, VET school, VET school teacher, Vocational instruction, Working hours



Art. 21 and 22 VPETA; Art. 18 et seq VPETO



www.vocationaleducation.ch/factsheets

Closure of the host company

If the host company has to close, the VET trainer must immediately inform the cantonal VET office, the VET school and the parents. Furthermore, the parties shall take all the

necessary steps to ensure continuation of training in another host company. The VET office shall provide support in looking for a new apprenticeship position.

Depending on the circumstances, the host company may be required to pay damages. If the apprentices do not find work, they are normally entitled to unemployment benefits. If the company is declared bankrupt and in certain other cases, the unemployment insurance fund will pay the learner's salary for the last four months that precede the beginning of the bankruptcy proceedings (insolvency benefits).

➔ Liability, Regional employment centres (RECs), Termination of the apprenticeship contract, Unemployment, Unemployment insurance, VET office

§ Art. 14 VPETA; Art. 11 VPETO; Art. 51 et seq UIA

Collaboration between learning locations

In order to reach the training objectives set forth in the VET programme, three different learning locations (VET school, host company and branch training centre) must coordinate their activities. This collaboration may include participation in the examination commissions and the joint drafting of teaching concepts.

Thanks to the coordination of their work, the three learning locations contribute to the success of the VET programme. Their collaboration concerns training planning and curriculum, working methods and customs in the occupation. This coordination is particularly important for learners who encounter learning difficulties.

➔ Branch courses, Host company, Host company network, Learning locations, VET school, vocational pedagogy

§ Art. 16, para. 5, and Art. 24, para. 2 VPETA

Collective employment agreement (CEA)

The collective employment agreement (CEA) is an agreement between employers on an individual basis or their associations on the one hand, and the workers' associations (trade unions) on the other.

There are several categories of CEA: first of all there are contracts by which both parties decide on provisions concerning the signing, content (e.g. salaries, holiday leave, co-decision and training leave) and termination of employment contracts. Collective employment agreements frequently contain agreements concerning the rights and obligations of CEA partners, the implementation of the CEA and peaceful industrial relations.

Collective employment agreements generally do not contain any provision whatsoever on learners, who are not subject to the CEA. However, nothing stops the contracting parties (employer and apprentice) from including certain provisions of the CEA in the apprenticeship contract. The same applies for collective employment agreements that require employers to apply minimum standards of the CEA to the apprenticeship contract (e.g. concerning holiday leave, remuneration or working hours).

The working hours stipulated in a CEA apply to learners in all cases.

At the request of all parties, a CEA may be deemed to be compulsory. This has the effect of extending the scope of application to all employers as well as to all workers (including apprentices) of an economic sector or occupation.



Employee, Employer, Standard employment contract (SEC), Trade union



Art. 356 et seq CO; Federal Act of 28 September 1956 on the Declaration of the General Application of Collective Employment Agreements (SR 221.215.311)



www.seco.admin.ch (EN)

Collective governance of the Swiss VPET system

Collective governance of the Swiss VPET system is a fundamental principle that is expressly laid down in the first article of the Vocational and Professional Education and Training Act (VPETA, SR 412.10).

Responsibility for upper-secondary level vocational education and training (VET) and tertiary-level professional education and training (PET) is shared by the Confederation, the Cantons and professional organisations. None of the parties has the right to decide alone. Dialogue and the joint search for solutions are of major importance.

Within the Swiss VET sector, the three main partners combine their efforts to ensure top-quality VET programmes and sufficient apprenticeship positions.

- ➔ Authorities, National Employers' Network for VET (SQUF), National Workers' Network for VET, Professional organisations (POs), State Secretariat for Education, Research and Innovation (SERI), Swiss Conference of Cantonal Ministers of Education (EDK)

§ Art. 1 VPETA

Commercial school

The Vocational and Professional Education and Training Act (VPETA, SR 412.10) recognises commercial schools as VET providers. In order to be able to award a qualification that is recognised on a federal level, they must harmonise their subjects with the requirements of the basic commercial education and training programme and issue a Federal VET Diploma in Commerce to learners who have successfully completed the qualification procedure. Commercial schools also have the possibility of offering preparatory courses for the Federal Vocational Baccalaureate examination.

- ➔ Federal Vocational Baccalaureate (FVB), Final examination, VET school, Vocational education and training (VET)

§ Art. 16 and 20 VPETA; Art. 15 and 16 VPETO

h www.vocationaleducation.ch/basics/basic-vocational-education-and-training

Company holidays

If the host company closes down for holidays, all the workers must take their holiday leave at the same time during a set period. If the company's holidays are set outside of school holidays, the apprentices are required to attend the VET school. The time spent at the school during the company's holidays shall be paid to the apprentices as a bonus.

- ➔ Classroom instruction at VET schools, Holiday leave, Host company, VET school

§ Art. 329c, para. 2 CO

Company regulations

In accordance with the Swiss Code of Obligations (CO, SR 220), the employer may lay down general guidelines concerning the performance of the work and the behaviour of workers and learners in their company and may give specific instructions. In this respect, they generally prepare internal or company regulations. They must however respect the worker's privacy, protect it and show due consideration for their health. As far as workers and learners are concerned, they must comply with the employer's guidelines.

In accordance with the Employment Act (SR 822.11), the preparation of company regulations is mandatory for industrial companies, but optional for companies in other branches. The regulations must be drawn up in collaboration with the workers or at least be submitted to them before they are published. The company regulations must contain provisions concerning health protection and accident prevention and, where applicable, internal arrangements and workers' behaviour in the company. The content of the company regulations must not contradict mandatory law or collective employment agreements.



Collective employment agreement (CEA), Employer's rights and obligations, Learner's rights and obligations



Art. 321d and 328 CO; Art. 37 et seq EmpA

Competence records

A competence record reflects the learner's level of knowledge and skills at a given time.

At the end of each semester, the host company establishes the level reached by the learner and prepares a training report. The VET trainer documents the learner's performance in the form of competence records. Providers of branch courses also document the learner's performance in the form of competence records. In some occupations, grades are awarded for apprenticeship training and certain branch courses. These grades are taken into account to calculate the performance grade.

Competence records also apply to two-year VET programmes for the Federal VET Certificate. According to the SERI hand-

book on the matter, those who are not awarded the Federal VET Certificate after repeating the qualification procedure are entitled to request that their individual competencies be taken into account. The professional competencies that are laid down in the training plan of the occupation in question are decisive here.

The Swiss Conference of VET Offices (SBBK) issues a neutral form "recognition of competences" that is applicable throughout Switzerland. The competent professional organisation can print its logo on this form. The host company will prepare and sign the "statement" of competences acquired by the learner.



Branch courses, Grades, Host company, Two-year VET programmes for the Federal VET Certificate, VET qualifications for adults



www.vocationaleducation.ch/basics/basic-vocational-education-and-training, www.sbf.admin.ch (EN)
"Two-year VET Programmes Leading to the Issuance of a Federal VET Certificate", Handbook, OPET, 2006

Conflicts

If difficulties or differences of opinion arise within the host company in relation to the apprenticeship contract, it is essential to organise a meeting between the interested parties to discuss the matter. The outcome of the meetings should be recorded in writing. Written evidence always carries greater weight than words and it is also of particular help in making decisions.

If the differences or disputes cannot be resolved, the matter shall be referred to the VET office; its role is to advise the parties and attempt mediation.

It is up to the cantonal courts and tribunals (employment tribunal and criminal courts) to settle disputes that relate to apprenticeship or employment contracts.



Supervision, Termination of the apprenticeship contract, Unemployment, Visits to the host company



Art. 24 VPETA



www.vocationaleducation.ch/addresses

Consultation services

VET professionals and apprentices may contact state-run consultation offices to obtain information or advice. Generally speaking, consultation services are provided by the cantonal VET office, the VET school, the VET school clinic or vocational guidance counsellors.

Consultation services include:

- free consultations
- advice
- payment of costs
- treatment and expert assessment of children or young people who have psychological development disorders and behavioural problems
- advice to parents, teachers, other youth leaders and directors of institutions regarding development, education and schooling

The arrangements for consultation services differ from one canton to another; in most cases, it is the VET school's psychology counsellor that is responsible for this. VET schools also provide some of the services mentioned above and have counsellors for apprentices. In addition to government institutions, there are also private services. The cantonal VET office can provide a list of addresses.



Case management for learners at risk of dropping out of VET programmes



www.vocationaleducation.ch/addresses,
www.vocationaleducation.ch/factsheets

Continuation to the following year

The word "continuation" generally refers to the compulsory step of being able to continue studying in a school or a given VET programme. Legislation on vocational and professional education and training does not include provisions concerning the continuation of studies from one year to the next within the scope of VET programmes offered at VET schools. On the other hand, conditions on continuation apply in schools that prepare learners for the Federal Vocational Baccalaureate (FVB) examination as well as in most higher-level schools.

The Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) stipulates that VET ordinances may provide for procedures to continue from one year to the next. Some cantons have enacted provisions in this respect.

➔ Certificates, Federal Vocational Baccalaureate (FVB), VET and PET qualifications, Vocational education and training (VET)

§ Art. 25 VPETA; Art. 12, para. 4, Art. 17, para. 3 and Art. 22 VPETO; Vocational Baccalaureate Ordinance

Continuing education and training (CET)

There is a wide range of continuing education and training (CET) options available (teaching, courses, seminars, etc.). These have developed independently from the formal education system (courses that are recognised by the public authorities). Compared with other areas, continuing education and training (CET) is highly heterogeneous from a legal standpoint as well as in terms of the amount of state support it receives.

Through the introduction of new provisions on training on 21 May 2006 in Art. 64 of the Federal Constitution, the Confederation was entrusted with the mission of establishing the principles to be applied to continuing education and training (CET). For the first time, the Confederation now has the authority to encourage continuing education and training, thus playing a more important role at national level. A Federal Act on Continuing Education and Training is currently being drafted.

➔ Job-related continuing education and training (CET), Professional education and training (PET), Professional organisations (POs), Tertiary level

§ Art. 64a, para. 1 - 3 Cst.

i www.orientation.ch, www.sbfi.admin.ch (EN)
Report by the FDEA on the future policy of the Confederation in the field of continuing education and training, FDEA, November 2009

Contracting parties

The learner and employer are the contracting parties in the apprenticeship contract. In other words, they are the partners

who abide by their respective contractual obligations. The legal representative of the learner (i. e. usually a parent) is not a party to the apprenticeship contract. When the apprenticeship contract is signed, the parents nevertheless act as the learner's legal representatives or at least have to give their consent for the contract to be signed. The cantonal VET office, which is required to approve the apprenticeship contract, is not a party to the contract either.



Employer's rights and obligations, Employment contract law, Learner, Learner's rights and obligations, Legal representation, Legal representative's rights and obligations, Termination of the apprenticeship contract, VET trainer



Art. 14 VPETA; Art. 8 VPETO; Art. 344 CO

Contractual penalty

After a contract is signed, any breach of contract may give rise to a contractual penalty (in addition to possible compensation for loss or damage). Courts have the possibility of reducing contractual penalties that are deemed excessive.

Within the scope of apprenticeships, the contractual penalty does not play a major role in particular due to Art. 337d CO. According to this provision, if the learner does not begin working for the employer or leaves the employer abruptly without any reasonable cause, the host company may require the learner to pay a contractual penalty, which is equivalent to a quarter of their monthly salary, as well as compensation for additional loss or damage.



Apprenticeship contract, Termination of the apprenticeship contract



Art. 160-163 and 337d CO

Copenhagen Process

The Copenhagen Process is a labour market-oriented strategy that pursues the following objectives:

- improve the quality and appeal of vocational and professional education and training;

- position vocational and professional education and training (VPET) within the European Area;
- strengthen international cooperation;
- foster mobility within and beyond national borders.

These objectives are attained through the comparability, permeability and transparency of competences and qualifications.

States are free to implement the Copenhagen Process or not. Various tools have been developed for this purpose. These include in particular the European Qualifications Framework (EQF), national qualifications frameworks (NQFs), Europass and the European Credit System for Vocational Education and Training (ECVET). The latter was developed for vocational education and training (VET) and is modelled after the European Credit Transfer and Accumulation System (ECTS) used for university courses. The EQF and NQFs are considered to be two key tools.

The EQF and NQFs are intended to facilitate the translation and comparability of competences and qualifications between countries. Thus when an employer reviews the application of a person who has a foreign qualification, the EQF/NQF makes it easier to determine what this person is capable of doing. These tools also help an employee make their qualifications easier to understand by an employer.

➔ Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications), Equivalence of foreign qualifications, VET qualifications for adults

 www.sbf.admin.ch (EN)

Core syllabuses

The State Secretariat for Education, Research and Innovation (SERI) issues core syllabuses, which establish the training objectives to be pursued throughout the VET programme. For example, there is a Core Syllabus for Language, Communication and Society Instruction at VET schools (Core-LCS), a Core Syllabus for Preparatory Courses for the Federal Vocational Baccalaureate Examination (Core-FVB), core syllabuses for professional college degree programmes (Core-PET) and core syllabuses for the training of VET and PET professionals (Core-Pro), etc.

➔ Classroom instruction at VET schools, Federal Vocational Baccalaureate (FVB), Instruction in language, communication and society (LCS), Professional college, VET professionals, VET trainer

§ Art. 19 and 49 VPETO

i www.sbf.admin.ch (EN)

Criminal provisions

Administrative legislation often applies criminal provisions to reinforce implementation of its provisions. If the VET trainer or apprentice fails to comply with the obligations laid down in VPETA, the criminal court will impose a penalty on the said person in the form of a fine or other sentence.

The application of criminal measures is quite rare in the area of vocational education and training (VET). In most cases, efforts will be made beforehand to find another solution through mediation or other measures in order to protect good training conditions.

Examples of situations in which criminal provisions apply:

- A company hires apprentices without having obtained VET accreditation beforehand.
- A company hires people to train without signing a written apprenticeship contract.

Other specific acts, like the Employment Act (EmpA, SR 822.11), also contain criminal provisions. For an act to be punishable it must be clearly stated in the act and wrongdoing must be proven. Notwithstanding the foregoing, the competent authority may also take measures that are laid down in the acts. Thus a host company that seriously infringes on its obligations to a learner may be held criminally liable and have its VET accreditation revoked by the cantonal authority.

➔ Employer's rights and obligations, Learner's rights and obligations, Legal protection, Supervision, VET office

§ Art. 62 VPETA; EmpA

Database of final apprenticeship examinations

The database of final apprenticeship examinations is an online application that can be used to manage data relating to the practical portion of the qualification procedure carried out upon completion of a VET programme (e. g. for commercial employees, retail trade assistants and managers).

Using the electronic interfaces with cantonal information systems, the database provides host companies, branch training centres and professional organisations responsible for training and examinations with a platform enabling entry of grades given for practical portion of the final examination as well as the grades obtained from branch courses. The cantons then use the data on the platform to prepare examination results.



Qualification procedures (QPs)



www.bdefa.ch, www.csfo.ch (BD EFA newsletter)

Decision

An administrative decision is the unilateral embodiment of the will of a competent authority to apply the law to a given person in a given situation, and which is binding on that person.

Examples of official decisions: granting or denying VET accreditation, approval of an apprenticeship contract, revocation of VET accreditation, issuance of a Federal VET Diploma, etc.

As decisions require citizens to behave or act in a certain manner or affect their rights in another manner, they must comply with certain formats and conditions. All decisions should have a legal basis.

The decision must comply with formal terms and conditions, and in particular:

- written notification (the decisions must be sent in writing);
- the article of the act on which the decision is based must be mentioned;
- justification if the decision or the decision taken on appeal does not correspond with or does not entirely correspond to the application;

- indication of the appeal procedure (with the deadlines and the authority to which the decision can be contested).

In practice, straightforward administrative decisions, based on legal bases, are sent by letter: for example if the application is accepted in full. Particular attention must be paid to the formal conditions when an application is rejected. If the decision is sent by letter, it must always indicate that the applicant may appeal the decision.



Appeals, Authorities, Legal protection, VET office



Art. 61 VPETA; General provisions of the Administrative Procedure Act (APA, SR 172.021), Cantonal provisions

Depression and suicide

The psychological disorders that young people most often suffer from vary from slightly depressed moods to major depressive disorders. Between six and eleven per cent of young people aged between 16 and 20 suffer from depressed moods.

Young women are more often affected than young men. In Switzerland, suicides are the second leading cause of death among young people (after accidents).

VET trainers can only provide limited assistance to learners by making them aware of potential risks and by providing support. On the other hand, it is up to a doctor (psychologist or psychiatrist) to make a diagnosis and provide therapy. This is the reason why managers should contact the supervisory body responsible for apprenticeships as well as the learner's relatives as quickly as possible so that qualified attention may be given.



Consultation services



Art. 328 CO; Art. 6, Art. 20, para. 1 and 2, and Art. 32 EmpA



www.vocationaleducation.ch/factsheets

Disciplinary regulations

VET schools, branch course commissions and boards of examiners publish regulations or guidelines concerning ab-

sences and disciplinary matters. The regulations concerning absences lay down in particular the cases of justified or unjustified absences as well as the manner in which the school's administration should deal with learners in such cases. The disciplinary regulations list the measures that may be taken against an apprentice and, where applicable, against a teacher, for example if the person has failed to heed internal regulations. In any event, the apprentices or teachers must be heard before a disciplinary measure can be taken against them.



Absences from the VET school, Supervision

Drug abuse and addictions

Drug abuse and addiction can create problems during the VET programme. Most problems arise from a particular behaviour or changes: reduction in performance, inaccurate work, lack of concentration, etc. Short-term absences are also frequent.

The persons concerned should contact the services that are specialised in drug abuse prevention and/or doctors as quickly as possible.



Apprenticeship contract, Case management for learners at risk of dropping out of VET programmes, Consultation services, Extension of the duration of the VET programme, Termination of the apprenticeship contract



www.vocationaleducation.ch/factsheets,
www.addictionsuisse.ch

Dual-track VET programme

This term refers to Swiss VET programmes that combine classroom instruction at a VET school and apprenticeship training at a host company. The dual-track system requires an apprenticeship contract to be signed between the host company and the learner. Generally speaking, host companies provide apprenticeship training. For certain occupations, this apprenticeship training is complemented by branch courses. VET schools provide vocational instruction (technical knowledge) and Instruction in language, communication and society (LCS). The apprentices spend most of their time in the

company where they receive apprenticeship training. The acquisition of occupational qualifications is not limited to technical aspects but also includes other aspects that characterise an occupation.

In dual-track VET programmes, responsibility for training future employees mainly lies with the private sector. This ensures that there is an adequate correlation between training content and the actual needs of the labour market.

➔ Learning locations, Vocational education and training (VET)

§ Art. 16, 21 and 23 VPETA

Dyslexia and dyscalculia

Dyslexia is the term used internationally to talk about reading and spelling difficulties. We also talk about difficulties in acquiring written language.

Dyscalculia refers to difficulties in learning how to perform arithmetic operations, in linking written and spoken numbers or with mathematical reasoning. We also talk about learning disabilities in mathematics.

Apprentices who have learning difficulties may attend remedial courses offered by VET schools. A request for alternative arrangements for the final examination may be submitted to the cantonal authority provided that the support measures taken previously with regard to the learning difficulties are confirmed by supporting documents, that the support measures have been ineffective and that the learner's chances of passing the final examination are compromised.

➔ Consultation services, Final examination, Learning difficulties, Levelling out disadvantages, Remedial courses

§ Art. 3, letter c, 7, 18 and 22, para. 4 VPETA; Art. 20 and 35, para. 3 VPETO

i www.vocationaleducation.ch/factsheets, www.adsr.ch

Employee

Employees sign an individual employment contract. Learners sign an apprenticeship contract. According to the Swiss Code of Obligations (CO, SR 220) employees work for their employer and owe them loyalty (defence of the employer's interests).

➔ Contracting parties, Employment contract law, Learner, National Workers' Network for VET, Swiss Code of Obligations (CO)

§ Art. 319 et seq CO

h www.formationetsyndicats.ch

Employer

The employer is the company or the person who undertakes, by means of an apprenticeship contract, to train a learner to perform the tasks associated with a given occupation in accordance with good business practice. In small and medium-sized companies, it is often the boss who provides apprenticeship training and thus assumes the role of VET trainer.

➔ Contracting parties, Employment contract law, Host company, National Employers' Network for VET (SQUF), Professional organisations (POs), Swiss Code of Obligations (CO), VET trainer

§ Art. 319 et seq CO

Employer's rights and obligations

Employers' rights and obligations are laid down:

- in the apprenticeship contract;
- in the provisions of the Swiss Code of Obligations (CO, SR 220) on the apprenticeship contract (Art; 344 et seq) and on the individual employment contract (Art. 319 et seq);
- in the public law provisions of the Confederation, in the VET ordinance for the occupation in question as well as in the Employment Act (EmpA, SR 822.11);
- in the public law provisions of the canton in which apprenticeship training is to take place, in particular in the cantonal vocational and professional education and training act;
- possibly in a collective employment agreement.

The employer has the same rights and obligations with learners as with other workers. Supplemental rights and obligations naturally stem from the goal of the apprenticeship and also from the fact that apprentices are usually minors. These mainly involve the obligation to train, protection of workers, the format of the contract and the obligation to have it approved, the legal right to holiday leave and the termination of the apprenticeship contract.

➔ Apprenticeship contract, Learner's rights and obligations, Legal representative's rights and obligations, Termination of the apprenticeship contract

§ CO, VPETA, EmpA

Employment Act (EmpA)

The Federal Act of 13 March 1964 on Employment in Business, Trade and Industry (EmpA, SR 822.11, revised on 20 March 1998) largely applies to working relationships. EmpA falls within the scope of public law and contains provisions on the protection of workers in public and private companies. These provisions concern health protection and accident prevention, working hours and rest period, the protection of young workers, pregnant women and mothers who breastfeed. EmpA provisions are generally binding and therefore monitored.

➔ Labour inspectorate, Rest period, State Secretariat for Economic Affairs (SECO), Working hours, Working Hours Act (WHA), Youth Employment Protection Ordinance (EmpO 5)

§ EmpA; WHA, EmpO 1 - 5, EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4), EAER Ordinance of 4 December 2007 on Hazardous Work for Young People (SR 822.115.2)

h www.seco.admin.ch (EN)

Employment contract law

The Swiss Code of Obligations (tenth title) governs employment contracts. The provisions concern the individual employment contract, the apprenticeship contract, the contract of employment of sales representatives, the employment

contract for people who work from home, the collective employment agreement (CEA) and the standard employment contract (SEC). All these contractual relationships are governed by private law but they contain numerous compulsory regulations due to the strong influence of contractual relationships on persons. The freedom to enter into contracts is also limited by mandatory public law provisions set forth in the Employment Act (EmpA, SR 822.11) and in the Vocational and Professional Education and Training Act (VPETA, SR 412.10).

The most important provisions can be found in the “Apprenticeship Handbook”, published by the SDBB (www.vocational-education.ch/handbook).

➔ Apprenticeship contract, Employment Act (EmpA), Vocational and Professional Education and Training Act (VPETA)

§ Art. 344 (apprenticeship contract) and Art. 319 et seq CO (The general provisions for an individual employment contract apply by analogy to the apprenticeship contract).

📄 www.vocationaleducation.ch/handbook,
www.seco.admin.ch (EN)

Employment tribunal

The Confederation recommends that the cantons implement a simple, quick and (usually) free procedure to settle civil law disputes concerning working relationships, including apprenticeships. Cases concerning a disputed amount can be dealt with up to a maximum of CHF 30 000.

Nearly half the cantons (which are among the most important and in particular those in French-speaking Switzerland) have complied with this obligation by creating employment tribunals. The name of these courts may vary from one canton to another.

The court of jurisdiction may be the court of the plaintiff's place of residence or that of the location where the work or training is carried out. The plaintiff chooses the place of jurisdiction.

➔ Conflicts, Employer's rights and obligations, Learner's rights and obligations, Legal protection, Termination of the apprenticeship contract

 Art. 343 and 342, para. 2 CO; Art. 24, para. 1 Lfors; Cantonal provisions

 www.seco.admin.ch (EN)

Equality

“Equal training opportunities” is one of the goals of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10). The principle of gender equality was introduced in the Federal Constitution in 1981; the Gender Equality Act (EqA, SR 151.1) came into force on 1 July 1996. EqA applies to all occupational activities.

The Gender Equality Act prohibits any form of discrimination between male and female workers due to their gender. Employers must not infringe EqA provisions in employment contracts.

- Gender should not play any role whatsoever in the decision to hire a person.
- Men and women are to receive the same salary for work of equal value.
- Men and women should be protected against sexual harassment at the workplace.
- Men and women are to be treated equally when delegating tasks and giving promotions.
- Men and women cannot be fired if they complain about discrimination under the terms of EqA.

The Gender Equality Act governs the procedure to initiate legal action either individually or with the support of an organisation. EqA establishes cantonal mediation procedures (conciliation procedures). The cantonal conciliation offices as laid down in the EqA can provide further information on this subject.

 Consultation services, Employer's rights and obligations, Learner's rights and obligations

 Cst.; EqA; Art. 3c VPETA

 www.vocationaleducation.ch/factsheets, www.leg.ch, www.sks-coc.ch

Equivalence of foreign qualifications

Each country has its own system of vocational education and training (VET) and applies different requirements on access to certain occupations. SERI decides on the equivalence of foreign qualifications with comparable federal qualifications: Federal VET Certificate, Federal VET Diploma, Federal Vocational Baccalaureate (FVB), Federal PET Diploma, Advanced Federal PET Diploma, federally recognised professional college degree, and Bachelor's and Master's degrees issued by Swiss universities of applied sciences (UAS).

There will be equivalence if the training or qualification acquired abroad corresponds to a Swiss training programme both in form (duration of training) and substance (content). In such cases, applicants receive confirmation that their foreign qualification is comparable with the corresponding Swiss qualification. Less stringent conditions govern the equivalence procedure between Switzerland and EU member states due to the Free Movement of Persons Agreement.



Certificate supplements (for VET qualifications), Diploma supplements (for PET qualifications), Copenhagen Process



www.sbf.admin.ch (EN)

Examination work

The work that is completed by candidates during examinations is the property of the person or authority that made the material available (e.g. the authority responsible for the examination, the employer or the trade association). Cantonal legislation sometimes contains provisions on the subject. The examination work is often given to the apprentice after the appeal deadline has expired provided the elements are not needed for future examinations.



Final examination



Art. 39 VPETO; Cantonal legislation

Examiners

Examiners are appointed by the cantonal authority acting on a proposal from a professional organisation. Their task is to

prepare and carry out all or part of the examinations.

They are qualified persons who are recruited from among VET trainers and VET school teachers. They must be holders of a Federal VET Diploma, or equivalent qualification, in the occupational field for which the examination is to take place.

Examiners have received qualified training in their occupational field and possess adequate teaching, methodological and educational expertise. They attend special courses organised by the Swiss Federal Institute for Vocational Education and Training (SFIVET) in collaboration with the cantons and professional organisations.

Chief examiners are responsible for the organisation and smooth running of the examinations in their occupation. To this effect, they use the experience they have acquired as VET trainers and examiners.



Final examination, Qualification procedures (QPs), Swiss Federal Institute for Vocational Education and Training (SFIVET), VET professionals



Art. 47 VPETA; Art. 35 and 50 VPETO



www.iffp-suisse.ch (EN)
Manual for VET Examiners, SFIVET, 2010

Exchange of apprentices

The exchange of apprentices contributes to a better understanding between young people from different regions of Switzerland. It also provides them with the possibility of discovering other cultures and other languages and boosts their interest in their occupation. Those who take part in exchanges can learn new working techniques in a new environment. The exchange of apprentices is based on reciprocity. The young people exchange their position for a fixed period of time and this action is supported by host companies and VET schools.

Several private and public bodies, both in Switzerland and abroad, are specialised in exchange programmes for learners and qualified young professionals. The Swiss Foundation for Confederal Collaboration – chapter Exchange of young

people – and the local cantonal VET office can provide further information.

In addition to exchanges between linguistic regions, there are also possibilities of exchange beyond Swiss national borders. Examples: X-Change project, Euregio certificate and Leonardo internships.



www.chstiftung.ch (EN), www.euregio-certificat.org,
www.orientation.ch, www.s-o-l.ch, www.visite.ch,
www.xchange-info.net

Exemption from portions of the VET programme

The provisions of the Vocational and Professional Education and Training Act (VPETA, SR 412.10) are usually binding; they dictate the obligations of the contracting parties and the other providers of vocational and professional education and training. VPETA nevertheless leaves room for particular needs and provides for exemptions from some of the said obligations. Exemptions are only granted after a request has been submitted to the relevant cantonal authority.

Examples of such exemptions:

- exemption from Instruction in language, communication and society (LCS)
- exemption from branch courses
- exemption from portions of vocational instruction
- exemption from parts of the final examination



Branch courses, Classroom instruction at VET schools, Reduction of the duration of the VET programme, Second VET programme, VET qualifications for adults, Vocational education and training (VET)



Art. 18 and Art. 23 VPETA; Art. 18, para. 3 VPETO

Expenses

Learners or workers must necessarily incur expenses to perform their work. The employer is compelled to refund them.

It is possible for a fixed-rate amount to be paid if such an agreement is reached. In such a case, all expenses must obviously be paid for. Any agreement that requires workers to pay for expenses without any compensation would be null and void.

The following is a list of examples of expenses that must be refunded to learners:

- use of the apprentice's car for customer service
- maintenance and accommodation if learners work on a building site away from their normal workplace
- accommodation and a portion of meal costs for attendance of branch courses.

The worker or apprentice must also be paid compensation if they use their own tools and equipment to perform a task provided that other arrangements have not been expressly agreed or if such conduct is customary.



Apprenticeship contract, Employer's rights and obligations, Learner's pay, Learner's rights and obligations



Art. 327 et seq CO



www.defr.admin.ch (EN)

Extension of the duration of the VET programme

Acting on a proposal submitted by the contracting parties or the VET school, the cantonal authority may extend the duration of a VET programme if it is clear that training objectives will probably not be reached during the normal period of time despite the fact that education and training was given with great care and in line with good business practice. Long-term absences due to illness or injury often justify such an extension. This solution can also be applied to young talent (top athletes and artists) who are enrolled in a VET programme.

If the final examination is failed, the contracting parties may agree on an extension of the duration of the VET programme. They must notify the cantonal VET office of their decision in writing and request approval. Without such official approval, the apprenticeship contract shall not be deemed to

have been extended but shall be considered to be an employment contract (e.g. with regard to matters concerning the payment of salaries and the payment of examination costs).

➔ Classroom instruction at VET schools, Illness and injury, Learner's pay, One-to-one coaching, Reduction of the duration of the VET programme, Remedial courses

§ Art. 18 VPETA

Federal Department of Economic Affairs, Education and Research (EAER)

The Federal Department of Economic Affairs, Education and Research (EAER) replaced the Federal Department of Economic Affairs (FDEA) on 1 January 2013.

The EAER is the highest supervisory and implementation authority for Swiss vocational and professional education and training. The State Secretariat for Education, Research and Innovation (SERI) and the State Secretariat for Economic Affairs (SECO) are part of the EAER. SERI is responsible for vocational and professional education and training and SECO is responsible for worker protection, among other things.



Authorities, State Secretariat for Economic Affairs (SECO), State Secretariat for Education, Research and Innovation (SERI)



www.defr.admin.ch (EN)

Federal examination for the Advanced Federal PET Diploma

The Advanced Federal PET Diploma is a tertiary-level qualification (ISCED 5B) awarded to those who pass the corresponding federal examination, which determines whether the candidate has the abilities and expertise needed to run a company or meet the discerning requirements of his or her profession.

The examination for the Advanced Federal PET Diploma is governed by regulations established by the professional organisation (in most cases a trade association) and submitted to State Secretariat for Education, Research and Innovation (SERI) for approval. Examples of professions for which this qualification is issued: qualified expert in tourism, computer scientist and master chimney cleaner.

Persons who have passed the examination for the Advanced Federal PET Diploma will receive this qualification from SERI. Holders of this PET qualification may add the word "qualified". Examples: qualified electroplater or qualified photographer.



Federal examination for the Federal PET Diploma, List of occupations and professions, PET qualifications, Tertiary level, VET and PET qualifications

§ Art. 28, 42 and 43 VPETA; Art. 36 et seq VPETO

i www.sbf.admin.ch (EN)

Federal examination for the Federal PET Diploma

The examination for the Federal PET Diploma is part of professional education and training (PET) (ISCED 5B). It requires solid practical skills and established theoretical expertise. Holders of the Federal PET Diploma are specialists in their field and/or intend to hold managerial positions. Candidates who pass the Federal PET examination are awarded a Federal PET Diploma, which is issued by the Confederation.

The competent professional organisation (trade association) is required to prepare regulations for each examination for the Federal PET Diploma – for example, women farmers, VET specialists, human resources specialist, computer scientist, etc. – and submit them for approval to SERI. The qualification issued to candidates who pass the Federal PET Diploma examination mentions the name of the profession and is completed by the words “Federal PET Diploma”. For example: “Finance and accounting specialist, Federal PET Diploma”. When referring to the actual title of the qualification, the order is reversed. For example, “Federal PET Diploma in Finance and Accounting”.

If in a particular field there is an examination for the Federal PET Diploma as well as an examination for the Advanced Federal PET Diploma, the requirements for the latter are higher.

➔ Federal examination for the Advanced Federal PET Diploma, List of occupations and professions, PET qualifications, Tertiary level, VET and PET qualifications

§ Art. 28, 36, 42 and 43 VPETA; Art. 36 et seq VPETO

i www.sbf.admin.ch (EN)

Federal Vocational Baccalaureate (FVB)

The Federal Vocational Baccalaureate (FVB) is an optional qualification that learners may prepare for alongside their

normal vocational instruction and apprenticeship training for the Federal VET Diploma.

Preparatory courses for the FVB examination may be attended either over the course of the three-year or four-year period leading up to issuance of the Federal VET Diploma or afterwards. In the first case, learners must meet certain prerequisites and obtain consent from the host company.

Learners who choose to wait until after they have obtained their Federal VET Diploma may enrol in a preparatory course for the Federal Vocational Baccalaureate examination. This course may be attended either on a full-time or part-time basis. It is also possible to take the Federal Vocational Baccalaureate examination without having attended courses at a VET school.

The Federal Vocational Baccalaureate is available in the following six fields:

- engineering
- commerce
- art
- crafts
- natural sciences
- health care – social care

In addition to the subjects provided for in each of the six fields, the programme develops personal, social and methodological competences.

Holders of the Federal Vocational Baccalaureate (FVB) can enrol in any degree programme at a Swiss university of applied sciences (UAS) without having to take an entrance examination, provided the Federal VET Diploma corresponds to the degree programme chosen. They can also prepare for an additional examination called the "University Aptitude Test (UAT)". Those who pass the UAT obtain a certificate, which entitles them to enrol in a Swiss tier-one university (i.e. cantonal universities and two federal institutes of technology).

The new Federal Vocational Baccalaureate Ordinance, which was adopted in June 2009, came into force on 1 August 2009. General outlines for the classroom instruction portion of recognised VET programmes as well as cantonal implementing provisions shall be adapted until the end of 2014. The aforementioned fields shall be cancelled and replaced by fundamental, specific and complementary fields.

➔ Instruction in language, communication and society (LCS), Professional education and training (PET), Three- or four-year VET programmes for the Federal VET Diploma, Universities of applied sciences (UAS), University Aptitude Test (UAT), VET and PET qualifications, VET school, Vocational education and training (VET)

§ Art. 25 VPETA; Art. 22 VPETO; Ordinances of 30 November 1998 and 24 June 2009 on the Federal Vocational Baccalaureate

h www.sbf.admin.ch (EN)

Final examination

The final examination (which was previously called the final apprenticeship examination) forms part of the qualification procedure. It takes place towards the end of the VET programme. It is a means of ascertaining whether a learner has acquired the competences set forth in the training plan. The employer registers the learner for the examination and, if necessary, sets aside the premises, tools and equipment needed to complete the examination work. This is done free of charge.

The process modules that are completed before the end of the apprenticeship may be graded if the VET ordinance provides for a partial examination. The grades obtained are included in the grades of the final examination. If the grades are insufficient, the partial examinations may be repeated twice.

Adults who have acquired competences by some other means may also take the final examination as a means of validating their experience and work; they must prove that they have at least five years of work experience and, if the provisions of the VET ordinance require this, that they have worked for a certain period of time in the occupation in question. Students from recognised private training institutions may also undergo the qualification procedure. Candidates may be exempted from certain portions of the final examination if they have already successfully completed another dual-track or school-based VET programme.

The qualification procedure with a final examination is deemed to be successful when the conditions laid down in the VET ordinance have been met.

If candidates do not pass the final examination, they have the right to consult the documents that concern them. In certain cantons, it is possible for candidates to also consult the documents if they have passed. The VET office can organise a meeting between the VET trainer, the learner and their legal representative, as well as a representative from the Board of Examiners. Such a meeting allows for the reasons for failure to be ascertained and thus create the bases for a successful repetition of the examination.

Unsuccessful competence areas may be repeated no more than two times. If the candidate repeats the examination without having extended their apprenticeship contract, they are no longer entitled to receive their salary during the examinations.

If the learner is prevented from taking the examination due to health concerns, he/she must send a medical certificate to the competent authority. If the learner is prevented from taking the examination due to other reasons (e.g. a death in the family), the competent authority must be informed thereof as quickly as possible. The authority shall endeavour to organise a possible retaking of the examination during the same year.

Competence areas

Three competence areas are generally stipulated in the VET ordinance. They are respectively practical work, technical knowledge and language, communication and society (LCS). A fourth area may be added to the other three concerning professional draughtsmanship.

Practical work

Practical work can be broken down into two parts: an individual practical project (IPP) and a pre-assigned examination project (PEP).

- **Individual practical project (IPP)**

The learner (the candidate) completes an individual practical project at his/her workplace in accordance with the task indicated by the company. The candidate's immediate supervisor prepares the wording of the work to be examined (with the learner's assistance) and submits it to be assessed by the board of examiners. The candidate devotes a certain number of hours to IPP and keeps a work logbook. The supervisor reviews completion and the

result of the work to be examined and suggests an assessment. During an occupational interview, the candidate presents his/her IPP to the board of examiners. The latter and the supervisor reach an agreement on the final grade to be awarded for the work done.

- **Pre-assigned examination project (PEP)**
In certain occupations, practical work is not individual but pre-assigned. Two examiners observe the candidate's work for the duration of the examination. All candidates complete the same work in accordance with the provisions laid down in the VET ordinance (positions and duration of the test).

Technical knowledge

The examination on technical knowledge corresponds to the classroom instruction and theoretical portion of the final examination. The learner takes a written examination or a combination of written and oral examinations.

Language, communication and society (LCS)

This competence area is comprised of the performance grade in language, communication and society (LCS), the special project and the final examination. The final examination is not included in the case of a two-year VET programme.

- **Special project**
For the special project, learners deal with a subject of their choice. They may carry out the work alone or in groups. This work generally lasts for between 8 and 12 half days of three lessons each. To complete the special project of their choice, apprentices lay down objectives, plan work, search and gather documentation. The special project allows for various competences to be stimulated and assessed (e.g. work techniques and organisation, research and documentation, rational argument and reflection). In most cases, learners record the results of their work in writing. Finally, they present and defend their special project during an interview with two examiners.

Specific qualification procedure for VET programmes in commerce

The final examination for the VET programme in commerce includes a portion devoted to practice and a portion devoted to theory. The practical portion is comprised of written and

oral examinations. The performance grade is obtained from working and learning situations (WLS), process modules (PMs) and competence records of branch courses. It represents half of the final grade for the practical portion. The Depth and expansion of knowledge modules (D&E) are part of the theory portion.

- **Working and learning situations (WLS)**
The VET trainer assesses the apprentice's performance and behaviour in the company on the basis of pre-established criteria. WLS are similar to interviews to discuss the training report.
- **Process modules (PMs)**
The current labour market requires commercial employees to be capable of interdisciplinary thinking and a strong process-oriented manner of working. It is possible to replace two PMs with two competence records from branch courses.
- **Depth and expansion of knowledge modules (D&E)**
Depth and expansion of knowledge modules are used in teaching, working and assessment to encourage learners to adopt a full working action-oriented and problem-solving method. These D&E are scheduled for the 2nd and 3rd years of the programme. Emphasis is placed on the areas of ICA (information, communication and administration) and B&S (business and society). D&E replace the teaching units used under previous regulations.

Passing grades

Passing grades are the grades that candidates must obtain in order to pass the final examination. Each VET ordinance stipulates the passing grades, the calculation and weighting of the grades. The qualification procedure is deemed to be successful if the overall grade is equal to or higher than 4.0. The grade for practical work is more often than not eliminatory. In the case where formal and informal learning is validated, the grades are replaced by the words "successful" or "unsuccessful".



Certificates, Competence records, Examination work, Examiners, Grades, Legal protection, Qualification procedures (QPs), VET and PET qualifications, VET qualifications for adults, VET school,

§ Art. 33 et seq and 77 VPETA; Art. 32 et seq VPETO; VET ordinance and training plan for each occupation; SERI Ordinance on Minimum Requirements for Language, Communication and Society Instruction in VET Programmes (OCMCG) 2006; Core Syllabus for Language, Communication and Society Instruction at VET schools (Core-LCS) 2006

i www.sbf.admin.ch (EN)

Free choice of career

The Federal Constitution guarantees the free choice of a career and job. It is clear, however, that not everyone can learn and work in their first choice of career. The conditions linked to learning a specific trade, like the number of training positions available, are restricting factors.

➔ Vocational, educational and career guidance

§ Art. 27 Cst.

Free time

Free time is the time that the learner does not spend at the company and VET school. It is to be used to relax; this time is to be spent however the learner and their parents choose.

The law gives employers few possibilities of influencing the use of learners' free time (rights attached to privacy). However, the apprentice is not entitled to engage in activities during their free time that would harm the company or undermine their training.

If a real danger were to exist, the host company or the VET trainer in charge would organise a meeting with the apprentice and, where applicable, with their legal representative to find a solution. In serious cases, the employer might terminate the apprenticeship contract on justified grounds. In the event of a dispute, the matter may be referred to the courts.

➔ Absences from the host company, Absences from the VET school, Overtime/supplemental hours worked, Undeclared work, Working hours

§ Art. 321a, 328 and 329 CO

Funding of vocational and professional education and training (VPET)

The Confederation, cantons and professional organisations contribute funding for upper-secondary level vocational education and training (VET) and tertiary-level professional education and training (PET). Individuals and companies are generally responsible for paying professional education and training (PET) and job-related continuing education and training (CET).

Public authorities

The cantons, which are in charge of implementing VET programmes, provide most of the financing (approximately three-fourths of the costs). Since the Vocational and Professional Education and Training Act (VPETA, SR 412.10) came into force in 2002, the Confederation has increased its share to one-fourth of public expenditures for vocational education and training (VET). Ten per cent of subsidies are granted to projects that foster vocational education and training and specific activities that serve the public interest.

Professional organisations

With their training offers, professional organisations also contribute to funding VET programmes: they carry out field work, manage their own training institutions and advertise the occupations that are to be found in their field of activity. They develop branch courses.

Host companies

VET programmes are generally cost-effective for companies. According to a survey that was carried out in 2004, the gross costs of apprenticeship training represented CHF 4.7 billion compared to CHF 5.2 billion that learners generated for the host company through productive output.

General outline (apprenticeship training)

Host companies generally refer to the training plan established for each VET programme when preparing their apprenticeship training plan. There are rare cases in which the training plan cannot be used for this purpose. Professional organisations will therefore establish a general outline for apprenticeship training, which can be used as a frame of reference instead. This general outline indicates how host companies should handle the apprenticeship training portion of the VET programme. It is an additional means of ensuring that apprenticeship training is provided in a systematic and methodical fashion. The VET trainer then explains to learners in a suitable manner how apprenticeship training will take place.

At present, most of the general outlines for apprenticeship training that remain are those for VET programmes that have not yet been revised under the terms of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) as well as a few general outlines for some VET programmes that have already been revised. The content of these general outlines is based on the apprenticeship and final apprenticeship regulations.

VET trainers can easily use the general outline for apprenticeship training as a basis for preparation of an apprenticeship training plan. The aim is to ensure that the apprenticeship training portion of the VET programme does not conflict with the classroom instruction portion or the branch course portion. The VET trainer decides when the learner will carry out the activities and acquire the recommended skills.

The next step is for VET trainers to prepare an individual training plan by adapting the apprenticeship training plan to each apprentice. The individual training plan takes into account optional or remedial courses, preparatory courses for the Federal Vocational Baccalaureate (FVB) examination, holiday leave, linguistic trips, etc.

The “practical work” competence area of the final examination is based on the apprenticeship training plan.



General outline (branch courses), General outline (classroom instruction), Training plan

General outline (branch courses)

Using the training plan established for each VET programme as a frame of reference, professional organisations work with the cantons and branch training centres to prepare a general outline for branch courses. The general outline for branch courses is used by branch course instructors to prepare detailed syllabuses.

➔ General outline (apprenticeship training), General outline (classroom instruction), Training plan

General outline (classroom instruction)

Using the training plan established for each VET programme as a frame of reference, professional organisations work with VET schools to establish a general outline for the classroom instruction portion of the VET programme.

➔ General outline (apprenticeship training), General outline (branch courses)

Grades

In accordance with VPETA, performance during classroom instruction at the VET school and during the qualification procedure is expressed in whole or half integers. The highest grade is 6 and the lowest 1. Grades are generally subject to appeal. Information concerning the appeal procedures is given with the grades.

Each VET ordinance indicates which grades from the three learning locations (i.e. VET school, host company and branch training centre) are to be taken into account to calculate the performance grade. This grade corresponds to the arithmetic average of the grades chosen for this purpose and corresponds to a position in the calculation of the overall grade. The performance grade forms part of the overall grade.

In theory, each of the three learning locations can assign a performance grade. Depending on the provisions of the VET ordinance, the performance grade can be comprised of one single grade or stem from performance grades given by two or three learning locations. A single performance grade is

rounded to the nearest whole or half integer. If it is comprised of grades from two or three learning locations, the average grade is rounded to the nearest decimal point. Depending on the case, the performance grade corresponds to the average of the grades obtained from classroom instruction in vocational subjects, from apprenticeship training and from branch courses.

The overall grade corresponds to the average (rounded to the nearest decimal point) of the grades given for the various competence areas of the final examination and the performance grade. The ordinance indicates the competence areas that are to be taken into consideration for the calculation of the overall grade and their weighting.

Persons who obtain the passing grades stipulated in the VET ordinance for the given occupation are awarded the Federal VET Certificate (two-year qualification) or the Federal VET Diplome (three-year or four-year qualification) and will receive a grades certificate. The Federal VET Certificate, the Federal VET Diploma and the grades certificate are prepared by the authority responsible for the examinations.



Appeals, Certificates, Final examination, Legal protection, Qualification procedures (QPs), VET ordinances



Art. 34 VPETA; Art. 34 VPETO, VET ordinance

Grants

Grants are one-off or repeated cash payments made by the State, foundations or other bodies. Grants are intended for vocational and professional education and training and development; they do not carry with them the obligation to repay the amounts received.

Unlike subsidies, grants are not paid directly to the training institutions but individually to the participants. Public grants are mostly awarded by cantons that have created the requisite legal bases in their own legislation. The terms and conditions that govern the awarding of grants vary from one canton to another. Generally speaking, the payment depends on the income and wealth of the applicant or of their parents. In addition, special terms and conditions are often imposed

regarding the duration and type of training. Cantons also award grants to learners.

Generally speaking, the cantons also grant training loans to complement or replace grants. These loans must be repaid and often bear interest from the end of the training.



Cantonal provisions



www.boursesdetudes.ch

Health insurance

In accordance with the Health Insurance Act (HlnsA, SR 832.10), anyone who is domiciled in Switzerland must be insured for health care. Minors' legal representatives are responsible for such insurance. Health insurance benefits are paid in the event of illness, injury or maternity. Cantons grant reduced premiums for people on low income.

Accident coverage may be suspended if the insured person is compulsorily covered for the said risk in accordance with the Accident Insurance Act (AIA, SR 832.20); the insured person must submit a request in this respect to their health insurance company.

For insured persons who are under the age of 18, the insurer must set a premium that is lower than the premium paid by adults. It is authorised to do the same for insured persons who are under the age of 25 and who are enrolled in a training programme.

From the age of 15, employees may take out an optional insurance policy to compensate for the loss of daily earnings. This insurance policy may be part of a group insurance policy taken out by an employer for its employees, by trade associations, by employers' organisations or trade unions for their members. The insurance for loss of daily earnings must be paid in the event of a pregnancy or birth. During the waiting period, the employer usually pays 80% of the salary.

➔ Accident insurance, Illness and injury, Maternity insurance

§ Art. 3, 8, 61, para. 3 and 65 HlnsA; Art. 324a CO

h www.vocationaleducation.ch/factsheets

Holiday leave

Learners and young workers under the age of 20 are entitled to a minimum of 5 weeks' paid holiday leave per year. Paid public holidays, official rest days and replacement rest days, leave that is granted for important reasons and youth leave are not considered as holiday leave. After the age of 20, the minimum entitlement to holiday leave is equivalent to 4 weeks. However, if the apprenticeship contract provides for 5 weeks'

holiday leave or more throughout the duration of the apprenticeship, the apprentice is entitled to the full holiday leave as stipulated in the contract even if they are over 20. As far as learners are concerned, entitlement to holiday leave is calculated per apprenticeship year and not per calendar year.

Taking of holiday leave: The holiday leave must be taken if possible during the year that corresponds to the VET programme. However, apprentices are entitled to a minimum of two consecutive weeks' holiday leave. The host company decides when the holiday leave should be taken but it takes into account the apprentice's wishes provided this is compatible with the interests of the company and does not prevent the apprentice from attending the VET school.

If holiday leave is taken outside of school holidays, the learners are required to attend vocational instruction. The days spent at the VET school are considered to be working days.

Financial compensation: during the apprenticeship, holiday leave cannot be compensated for by monetary payments or other benefits. Exception: early termination of the apprenticeship contract.

Reduction in salary: If, during the holiday leave, the apprentice carries out remunerated work for a third party and infringes the lawful interests of the host company, the latter can decide not to pay the salary during the holiday leave or ask for already paid amounts to be refunded.

Reduction in holiday leave: If the apprentice is prevented from completing work for no fault of his/her own (e.g. due to illness, injury or military service), the holiday leave may be reduced by a twelfth if the said period of incapacity lasts for two full months, by two-twelfths if the said period of incapacity last for three months, and so on. In the event of a pregnancy or childbirth, holiday leave can only be reduced by a twelfth if the period of incapacity lasts for three full months. Arrangements that are more favourable in an individual contract or provided for in a collective employment agreement shall apply.

If the apprentice is prevented from working for reasons attributable to him/her, the holiday leave may be reduced by a twelfth if the said period of incapacity lasts for a full month,

by two twelfths if it lasts for two full months, etc. Holiday leave that the learner has not been able to take due to illness or injury must be granted afterwards provided that the period of incapacity has been justified (e.g. by a medical certificate).



Apprenticeship contract, Company holidays, Unpaid leave, VET school, Working hours



Art. 345a, para. 3 and Art. 329a et seq CO



www.vocationaleducation.ch/factsheets

Host company

Apprenticeship training (also referred to as work-based training) is provided by host companies in both the private and public sector. In this respect, the companies must possess VET accreditation, which is issued by the competent cantonal authority. The conditions to be met by companies in order to be able to train apprentices are laid down in each VET ordinance. Some associations have drawn up lists of the requisite equipment and tools for both companies and supervisory authorities.

Host companies recruit learners and sign an apprenticeship contract with them. Learners work for the host company and carry out tasks. As a consequence, training apprentices is cost-effective. Studies prove that the work performed by apprentices exceeds on average (for all companies and occupations) the gross costs of apprenticeship training. The net profit depends on the occupation as well as on the size and training scheme within the host company. In some cases, apprenticeship training can result in a net loss for the host company (e.g. in large companies where expensive equipment is used to train apprentices in technical occupations).



Branch courses, Dual-track VET programme, Host company label, Host company network, Learner, Learning locations, QualiCarte, Supervision, VET accreditation, VET school, VET trainer



Art. 15 et seq, Art. 20 and 24 VPETA; Art. 9, 14, 39 and 44 VPETO; VET ordinance



www.vocationaleducation.ch/manual
Apprenticeship Training Manual, SDBB, 2013

Host company label

The “host company” label indicates the commitment of host companies (or host company networks) to provide apprenticeship training within the context of upper-secondary level vocational education and training (VET). The local cantonal VET office awards the host company label to companies that have received VET accreditation and currently train apprentices. The host company label is available in four national languages in the form of stickers (in three formats) and electronic files that can be downloaded from the website.



www.vocationaleducation.ch/label,
www.formationprofessionnelleplus.ch

Host company network

A host company network is a particular form of apprenticeship training within the context of upper-secondary level vocational education and training (VET). Two or more companies with complementary activities form a network and train apprentices together. The goal of their collaboration is to provide apprenticeship training in accordance with the VET ordinance for the given occupation by pooling their resources; by doing so, they also reduce the burden on each partner company. Thanks to such a network, highly-specialised companies can also contribute to VET programmes.

A main organisation or company (an ordinary partnership, a trade association or an association representing a branch, etc.) takes on the responsibility of training apprentices and represents the network in its dealings with third parties. Certain tasks such as recruiting and selecting learners and administering the network may be entrusted to the main organisation or company.

Companies that are members of a host company network lay down the terms and conditions of their collaboration in a written contract. The apprenticeship contract is signed between the main organisation or company and the learner.



Apprenticeship contract, Host company, VET accreditation



Art. 14 VPETO



www.vocationaleducation.ch/basics/host-company-networks

Illness and injury

The following principles must be complied with if a learner is ill or injured:

- If learners are unable to do work, they must notify the host company directly or have the host company informed immediately. Normally, a medical certificate must be presented on the third day. In certain circumstances, the certificate may be requested from the first day if the loss of income insurance requires this or if educational reasons justify such a request.
- If learners are not responsible for their illness (reckless behaviour), the employer must (according to the CO) pay them their full salary including a certain compensation for possible services in kind for a limited period of time.

In addition, the courts have laid down various scales concerning the obligation to pay salaries in the event of illness:

Basel scale

- for three weeks during the first year;
- for two months during the second and third years;
- for three months during the fourth year.

Bern scale

- for three weeks during the first year;
- for one month during the second year;
- for two months during the third and fourth years.

Zurich scale

- for three weeks during the first year;
- for eight weeks during the second year;
- for nine weeks during the third year;
- for ten weeks during the fourth year.

A written agreement, standard employment contract or collective employment agreement may establish different rules other than those stipulated by law if the employer insures the learner for a daily allowance in the event of illness. The difference may concern both the duration of the obligation to pay the salary or the amount of the allowance. However, it must at least be equivalent to the apprentice's legal protec-

tion provided for by Art. 324a CO. This equivalence depends on the duration and amount of the insurance benefits and also on the payment of premiums by the employer.

The following solution is widely used: The employer pays 80% of the salary during a 30-day waiting period. The insurance then also covers 80% of the salary for 730 days over a period of 900 days. The employer pays for half of the insurance premiums and the other half is paid by the apprentice or worker. Courts accept the notion of equivalence if the employer pays at least 50% of the premiums.

In the event of illness or injury:

- Learners cannot be compelled to make up for their absences due to illness or injury. Regarding a possible extension of the apprenticeship contract, please refer to the section entitled "extension of the apprenticeship contract".
- If learners cannot attend vocational instruction due to illness or injury, they must inform the VET school in accordance with the regulatory provisions.
- If learners cannot be present for the final examination due to illness or injury, they shall be given the possibility of taking it at a later date. The arrangements governing this examination are laid down by the authorities responsible for examinations.



Absences from the host company, Absences from the VET school, Accident insurance, Final examination, Health insurance, Holiday leave, Learner's pay



Art. 324a and the following article, and 328 and the following article CO; Art. 6 et seq EmpA; Art. 6 et seq AIA, APO



www.vocationaleducation.ch/addresses,
www.vocationaleducation.ch/factsheets

Immigration

Access to VET facilitates the integration of young immigrants. The competent cantonal services and VET schools offer various support measures (e.g. language courses), which are intended to help apprentices or adults who come from a migrant background. Host companies foster the integration

of young foreign nationals by offering them apprenticeship positions and jobs.



Consultation services, Remedial courses, Residence and work permits, Transition from lower- to upper-secondary level



FNA, OLE, FMA



www.odm.admin.ch (EN),
www.vocationaleducation.ch/factsheets

Informal one- or two-year apprenticeships

Informal one- or two-year apprenticeships are no longer provided for in the Vocational and Professional Education and Training Act (VPETA) of 13 December 2002. They may nevertheless be maintained for a transitional period until introduction of two-year VET programmes for the Federal VET Certificate in the corresponding occupational field. As soon as an ordinance on two-year vocational education and training (VET) comes into force on a national level, no more informal one- or two-year apprenticeship contracts may be registered in the occupational field.

Informal apprenticeships impart the skills and knowledge that are required to use straightforward manufacturing or working processes. They last for a minimum of one year and a maximum of two years, and should enable apprentices to move from one company to another. Informal one- or two-year apprenticeship partners must draw up an informal one- or two-year apprenticeship contract along with an individual training plan and submit these for approval to the cantonal authority.

Learners who have signed an informal one or two-year apprenticeship contract must attend classroom instruction in vocational subjects. After they have completed their informal one- or two-year apprenticeship, they will receive an official certificate once the skills acquired in the company have been tested. The certificate stipulates the duration of the informal apprenticeship, the name of the occupation and the scope of activity; it also confirms that the learner attended classroom instruction in vocational subjects. The certificate is signed by the employer and the cantonal authority.

➔ Apprenticeship contract, Two-year VET programmes for the Federal VET Certificate

§ Art. 344 et seq CO; Art. 29 et seq EmpA

i www.vocationaleducation.ch/basics/basic-vocational-education-and-training

INSOS (Social institutions for disabled persons)

INSOS is a national association that looks after the interests of disabled persons. Bodies, which are generally private, representing hundreds of institutions throughout Switzerland, are affiliated with INSOS. Disabled persons are cared for in places where they can live and work; they can enrol in VET programmes and work within a protected environment.

INSOS has designed a VET programme – emphasising practical training aspects – which is intended for disabled persons who are not able to complete an apprenticeship for the two-year Federal VET Certificate or the three-year or four-year Federal VET Diploma. Depending on the disabled person's competences, this practical training programme prepares the person to provide ancillary work in the private sector or in a sheltered workshop. Where applicable, it also prepares them for a two-year programme for the Federal VET Certificate.

➔ Levelling out disadvantages

§ Art. 20 DDA

i www.insos.ch

Instruction in language, communication and society (LCS)

Instruction in language, communication and society (LCS) falls within the overall framework of upper-secondary level VET programmes and is focused on the apprentices' experience. LCS instruction should enable them to gain access to the labour market, remain employed and become part of society. Fostering linguistic, personal, social and methodological competences is at the heart of LCS instruction in VET schools and is intended to accompany development of professional competences.

For the purposes of the Vocational and Professional Education and Training Act (VPETA), LCS instruction applies to all areas of VET programmes. The scope of application also includes two-year VET programmes for the Federal VET Certificate.

LCS instruction in VET programmes is governed by Art. 15 VPETA and Art. 19 VPETO. The SERI Ordinance on Minimum Requirements for Language, Communication and Society Instruction in VET Programmes (OCMCG, SR 412.101.241) as well as the Core Syllabus for Language, Communication and Society Instruction at VET schools (Core-LCS) are both based on the two aforementioned legal instruments.

The Core-LCS includes two competence areas that are each broken down into several objectives:

- the “Language and Communication” area;
- the “Society” area, which includes eight aspects: culture, law, ecology, economics, ethics, identity and socialisation, politics and technology.

In addition, the Core-LCS determines how LCS instruction takes place in VET schools. The VET school syllabus indicates how LCS instruction is to be provided, which topics will be covered, the competences to be acquired and the qualification procedure for the final examination. The “language, communication and society (LCS)” competence area is part of the final examination and includes – for three and four-year VET programmes – the following partial areas: school grades, personal in-depth work and final examination. For two-year VET programmes, it involves school grades and the personal in-depth work.

LCS instruction is organised into topics and does not follow a logic that is specific to a particular subject. In other words, the topics refer to the learners’ personal, career and social experience. The specific content (e.g. legal aspects) are often dealt with using concrete situations that apprentices may actually experience on a daily basis. This approach enables them to develop their professional competences.

LCS instruction acquired in a formal or informal manner also may be taken into account in accordance with the provisions of the Vocational and Professional Education and Training Act (VPETA). Adults thus have access to the Federal VET Certificate or Federal VET Diploma examinations.

Preparatory courses for the Federal Vocational Baccalaureate (FVB) cover academic subjects that are linked to the given VET programme for the Federal VET Diploma.

➔ Classroom instruction at VET schools, Federal Vocational Baccalaureate (FVB), Final examination, VET ordinances, VET qualifications for adults

§ Art. 15 VPETA; Art. 19 VPETO; SERI Ordinance on Minimum Requirements for Language, Communication and Society Instruction in VET Programmes (OCMCG) 2006; Core Syllabus for Language, Communication and Society Instruction at VET schools (Core-LCS) 2006

Intercantonal specialised courses

The inter-cantonal specialised courses are a particular type of instruction in VET programmes. It is mostly seasonal companies (hotel, catering and ski lifts) that opt for this option. Classroom instruction is given in the form of block courses when the host companies are closed.

SERI may approve inter-cantonal specialised courses after receiving a proposal from a professional organisation, which must prove that such a measure is adapted to the intended goal and that it encourages the availability of host companies. In addition, the inter-cantonal specialised courses must not generate excessive additional costs or be significantly detrimental for participants.

The structure and funding of inter-cantonal specialised courses are set forth in a services contract to be signed by the service providers and the cantons, which are represented by the Swiss Conference of VET Offices (SBBK).

➔ Classroom instruction at VET schools, VET school

§ Art. 22, para. 5 VPETA

Job-related continuing education and training (CET)

Job-related continuing education and training (CET) enables qualified persons to adapt their professional background to technical, economic and social developments as well as to broaden and enrich their general knowledge. The aim is also to improve their career prospects and in particular their career mobility. Various institutions (private and public schools, companies and associations) offer job-related continuing education and training (CET) courses. The Confederation and the cantons may provide subsidies and other support to organisations that offer job-related continuing education and training (CET).

Job-related continuing education and training (CET) can be acquired both after completion of upper-secondary level VET programmes and after completion of tertiary-level professional education and training (PET).

➔ Federal examination for the Advanced Federal PET Diploma, Federal examination for the Federal PET Diploma, Professional education and training (PET), Professional organisations (POs), Universities of applied sciences (UAS), VET school

§ Art. 2, 30 and 31 VPETA; Art. 29 VPETO; UIA (concerning continuing education and training (CET))

i www.orientation.ch

Labour inspectorate

The implementation of the provisions of the Employment Act (EmpA, SR 822.11) is partly incumbent upon the cantons and partly on the State Secretariat for Economic Affairs (SECO), Labour Directorate. To this effect, SECO has offices of the Federal Labour Inspectorate in Lausanne and Zurich. Their administrative decisions may be appealed to the Federal Administrative Court (FAC).

The duties of the Federal Labour Inspectorate include:

- supervising implementation of provisions on workers' protection by the cantons, in particular in the areas of health (EmpA) and safety (Accident Insurance Act, AIA, SR 832.20) at the workplace;
- ensuring that implementation of these provisions is carried out in a coordinated and uniform way throughout Switzerland;
- training cantonal inspectors and helping them to solve complex problems;
- taking part, as a supervisory authority, in the approval procedure of plans and fitting out of work premises and thus fostering health protection and accident prevention;
- advising employers, workers, specialists and other persons involved on health protection at the workplace;
- publishing guidelines, leaflets, etc.

Implementation of the EmpA and AIA provisions is incumbent upon cantonal labour inspectorates, with the exception of the Federal Administration and federally-owned companies.

Their tasks include:

- approving plans and granting authorisations to operate for industrial companies;
- issuing guidelines and decisions;
- visiting companies to verify compliance with provisions on:
 - health protection,
 - accident prevention,
 - working hours and rest period,
 - special protection of young workers, pregnant women and mothers who breastfeed.

➔ Authorities, Employment Act (EmpA), State Secretariat for Economic Affairs (SECO)

§ Art. 41 and 42 EmpA; Art. 75 and 79 EmpO 1

i www.iffp-suisse.ch (EN)

Labour market measures

To increase the vocational and professional skills of unemployed persons, and to quickly and lastingly integrate them in the labour market, regional employment centres (RECs) offer various courses in the form of:

- professional development courses
- training courses and apprenticeship training
- host companies
- training and introduction to work allowances
- exchange semesters
- temporary employment programmes
- self-employment support

Regional employment centres (RECs) provide further information on this subject.

➔ Regional employment centres (RECs), State Secretariat for Economic Affairs (SECO), Transitional options, Unemployment, Unemployment insurance

§ Art. 59 et seq UIA

i www.aost.ch, www.espace-emploi.ch,
www.seco.admin.ch (EN)

Learner

Learners (or apprentices) are considered to have finished their compulsory education, be aged fifteen or over, have signed an apprenticeship contract or be enrolled in a school-based VET programme (at a trade school or commercial school). The competent cantonal authority may, in exceptional circumstances, grant a special dispensation from the minimum age requirement.

Although the Federal Vocational and Professional Education and Training Act (VPETA) of 2004 introduced the word

“learner”, the term “apprentice” can still be used as there are no negative connotations.

➔ Apprenticeship contract, Employee, Employment Act (EmpA), Employment contract law, Host company, Learner’s minimum age, Learner’s pay, Learner’s rights and obligations, Legal representation, School-based VET programme, Vocational education and training (VET), Working relationship, Youth Employment Protection Ordinance (EmpO 5)

§ Art. 10, 14 and 16 VPETA; Art. 344 et seq CO; Art. 9 EmpO 5

Learner’s identity card

Persons who are enrolled in a VET programme are given an identity card by the SDBB. This identity card is valid throughout Switzerland. However, certain institutions issue their own identity card. It is generally prepared by VET schools and is thus proof that the person is enrolled in a VET programme. Various businesses and institutions (e.g. cinemas, theatres, etc.) grant a discount if to holders of this identity card.

h www.vocationaleducation.ch/officialdocuments,
www.shop.csfo.ch

Learner’s minimum age

In order to be able to begin a VET programme, the learner must be at least fifteen years old and have completed his/her compulsory education. In specific circumstances and provided there are no medical reasons not to, the cantonal authority may decide to accept a learner who is younger than the aforementioned age.

➔ Start of VET programme

§ Art. 9 EmpO 5

h www.arbeitsinspektorat.ch

Learner’s pay

The learners’ pay or salary must be stipulated in the apprenticeship contract. No legal provision lays down an amount; how-

ever, numerous trade associations publish recommendations. Local cantonal services or offices responsible for VET can provide information on the salaries that are generally paid to learners enrolled in VET programmes in the region. Generally speaking, learners must receive monthly pay slips when they are paid.

If they are ill and provided that the loss of earnings is not covered by insurance policies, apprentices are entitled to be paid their salary for a limited period of time. This period of time has been set by the courts; it varies depending on the scale applied:

Basel scale

- for three weeks during the first year;
- for two months during the second and third years;
- for three months during the fourth year.

Bern scale

- for three weeks during the first year;
- for one month during the second year;
- for two months during the third and fourth years.

Zurich scale

- for three weeks during the first year;
- for eight weeks during the second year;
- for nine weeks during the third year;
- for ten weeks during the fourth year.

Deductions

Deductions from the gross salary respectively represent the insurance premiums (UI, NOA, LEA, OSI and DI) and the benefits provided by the employer (e.g. room and board). The net salary is obtained after all the deductions have been made. The deductions must be mentioned in the apprenticeship contract. The law stipulates that the insurance premiums for occupational accidents are paid by the employer. Attendance of classes at the VET school, branch courses and optional courses as laid down by law and the taking of the final examination should under no circumstances result in a reduction in salary.

If learners have to take their meals outside when they attend branch courses, they are to pay the amount they would have normally paid if they had not been attending branch courses. The host company is only required to pay the difference.

Bonuses

Bonuses are a special form of pay that do not, in principle, correspond to the thirteenth month of pay. They are given exceptionally and on a discretionary basis (e.g. to reward the learner for particularly good work or the excellent results of the host company). They are nevertheless owed if they have been promised. They are also owed if they are regular payments without prior conditions even if they have not been expressly agreed. If the contractual relationship ceases before the date on which the bonus should be paid, apprentices are entitled to the said bonus in proportion to the time they worked at the host company if the same has been agreed by the parties.

Disagreements

In the event of a disagreement, the matter shall be settled by the courts. Reference shall be made to the provisions of the apprenticeship contract and the collective employment agreement (CEA). The payment of the salary cannot be stopped following illness or injury; it cannot be suspended either until the payment of the insurance benefit.

Military service

If learners have to complete their military service during their VET programme, they are entitled to 80% of their salary in the same proportion as if they were on sick leave. The employer must pay the difference if this amount is not covered by insurance or if it is higher than loss of earnings allowances (LEA).

Net salary

The net amount is calculated after the deductions have been made. The deductions must be indicated in the apprenticeship contract. No deductions whatsoever shall be made for occupational accident insurance, attendance of classes at the VET school, attendance of branch courses and absences to take the final examination.

Enjoyment of the salary

Learners are entitled to manage and enjoy the salary (Art. 323 CC), which is theirs to keep. If they live with their parents, they may be required to contribute to household expenses.

Other fringe benefits

In addition to the basic salary, the apprenticeship contract may also provide for other benefits from the host company, for example bonuses or various other payments (raises, payment of the cost of cleaning working clothes, transport, etc.) but also contributions for room and board.

Work continued at the company

If the apprentice stays to work in the company after the VET programme has ended, even if he/she has not passed the final examination, a new salary is agreed by the parties. The extension of the apprenticeship contract only occurs in particular circumstances. Where applicable, reference should be made to collective employment agreements.

➔ Accident insurance, Branch courses, Collective employment agreement (CEA), Optional courses, Purchase of work-related tools or equipment, Salary in kind, Social insurance deductions, Unemployment insurance

§ OSI/DI/UI/LEA acts; AIA; Art. 322, 322d, 323, 323b, 324, 324a, 324b, 344a and 345a CO

Learner's rights and obligations

Learners have the same rights and obligations as other workers. There are nevertheless certain differences and exceptions that are due to the specific nature of the apprenticeship contract.

The most important obligations for apprentices include:

- Apprentices are bound to do their utmost to reach their training objectives. They must comply with the VET trainer's instructions, conscientiously carry out the tasks with which they are entrusted and observe professional secrecy.
- Learners must attend classes at the VET school in accordance with the training plan for their occupation and attend compulsory branch courses.

The apprentice's main rights are as follows:

- right to full training provided in line with good practice

- right to attend optional courses or remedial courses representing half a day per week, provided that the prior conditions have been met at the host company and VET school
- right to be consulted in the host company and at the VET school
- right to a salary as well during attendance of vocational instruction, optional courses or remedial courses provided they are organised during working hours
- 5 weeks' holiday leave per year until they reach the age of 20

At the start of the VET programme, the host company and VET school explain to the apprentice what his/her rights and obligations are.

➔ Apprenticeship contract, Employer's rights and obligations, Learner's right to be consulted, Legal representative's rights and obligations, Termination of the apprenticeship contract

§ Art. 345 and the following article, and 319 et seq CO;
Art. 22 VPETA; Art. 20 VPETO

Learner's right to be consulted

The Vocational and Professional Education and Training Act (VPETA) stipulates that apprenticeship training and classroom instruction providers should grant learners the right to be consulted (heard).

There are numerous ways of asking for the learners' opinion during the apprenticeship training period: daily exchanges, definition of the objectives that the learner and their VET trainer must reach together, six-monthly assessment interviews and training report, and an assessment of the situation conducted at regular intervals.

As far as the learners' right to be consulted at the VET school is concerned, it is governed by the cantonal provisions or by regulations established by the VET school in question.

➔ Assessment of learning progress, Host company, Learner's rights and obligations, Training report, VET school

§ Art. 10 VPETA

Learning difficulties

Learning difficulties (reading, spelling and/or calculations) prevent certain young people from memorising or retaining theoretical knowledge or practical movements. In most cases, these difficulties become apparent at school but sometimes they appear during apprenticeship training. In serious cases, educationalists or psychologists can provide help and advice. The local cantonal VET office and VET schools can provide further information on this subject.

➔ Dyslexia and dyscalculia, Final examination, Levelling out disadvantages, One-to-one coaching, Remedial courses

§ Art. 3, letter c VPETA; Art. 35, para. 3 VPETO

📄 www.vocationaleducation.ch/factsheets

Learning hours

Learning hours are taken into consideration to determine learning performances in international systems, in particular concerning apprenticeship training.

Learning hours include the hours of presence, the average time that is devoted to personal study, individual work and Shift work, the other measures that fall within the scope of learning, competence records and qualification procedures as well as the practical use of the knowledge acquired and guided traineeships.

➔ Copenhagen Process, VET professionals, VET trainer

§ Art. 42 VPETO

Learning institution

This is a collective name to designate providers of vocational and professional education and training (e.g. VET schools and occupational training centres). A learning institution designs and offers VET and PET courses and can also organise the qualification procedures or certain parts of them. A learning institution may offer programmes outside of its premises (e.g. distance learning).

➔ Branch courses, Professional education and training (PET), Tertiary level, VET school

§ Art. 16, para. 2a VPETA

Learning locations

One of the characteristics and strengths of Swiss dual-track VET programmes is the close correlation between training content and the actual needs of the labour market. This is reflected in the three main learning locations, which each handle different portions of training content:

Host company

Apprenticeship training usually takes place in a company where apprentices learn practical technical skills. It may also take place in a host company network. In such cases, several companies offer portions of apprenticeship training together.

VET school

VET schools are responsible for the classroom instruction portion of VET programmes. This includes instruction in vocational subjects and instruction in language, communication and society (LCS).

Branch training centre

Branch training centres are responsible for the branch course portion of VET programmes. They seek to impart and teach basic knowledge that would otherwise not be covered in apprenticeship training at host companies or in classroom instruction at VET schools.

➔ Branch courses, Collaboration between learning locations, Host company, Host company network, School-based VET programme, Trade school, VET school

§ Art. 16, 21 and 23 VPETA; Art. 14 and 17 et seq VPETO

Legal adulthood

A person who reaches his or her eighteenth birthday is deemed to have reached the age of legal adulthood. Accord-

ing to the Swiss Civil Code (CC, SR 210), a person is deemed to be of legal age if he/she is capable of forming his/her own views and is not banned from doing so. They thus possess the ability to act. A person who has reached the age of legal adulthood no longer needs to be legally represented by his/her parents or, where applicable, by the guardianship authority to exercise his/her rights and obligations.

Once a learner has reached the age of eighteen, he/she can, in accordance with the legal provisions in force, sign, modify or terminate the apprenticeship contract without having to refer to his/her parents or, where applicable, the guardianship authority. Learners of legal age sign their school reports and absence notes themselves.

The principle of domicile applies to foreign apprentices. If they live in Switzerland, the age of legal adulthood is eighteen. The regulations of their country of domicile however apply to cross-border commuters.



Contracting parties, Employment Act (EmpA), Learner, Legal representation



Art. 12 et seq CC; Art. 329a and 345a CO

Legal protection

The State allows citizens to assert their rights (legal protection standards) if they feel that they have been unfavourably treated compared to other citizens or by the State itself. In this respect, it is appropriate to mention here the following elements concerning working relationships:

- If there are differences of opinion concerning the apprenticeship contract, the parties have the possibility of sending a complaint to the civil courts (see the section entitled "Employment tribunal").
- If federal or cantonal provisions on employment and vocational and professional education and training include an obligation for the VET trainer or learner, the other contracting party has in numerous cases the right to file a complaint with the employment tribunal as if the said

obligation had been agreed in the apprenticeship contract (e.g. ban on salary deductions to attend optional courses during working hours).

- Finally, it is possible to appeal decisions from the cantonal or federal authorities responsible for implementing legislation on vocational and professional education and training as well as worker protection legislation (e.g. non-compliance with legal working hours, non-compliance with the regulatory provisions governing the final examination, etc.).

However, before using legal means, the people involved should seek to resolve the conflict through discussion. Various bodies can provide assistance and advice: the cantonal VET office and regional employment centre, office of the clerk at employment tribunals, secretariats of trade associations, labour inspectorates, etc.



Employer's rights and obligations, Employment contract law, Employment tribunal, Learner's rights and obligations, Legal representation, VET office



CO; VPETA; EmpA; Cantonal legislation

Legal representation

Apprentices attain the age of legal adulthood when they are 18. Generally speaking, they begin their training before they attain the age of legal adulthood. During this period, learners can only enter into apprenticeship contracts to a limited extent. The consent of their legal representative is necessary in particular to sign an apprenticeship contract.

In most cases, legal representation is provided by the persons who hold parental responsibility. Stepparents (stepfathers or stepmothers) and foster parents are not legal representatives. They do, however, have the right to be consulted.

Legal guardians are appointed for children when their parents are deceased, or when the parental responsibility has been withdrawn from them, or when they themselves are under the protection of a guardian or when the unmarried mother is a minor or is forbidden from exercising parental responsibility.

The guardian becomes the legal representative. In such cases, the guardianship authority must approve the apprenticeship contract.

In accordance with the Swiss Code of Obligations, the legal representative is required to work with the VET trainer and foster good relations between the VET trainer and the learner. If there are major difficulties, the VET trainer is required to inform the legal representative.



Contracting parties, Legal adulthood, Legal representative's rights and obligations, Parental responsibility



Art. 345, para. 2 CO; Art. 296 et seq, 368 et seq and 421, Chapter 12 CC

Legal representative's rights and obligations

Parents have various rights and obligations if they are a learner's legal representative. The main ones are listed below:

- While the learner is a minor, he/she cannot sign an apprenticeship contract without parental consent. If the parents refuse, the learner may refer the matter to the guardianship authority.
- Parents (in the same way as the VET office) must give their consent before any changes are made to the apprenticeship contract.
- The Swiss Code of Obligations (CO, SR 220) requires parents to support the VET trainer as much as possible in the accomplishment of his/her tasks and to encourage good relations between the VET trainer and the learner.
- Parents thus have the right to demand that the VET trainer make the training report available to them and to notify them in due course if the VET programme is not running smoothly. The VET school also has the obligation to inform parents if the learner's school grades risk compromising his/her ability to pass the final examination.

Generally speaking, parents have the right and even the obligation to take action with regard to the employer if the learner is exposed to health or other risks. Adults generally meet these obligations themselves.

➔ Apprenticeship contract, Employer's rights and obligations, Learner's rights and obligations, Legal adulthood, Legal representation, Parental responsibility, Training report

§ Art. 19 and 315 et seq CC; Art. 345 CO

Levelling out disadvantages

Disabled persons who are enrolled in upper-secondary level vocational education and training (VET) or tertiary-level professional education and training (PET) should not be disadvantaged because of their disability. They must benefit from individual measures that are adapted to their situation throughout the training and qualification procedures. This levelling out of disadvantages affecting disabled persons is expressly laid down in VPETA.

"Levelling out disadvantages (or inequalities)" means specific arrangements that are intended to offset the disadvantages arising from the disability. These involve adapting the requisite training and qualification procedure to ensure that disabled persons have the same chances of success during VET or PET.

The adaptations are limited to the areas in which the candidate encounters difficulties or is partly disadvantaged due to their disability. The cognitive and learning requirements remain the same as those for non-disabled persons. The qualification procedure must comply with the requirements of the occupation (VET) or profession (PET) and not be distorted.

If a person has a disability that limits his/her training for a given occupation or profession, the cantonal authority may make specific arrangements on his/her behalf at the request of the host company. The said measure may be taken in the event of a physical disability or learning difficulties (e.g. dyslexia or dyscalculia) if the success of the qualification procedure is compromised despite the support measures implemented. The request for specific arrangements must be submitted no later than when the learner registers for the qualification procedure and must be accompanied by supporting documents or certificates that have been prepared by specialised teachers, doctors, etc.

➔ Dyslexia and dyscalculia, INSOS (Social institutions for disabled persons), Learning difficulties, One-to-one coaching, Qualification procedures (QPs), Remedial courses

§ Art. 3 and 18 VPETA; Art. 35 VPETO; Art. 20 DDA

i www.insos.ch, www.sbf.admin.ch (EN), www.szh.ch
 Brochure "Levelling out inequalities that affect disabled persons within the framework of the examination for the Federal PET Diploma and the examination for the Advanced Federal PET Diploma", SERI, 2011

Liability

Individuals and legal entities (e.g. associations, limited companies, the state itself) may be held liable for loss or damage that they have caused to a third party.

The conditions for liability are laid down in various legal provisions. In order for liability to apply, the following conditions must be met simultaneously (examples taken from the field of vocational education and training (VET)):

1. **Loss or damage:** the VET trainer or apprentice must have actually suffered loss or damage and must be able to prove it.
2. **Causal link:** the apprentice or VET trainer must have actually caused the loss or damage.
3. **Culpability:** the person who has caused the loss or damage must have acted intentionally or negligently. A person who is not capable of discernment cannot be held liable for his/her actions. Negligence encompasses lack of adequate care, accuracy, application or in other words: acting without the level of diligence required by the circumstances. It is important to distinguish between gross negligence and slight negligence. Liability arising from an employment contract is ascertained from the level of care that is demanded from a worker or learner, "...according to the employment contract, in view of the professional risk, the technical knowledge or instruction required to carry out the work promised, as well as the workers' qualities and skills that the employer was aware

of or should have been aware of" (Art. 321e, para. 2 CO). Exceptionally a person who is not at fault may be held liable (e.g.: the owner of a motor vehicle).

4. **Unlawful nature (unlawfulness):** the person who has caused the loss or damage must have acted unlawfully and/or have breached a contract. The action shall not be deemed to be unlawful if, for example, a learner were to run away "as a matter of urgency" from a falling shelf without it being his/her fault and thus damage costly laboratory installations.

The civil courts or employment tribunals rule on disputes concerning the liability of individuals.



Employment contract law, Employment tribunal, Loss or damage



Art. 41 et seq, 97 et seq, 321e and 328, as well as certain special acts CO

List of apprenticeship positions

The cantons publish the addresses of companies offering apprenticeship positions. This list may be consulted via the website www.orientation.ch. The apprenticeship positions available are registered by the cantonal authority (career guidance office or VET office). Companies are free to announce the positions available or not. Irrespective of the information that is available on the internet, it is also possible to ask the canton (career guidance office or VET office) for a list of all the companies offering apprenticeship positions.



Art. 1 and 3 VPETA



<http://www.orientation.ch/dyn/1141.aspx>
(Swiss list of apprenticeship positions)

List of occupations and professions

This is a detailed list of the legal provisions that apply to all federally recognised training provided in upper-secondary level VET programmes as well as in preparation for examinations

for tertiary-level PET qualifications. The list of occupations (VET) and professions (PET) also includes the addresses of all learning institutions and competent administrations.

SERI regularly updates the list of occupations and professions. This publication is available online.

➔ Professional education and training (PET), VET ordinances, Vocational education and training (VET)

H www.sbf.admin.ch (EN)

Looking for a job

In accordance with Art. 329, para. 3 CO, a worker is entitled “once formal notice of termination of a contract is given, to the time necessary to look for a job”. As it is not possible in theory to terminate an apprenticeship contract (with the exception of an immediate termination or by mutual consent) and as the contract will on the contrary come to an end on the date stipulated in the contract, the learner will not be entitled to request application of Art. 329, para. 3. However, the courts have rightly decided that this provision may also be applied to contracts that were signed for a fixed period of time, and thus to apprenticeship contracts. We can therefore conclude that an apprentice may assert his/her right two months before the end of the apprenticeship pursuant to Art. 335c, para. 1 CO.

The learner must always request permission to be absent from the company and should do so in the interests of the company. If the learner has flexible working hours, then he/she will normally endeavour to make proper use of free time.

The Swiss Code of Obligations does not contain any precise provision regarding the employer’s obligation to pay a salary. However, if the salary is paid monthly no deductions can be made. If the salary is paid on an hourly basis the salary is normally paid in full.

➔ Absences from the host company, Notice of termination, Regional employment centres (RECs), Termination of the apprenticeship contract

§ Art. 329, para. 3 and Art. 335c, para. 1 CO

Loss or damage

Material damage means the involuntary deterioration of property. It includes:

- a loss of assets
- an increase in liabilities
- a loss of earnings

The obligation to remedy the damage stems from contractual or extra-contractual liability or from the non-performance of a contract by either party.

With regard to upper-secondary level vocational education and training (VET), the following situations may lead to a claim for damages:

- non-commencement of the VET programme/departure from the VET programme (and as a consequence for example expenses incurred by the host company to recruit a new learner)
- refusal of the apprenticeship position promised (e.g. loss of a year of training for the apprentice)
- loss or damage caused, within the framework of the VET programme, through the fault of either party (e.g. the apprentice is injured by machinery or the apprentice damages the host company's car)
- termination without reasonable cause of the apprenticeship contract
- negligence in the duty to train

Claims for damages must be lodged with a civil court or with an employment tribunal.



Contractual penalty, Employment tribunal, Liability, Termination of the apprenticeship contract



Art. 97 et seq, 337b, 337c and 337d CO

Marketing of apprenticeship positions

The Confederation, cantons and professional organisations together ensure that sufficient apprenticeship positions are on offer.

The marketing of apprenticeship positions is partly handled by the cantons. The local cantonal VET offices have first-hand experience with what is happening in their region and are in contact with companies and professional organisations. As a consequence, they are able to best assess the number of apprenticeship positions on offer and take appropriate measures. They receive financial support from the Confederation.

The following are examples of measures taken to market apprenticeship positions:

- information, image and advertising campaigns of the Confederation, cantons and professional organisations (e.g. host company label);
- commitment of promoters of apprenticeship positions; they deal directly with companies and encourage them to create apprenticeship positions;
- official lists of apprenticeship positions available (cantonal list of apprenticeship positions);
- provision of placement services;
- financial incentives from the Confederation and cantons for projects that promote apprenticeship positions (e.g. the constitution of host company networks).

➔ Host company, Host Company label, List of apprenticeship positions, VET office, Vocational, educational and career guidance

§ Art. 1 and 3 VPETA

h www.formationprofessionnelleplus.ch

Maternity insurance

Maternity insurance came into force on 1 July 2005. Since this date, women in gainful employment are entitled to paid

leave after the birth of their child. This is also the case if they have been regularly employed but at the time of the birth do not receive a salary because they have ceased their professional activity.

The employee (or the apprentice) is entitled to receive maternity benefits if she was insured pursuant to the Federal Act of 20 December 1946 on the Old-Age and Survivors Insurance (OASIA, SR 831.10) during the nine months that immediately preceded the birth and was in gainful employment for at least five months during this period. It is irrelevant whether the mother returns to gainful employment or not after maternity leave.

Unemployed mothers who receive unemployment benefits when their baby is born are also entitled to paid maternity leave. The same provision applies to women who are unable to work due to illness or injury and who received insurance benefits (illness, accident or disability). The maternity benefits thus replace these insurance benefits.

Entitlement to benefits begins on the day of the birth and ceases at the latest 14 weeks later. If the mother returns to gainful full-time or part-time employment during this period, the entitlement comes to an end in advance. If the infant needs to spend a long period of time in the hospital, the mother may request that the entitlement to benefits only begin when the child leaves the hospital and goes home. The maternity allowance is not paid automatically. The employer must fill in the application form and send it to the OSI fund.



Health insurance, Learner, Pregnancy



Art. 16b et seq LECA



www.vocationaleducation.ch/factsheets,
www.seco.admin.ch (EN)

Maximum number of learners

For each VET programme, the corresponding VET ordinance indicates the number of persons who can be trained based on the number of professionals employed by the host company. The maximum number depends on the specific require-

ments of the occupation and the number of professionals who work on a full-time basis for the company. The cantonal VET office issues rulings on possible exceptions.



VET accreditation, VET ordinances



VET ordinance

Medical certificate

After a certain period of time (usually three days), absences due to illness or injury must be justified to the employer, VET school and branch training centre by means of a medical certificate.

Before signing an apprenticeship contract, the host company may ask the learner to undergo a medical examination in order to ensure that the said person is able to work in the chosen occupation.

Presentation of a medical certificate is also required if the learner has not reached the minimum legal age (usually 15 years of age). A medical examination and advice from a physician are compulsory for young people who are to work at night either regularly or occasionally.

If the learner cannot take the final examination due to illness or injury, he/she must justify the absence by presenting a medical certificate.



Absences from the host company, Absences from the VET school, Company regulations, Final examination, Occupational health services



Art. 30 EmpA; Art. 9, para. 2 and Art. 12, para. 3 EmpO 5

Military service

Generally speaking, Swiss male citizens who are liable for military service (or Swiss female citizens for voluntary service) attend the recruit school during their twentieth year. If the VET programme has not been completed at that time, it is advisable to inform the district commander of the canton in which the apprentice lives to enquire as to the possibilities

of postponing entrance to the recruit school. The recruit school can generally be postponed if the request is well-founded. Exceptions are accepted for reasons relating to vocational education and training (VET) and at the latest until the age of 24. The setbacks that might result from the postponement (accumulation of military service obligations and substitute forms of military service) must be considered within the scope of lifelong learning prospects. The completion of the VET programme should, in all case, take priority over military service.

If learners are required to complete military training during the VET programme (basic instruction and refresher courses), they are entitled to allowances for loss of earnings. All recruits generally receive an allocation of 62 Swiss francs per day irrespective of whether they were engaged in gainful employment or training before they began or whether a working relationship continues during attendance of the recruit school. An exception is made for recruits who have children. They receive the same allowances as persons (with or without gainful employment) who have completed their basic training.

If the VET programme has been interrupted for a relatively long period of time due to military service, its duration can only be extended if the goal of the apprenticeship cannot be reached during the remaining time available. An extension of the apprenticeship contract is only possible if the contracting parties agree thereto and if this extension is approved by the cantonal VET office. If the final examination is scheduled to take place while the learner is attending the recruit school, the military authority grants the requisite absence.



Absences from the host company, Absences from the VET school, Extension of the duration of the VET programme, Learner's pay



LEA, CMSO



www.vocationaleducation.ch/factsheets

Mobbing

Mobbing is an abuse of power at the workplace, at the VET school, in associations or elsewhere. In the company, mobbing can occur between managers and their staff and can

also affect apprentices. Typical acts of mobbing include spreading rumours, humiliating, giving excessive or demeaning orders, continually denigrating the work done, excluding people from a group, making threatening remarks ...

For unpleasant behaviour to be classified as mobbing, they must take place over a certain period of time.

➔ Consultation services

§ Art. 6 EmpA; Art. 328 CO

h www.vocationaleducation.ch/factsheets

Module-based learning

Learning concepts that are based on a credit transfer system mainly concern professional competences. The system is comprised of various modules, which each correspond to a competence and can be completed as such. All modules or completed units match the requirements for obtaining a professional qualification.

Module-based learning can be applied to upper-secondary level VET programmes; this is the case for learners wishing to obtain a VET qualification in the IT field.

However, module-based learning is more frequently encountered in tertiary-level professional education and training (PET) and job-related continuing education and training (CET). By way of example, development programmes for carpenters are offered in the form of module-based learning.

➔ Job-related continuing education and training (CET), Professional education and training (PET), Qualification procedures (QPs), Tertiary level, VET qualifications for adults, Vocational education and training (VET)

h www.modula.ch

National Employers' Network for VET (SQUF)

The National Employers' Network for VET (SQUF) forms part of the partnership with the Confederation and cantons. It defends the interests of employers.

➔ Host company, National Workers' Network for VET, Professional organisations (POs), Trade association

 www.squf.ch

National Workers' Network for VET

The "National Workers' Network for VET" defends the interests of workers in partnership with the Confederation and cantons.

➔ Learner, National Employers' Network for VET (SQUF), Professional organisations (POs), Trade association, Trade union

 www.formationetsyndicats.ch

Night work

Work that is carried out between 8 p.m. and 11 p.m. is considered to be evening work and does not need to be authorised. On the other hand, special attention should be paid to the provisions that apply to young people. Only those that are aged 16 or over are authorised to work until 10 p.m. Young people should not work at night (from 11.00 p.m. to the time at which the establishment opens the following morning between 5.00 a.m. and 7.00 a.m. The exceptions are laid down in an EAER Ordinance.

The following principle governs exceptions in particular cases: the night work is only authorised if it is indispensable for the young person's training. If night work is deemed to be necessary, approval must be obtained from the competent cantonal authority and mentioned in the apprenticeship contract. An authorisation from SECO is necessary if the night work is carried out on a regular basis.

When night work is authorised for a given VET programme or host company, the following must be complied with:

- Apprentices who work less than 25 nights per year are entitled to a supplemental salary, which is equivalent to at least 25 % for the night work.
- Apprentices who work at nights on a regular basis (between 11.00 p.m. and 6.00 a.m. are entitled to time off, which is equivalent to the hours worked plus 10%.
- The night work must be carried out within a ten-hour period.
- Apprentices are entitled to a daily rest period of at least 12 consecutive hours.
- The EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4) stipulates that apprentices cannot be required to work at night before and after classroom instruction days.

➔ Overtime/supplemental hours worked, Shift work, Time off in lieu/Working hours lost, Working hours, Working Hours Act (WHA), Work on Sundays, Youth Employment Protection Ordinance (EmpO 5)

§ Art. 10, 17b and 29-32 EmpA; Art. 31 EmpO 1; Art. 12, para. 4 EmpO 5; EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4)

h www.seco.admin.ch (EN)

Notice of termination

Apprenticeship contracts are fixed-term employment contracts. Unlike other fixed-term employment contracts, apprenticeship contracts do not provide for a termination clause. The notice of termination can only be given during the trial period. During the said period, either party may terminate the contract with seven days' notice. The cantonal authority must be informed thereof immediately in writing. After the trial period, the contract may only be terminated on reasonable grounds or by the mutual consent of both parties.

➔ Revocation of VET accreditation, Termination of the apprenticeship contract, Trial period

§ Art. 335 et seq and 346 CO

Occupational diseases

Occupational diseases are directly or mainly linked to professional work. They are related to the effects of various factors: noise, pollutants, vibration, inadequate lighting, poor posture, extreme temperatures, etc.

The Employment Act (EmpA, SR 822.11) prohibits young workers and learners from carrying out dangerous work or work that presents risks of illness or intoxication. This provision also applies to young people on career guidance traineeships.

➔ Accident insurance, Employment Act (EmpA), Medical certificate, Occupational health services, Prohibited work

§ Art. 9 AIA; Art. 29, para. 3 EmpA; EmpO 1; EmpO 3; Art. 24 EmpO 5; EAER Ordinance of 20 March 2001 on Hazardous or Strenuous Activities During Pregnancy and Maternity

Occupational field

An occupational field encompasses a group of occupations that are related in terms of line of work, training courses and requirements. An occupational field may result from the combination of several small specialised occupations. Occupational fields offer more possibilities for persons who work in the occupations concerned and, as a consequence, better chances on the labour market.

➔ List of occupations and professions, Occupations (VET)

Occupational health services

Occupational health services are concerned with the relationship between work and the given occupation (VET) or profession (PET) as well as its impact on human beings, their health and diseases. The goal of occupational health services is, as far as possible, to maintain and promote workers' physical, mental and social wellbeing in companies, irrespective of the type of work.

The Ordinance of 19 December 1983 on the Prevention of Accidents and Occupational Diseases (APO, SR 832.30) and, in practical terms, MSST Directive 6508 require that occupa-

tional health officers and other specialists in safety at the workplace be called upon if this is required to protect workers' health and safety.

The legal provisions can be found in the Swiss Code of Obligations (CO, SR 220, Employers' obligations) and the Employment Act (EmpA, SR 822.11). For certain occupations, the State Secretariat for Economic Affairs (SECO) may decide that the apprenticeship contract can only be approved if it is accompanied by a medical certificate attesting to the fact that the person is capable of working in the chosen occupation.



Accident insurance, Accident prevention, Medical certificate, Occupational diseases



Art. 319, 321 and 328 CO; Art. 6 EmpA; Art. 18 EmpO 5; Art. 82 AIA; APO; MSST Directive 6508



www.ekas.admin.ch (EN), www.seco.admin.ch (EN)

Occupations (VET)

The notion of "occupation" is derived from the perception that work is distributed within the economy. New occupations are created to respond to new needs and others disappear under the influence of technical and social developments. When they choose an occupation, future qualified persons commit to acquiring a specific set of knowledge and skills over a fixed period of time. At the same time, they also choose career prospects, a level of income and social recognition.

The Swiss VET sector offers VET programmes for over 200 occupations. Each VET programme is governed by its own VET ordinance and training plan. The various occupations can be found in the "List of occupations and professions", which is regularly updated by the State Secretariat for Education, Research and Innovation (SERI).

VET ordinances establish the profile of the occupation. Training plans indicate the professional competences and requirements that must be met by qualified professionals in order to work in the given occupation.

In addition, there are other occupations that do not fall within the scope of application of the Federal Vocational and Professional Education and Training Act (VPETA). These oc-

occupations are partly based on other legal provisions or are defined freely by communities of interest or by practitioners.

The Swiss Service Centre for Vocational Education and Training | Vocational, Educational and Career Guidance (SDBB) publishes professional information cards in collaboration with professional organisations (POs). The choice of an occupation (VET) or profession (PET) can be made from an online list of occupations and professions, which is made available by occupational, education and career guidance counsellors. In addition, trade associations provide information about trades both in the form of publications and online.

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- ➔ List of occupations and professions, Three- or four-year VET programmes for the Federal VET Diploma, Two-year VET programmes for the Federal VET Certificate, VET ordinances, Vocational, educational and career guidance
-

§ Art. 1 and 2 VPETA

i www.orientation.ch, www.sbf.admin.ch (EN)

One-to-one coaching

The Confederation can encourage one-to-one coaching in accordance with the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10). It is a means of supporting learners enrolled in a two-year VET programme who are encountering learning difficulties. One-to-one coaching aims to develop the young person's personal competences in such a way that they themselves meet the demands of society, the economy and the training programme. It is also intended to enable them to develop to their full potential. One-to-one coaching also contributes to alleviating social difficulties and developing personal accountability.

The cantons decide on the type of one-to-one coaching. The Confederation contributes funding for the various measures. The cantons can also widen the number of recipients.

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- ➔ Case management for learners at risk of dropping out of VET programmes, Two-year VET programmes for the Federal VET Certificate
-

§ Art. 18 VPETA



www.vocationaleducation.ch/basics/basic-vocational-education-and-training
 “One-to-one Coaching of Young People in VET Programmes”
 Handbook, OPET, 2007

Optional courses

VET schools offer optional courses as a complement to classroom instruction. Optional courses concern both the instruction of vocational subjects and instruction in language, communication and society (LCS).

Optional courses are available during working hours and free time. Learners who perform well both in the host company and at the VET school may attend these optional courses. They may attend these courses during their working hours up to half a day per week without any reduction whatsoever in their salary. Attendance of these courses is decided in agreement with the company. If there is disagreement, it is the canton that decides.

Attendance of optional courses is ideally decided during a meeting between the VET trainer and the apprentice. The VET school provides information on the courses on offer and advises learners on the choice of the optional courses.

Numerous VET trainers acknowledge the positive effect that attendance of these optional courses has on learner motivation and performance in the host company.



Classroom instruction at VET schools, Remedial courses, VET school



Art. 22, para. 3 VPETA; Art. 20, para. 1 VPETO

Overtime / supplemental hours worked

Young people under the age of sixteen cannot be asked to work overtime. Those aged sixteen or over may be required to work overtime during daily working hours from 6 o'clock in the morning (where applicable between 5 and 7 in the morning) and up to ten o'clock at night. The maximum hours to be worked per day by young people (9 hours) cannot however be exceeded. In addition, the minimum rest period (12 hours) must be respected.

Overtime can only be demanded in particular circumstances such as extraordinary work, additional work due to the season, unexpected events as well as damage repair work. Overtime must be paid or time given off in lieu within fourteen weeks. The time given off in lieu must at least be equivalent to the overtime worked. Young people should preferably be given time off in lieu as opposed to overtime pay. As far as overtime pay is concerned, if the maximum number of hours to be worked per week as laid down in the Employment Act (EmpA, SR 822.11) has been exceeded, the contractual salary shall be increased by at least 25%.

If the contractual working hours but not the maximum legal working hours have been exceeded due to overtime, reference shall be made to the written agreements with regard to overtime pay (contract, CEA and SEC). If there is no written agreement, the salary must also be increased by at least 25%.

The question sometimes arises as to whether the instruction given by the VET trainer is to be considered as additional working hours; as far as apprenticeship training is concerned, the working hours stipulated in the contract must serve as the basis for the calculation. Training work in addition to working hours, which enables the learner to attain training objectives (e.g. evening work) must be considered as working hours. The same shall not apply when the company organises an optional course that will enable the learner to reinforce knowledge that is not stipulated in the regulatory or contractual training programme or that entails additional help to fill training gaps. On the other hand, tasks that are imposed on learners outside of working hours as a punishment or to fill gaps in training attributable to the VET trainer cannot be accepted.



Learner's pay, Night work, Shift work, Time off in lieu/working hours lost, Working hours, Work on Sundays



Art. 12 et seq, and 31 EmpA; 1 Art. 25 et seq EmpO; 5 Art. 17 EmpO; Art. 321c CO

Parental responsibility

“Parental responsibility” means the rights and obligations of parents: to provide children with the care and education that they require in pursuit of the children's best interests; to represent them legally (e.g. when the apprenticeship contract is signed); and to take the requisite decisions to the best of their power.

All minor children are placed under the responsibility of their parents provided they are not deceased or have been deprived of their responsibility by an official decision or judgement. If they are married, parents exercise their responsibility jointly. If they are divorced, it is the parent who has custody of the children who exercises parental responsibility. Divorced parents may express the desire to exercise parental responsibility jointly. If the parents are not married, parental responsibility is exercised by the mother, unless other arrangements have been made. If the parents are minors, prohibited from exercising their parental responsibility, or deceased, the children are taken into guardianship. After the death of one of the spouses, the surviving spouse exercises sole parental responsibility.



Contracting parties, Legal adulthood, Legal representation, Legal representative's rights and obligations



Art. 296 et seq CC

Partial unemployment

If the host company is required to make partial unemployment arrangements, it shall take all the measures necessary to spare the apprentice or apprentices and continue to provide their apprenticeship training. These measures may involve: transfer to sectors that work full-time, special measures during the partial unemployment period, transfer to another company, etc. The partial unemployment of apprentices is only conceivable in exceptional circumstances. The parents (legal representatives) and the cantonal VET office must be informed sufficiently in advance of such a measure.

During the period of partial unemployment, the host company is required to pay the salary provided for in the contract in full. The learner is not entitled to receive allowances for

partial unemployment. They are entitled to all their holiday leave and must attend the VET school as usual.

➔ Termination of the apprenticeship contract, Unemployment, Unemployment insurance

§ Art. 324 CO; Art. 33 UIA

H www.seco.admin.ch (EN),
www.vocationaleducation.ch/factsheets

Permeability

The principle of permeability (no dead-end qualifications) was at the heart of the revision of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10). Application of this principle is guaranteed since introduction VPETA in 2004; it applies to the transition to various education and training programmes and at all levels within the Swiss education system. It is even possible to validate professional and personal experience gained outside the formal education system.

Learners who successfully complete a two-year VET programme for the Federal VET Certificate can – depending on the opportunities offered by the occupational field – enrol for advanced placement in a three- or four-year VET programme for the Federal VET Diploma. Conversely, learners enrolled in a three- or four-year VET programme who are unable to keep pace with the requirements may drop down to a two-year VET programme for the Federal VET Certificate.

Holders of a Federal VET Diploma may pursue tertiary-level professional education and training (PET) to obtain one of the following qualifications: Federal PET Diploma, Advanced Federal PET Diploma or a professional college degree that is recognised by the Confederation.

Holders of the Federal Vocational Baccalaureate (FVB) – an optional academic qualification issued alongside the Federal VET Diploma – may enrol in a Swiss university of applied sciences (UAS) without having to take an entrance examination, provided the Federal VET Diploma in question corresponds to the degree programme chosen.

For FVB holders, there is also a one-year preparatory course for the University Aptitude Test (UAT). The UAT is intended to enable FVB holders to enrol in Swiss tier-one universities (i. e. cantonal universities and two federal institutes of technology).

Permeability also means the possibility of transferring to another occupation (e.g. from retail trade manager to health care worker). The skills and experience acquired are taken into account when a holder of a Federal VET Diploma enrolls in a second VET programme. It is up to the cantonal authority to decide, in each case, on a reduction of the duration of the VET programme and exemptions from subjects at the VET school. It is no longer necessary to attend instruction in language, communication and society (LCS) during the second VET programme as it is not directly linked to the occupational skills that have been acquired. A change in occupation within the same branch often occurs. Thus a person holding a Federal VET Diploma in Architectural Drawing may complete a reduced apprenticeship for a VET programme leading to issuance of a Federal VET Diploma in Masonry if that person's skills and experience are taken into account.

➔ Exemption from portions of the VET programme, Professional education and training (PET), Second VET programme, Tertiary level, Three- or four-year VET programmes for the Federal VET Diploma, Transitional options, Two-year VET programmes for the Federal VET Certificate, Universities of applied sciences (UAS), University Aptitude Test (UAT), VET qualifications for adults

§ VPETA Art. 9; VET ordinances

PET qualifications

A person who passes the examination for the Federal PET Diploma is awarded a Federal PET Diploma (e.g. caretaker with a Federal PET Diploma). A person who has passed the examination for the Advanced Federal PET Diploma is awarded an Advanced Federal PET Diploma. These qualifications are awarded by SERI. The title that is awarded to the qualification holder includes the wording "qualified" or "certified", which is added to the name of the profession (e.g. certified chartered accountant or qualified steward). In artisanal occupations, the title of "master" is still used (e.g. master carpenter, master

furrier and master watchmaker). These qualifications and the title they bestow on the holder are officially protected. The names of holders of the Federal PET Diploma and the Advanced Federal PET Diploma are recorded in a registry that is kept by SERI. Anyone who uses such a title without being authorised to do so shall be subject to possible court decisions and fines.

Persons who have successfully completed courses at accredited professional colleges receive a qualification awarded by the professional college or relevant body. For example "Druggist, professional college degree" or "Professional College Degree in Pharmaceuticals".

VET trainers who have completed the 100-hour pedagogical training course and passed the qualification procedure are awarded a diploma that is recognised by the Confederation.

Qualifications may also be awarded by private institutions (e.g. commercial diplomas, diplomas awarded at the end of a correspondence course, etc.); however, these qualifications are not officially recognised.



Federal examination for the Advanced Federal PET Diploma, Federal examination for the Federal PET Diploma, List of occupations and professions, Professional education and training (PET), VET and PET qualifications, VET professionals, VET trainer



Art. 43 et seq VPETA; Art. 36 et seq VPETO



www.sbf.admin.ch (EN)

Physical education

Learners enrolled in VET programmes are required to attend physical education classes on a regular basis. VET schools ensure that at least one annual qualification is organised each year leading to issuance of a certificate.

All learners must attend physical education.
These include:

1. Dual-track VET programme:
at least 40 lessons if classroom instruction represents less than 520 annual lessons; 80 lessons if classroom instruction represents more than 520 annual lessons;

2. School-based VET programme:
at least 80 lessons per academic year.

The general outline for the classroom instruction portion of a given VET programme indicates the distribution of lessons throughout the year (a maximum of four physical education lessons).

➔ Classroom instruction at VET schools, Instruction in language, communication and society (LCS), VET school, VET school teacher, Vocational instruction

§ Federal Act of 17 June 2011 to encourage sport and physical activity, Ordinance of 23 May 2012 to encourage sport and physical activity

Piecework carried out by learners

In accordance with Youth Employment Protection Ordinance (EmpO 5, SR 822.115), it is forbidden to employ young people under the age of 18 to do dangerous work. The definition of this work is laid down in the EAER Ordinance of 4 December 2007 on Hazardous Work for Young People (SR 822.115.2); piecework is part of this list. Special dispensations from this ban are only accepted if the work is indispensable to attain the goals of the VET programme and if the work is mentioned in the corresponding VET ordinance.

➔ Prohibited work, Youth Employment Protection Ordinance (EmpO 5)

§ Art. 345A, para. 4 CO; 5 Art. 4, para. 1 and 4 EmpO; EAER Ordinance of 4 December 2007 on Hazardous Work for Young People (SR 822.115.2)

H www.seco.admin.ch (EN)

Pregnancy

During her pregnancy, a woman may be excused from having to go to work or may leave work if she is in pain by a simple notification. She cannot be forced to work overtime.

During an apprentice's pregnancy and childbirth, the employer must continue to pay the same salary as if the person

were on sick leave or had been involved in an accident. The Employment Act (EmpA, SR 822.11) contains special provisions to protect pregnant women, women who have recently given birth and women who breastfeed their children. Women who have recently given birth cannot work during the eight weeks that follow the birth of their child and then, if they wish, they may work up to the 16th week after the birth of their child.



Consultation services, Illness and injury, Maternity insurance, Notice of termination, Working relationship



Art. 324a, para. 3 CO; Art. 35, 35a and 35b EmpA;
Art. 60-65 EmpO 1



www.vocationaleducation.ch/factsheets

Prerequisites profile for VET programmes

The prerequisites profile for VET programmes lays down the competences and skills that young people should have before starting an apprenticeship in a given occupation. There have been prerequisites profiles for a certain number of occupations for some years now. These profiles resulted from the initiative of the Zurich Cantonal Union of Arts and Crafts and persons in charge of the Stellwerk system, which was applied in several German-speaking cantons to measure the performance of pupils in main subjects. In French-speaking cantons, pupils take cantonal reference tests (French and mathematics) in the final years of compulsory education. The French-speaking school agreement provides for the introduction of reference tests based on national HarmoS standards.

The goal of a project masterminded by the Swiss Union of Arts and Crafts (SGV-USAM) is to harmonise the prerequisites profiles with the changes that compulsory education will experience (implementation of HarmoS standards and syllabuses for each language region) and to ensure that the said profiles are defined and applied on a national scale. The results of an assessment of the situation (in the 8th year/10th HarmoS) will enable pupils to fill in possible gaps and prepare for a VET programme in the best possible manner. This approach will facilitate occupational decisions and reduce transfers to other courses and terminations of apprenticeships.



www.kgv.ch/bildung/kompetenzprofile,
www.stellwerk-check.ch (in German)

Pre-vocational traineeship

Pre-vocational traineeships allow young people to become acquainted with a given occupation and company. It is often part of the selection procedure. The purpose of the traineeship is to ascertain whether the candidate or candidates are capable of fitting into the company, if they like the working environment and if VET trainers and the candidate can work together irrespective of the skills required for the occupation in question. The pre-vocational traineeship can take place from the 8th year / 10th HarMoS of compulsory education; its duration varies from one to several days. To ensure that these traineeships are successful, they must be carefully prepared and a programme listing the requirements of the occupation must be drawn up.

During the phase that precedes the selection of apprentices, the pre-vocational traineeship is also a means of obtaining more information. In other words, young people can take part in these information days and thus obtain a first impression of a particular occupation.

Normally, no salary is paid for the pre-vocational traineeship. In certain cases, VET trainers provide a brief written report that the candidate can then include in their application file. Sometimes, the young people can even take the work they have personally completed back home.

In accordance with the provisions of the Employment Act, young people over the age of 13 who have not completed their compulsory education may be employed within the scope of programmes that are organised for vocational guidance purposes. The working hours must not exceed 8 hours per day or 40 hours per week. The duration of a pre-vocational traineeship is limited to two weeks.



Areas of interest testing, Selection (of learners), Selection records, Skills testing



Art. 11, letter b EmpO 5



www.vocationaleducation.ch/factsheets

Private commercial school

Private commercial schools offer a wide range of vocational education and training (VET) and continuing education and training (CET) in commercial jobs. People who have attended these schools generally receive a qualification from the school. In some cases (e.g. apprenticeship training), they may take the examination for the Federal VET Diploma in Commerce.



Final examination, School-based VET programme



Art. 16 and 20 VPETA; Art. 15 and 16 VPETO

Professional college

Professional colleges offer practical degree programmes that build from the professional competences acquired during upper-secondary level VET. Professional college degree programmes last between two and three years (full-time or part-time). In most cases, they are attended by persons who have successfully completed their VET programme.

Professional education and training (PET) is based on a core syllabus that is prepared by the professional education and training (PET) provider in collaboration with the corresponding professional organisations. This core syllabus is then approved by SERI. Core syllabuses must comply with the provisions of the FDEA Ordinance of 11 March 2005 on the Minimum Requirements for Recognition of Professional College Degree Programmes and Continuing Education and Training (SR 412.101.61). The said Ordinance governs the following areas:

- technical
- catering, tourism, home economics
- economics
- agriculture and forestry
- health
- social and adult education and training
- visual arts, applied arts and design
- traffic and transport

People who have successfully completed their studies at a professional college receive a federally recognised tertiary-level qualification that indicates the degree programme or continuing education and training (CET) completed. The

qualification also indicates the corresponding title together with the word “qualified” along with abbreviated letters representing the qualification in question. The titles may also be completed with a reference to the career chosen.

In addition to professional education and training (PET), professional colleges can also offer continuing education and training (CET). The latter enable people to specialise in a particular field and broaden their managerial competences.

Since 2006, the transition from professional education and training (PET) to a Bachelor's degree programme at Swiss universities of applied sciences (UAS) is governed by a recommendation from the Rector's Conference of the Swiss Universities of Applied Sciences (KFH). The knowledge and skills acquired within the framework of professional education and training (PET) may be taken into account based on application files. The decision is taken by the UAS to which the student has applied.



Job-related continuing education and training (CET), PET qualifications, Professional education and training (PET), Tertiary level



Art. 42 et seq VPETA; Art. 23 et seq VPETO
Core syllabuses; EAER Ordinance of 11 March 2005 on Minimum Conditions for Recognition of Degree Programmes and Continuing Education and Training Courses at Professional Colleges (MiR-PC, SR 412.101.61)



www.sbf.admin.ch (EN)
“Core Syllabuses for Professional Colleges” Handbook, OPET 2006, published in 2011

Professional competences

The goal of upper-secondary level vocational education and training (VET) is to provide learners with the professional competences needed to work in a specific occupation. The professional competences that are expected from qualified professionals are laid down in the form of training objectives and requirements in training plans. The description of the said requirements varies according to the categories of occupations. The Triplex Method is more frequently applied than the Competences-Resources (CoRe) model.

With regard to vocational education and training (VET), the notion of “professional competences” represents a combination of knowledge, skills and attitude in certain situations. Professional competences encompass technical, methodological, social and personal competences.

Technical competences enable qualified persons to solve typical tasks and problems encountered in their occupational field in an independent and effective manner and to deal with the changing requirements of their occupation.

Thanks to methodological competences, qualified persons know how to organise and implement adequate strategies (e.g. plan work and carry it out in an established order, use good ancillary means and solve problems in line with objectives).

Social competences mean the personal skills and behaviour with which a person is able to adapt to others. This includes team spirit, motivation and ease in their contacts with other persons, whether they are customers, colleagues or superiors.

Personal competences are those that characterise the behaviour of a person at work, for example reliability, autonomy, tolerance to stress but also good manners and the desire to learn.



Learning locations, Taxonomy, Training plan, VET ordinances, VET qualifications for adults

Professional education and training (PET)

Professional education and training (PET) falls into the category of non-university tertiary level (tertiary B, ISCED 5B). The Swiss PET sector imparts the competences that are required to hold managerial positions. PET options are very heterogeneous in many respects: curricula, requirements and responsible bodies. To gain access to the PET sectors, learners must hold a Federal VET Diploma and have gained the requisite work experience or have benefited from an equivalent education and training along with several years of work experience.

There are two types of professional education and training:

- Preparation for federal examinations for the Federal PET Diploma and Advanced Federal PET Diploma (self-study or preparatory course)
- Professional college degree programmes

Professional organisations are responsible for federal examinations for the Federal PET Diploma and the Advanced Federal PET Diploma. They define the technical competences that correspond to the needs of the labour market. The competence profiles and resulting qualification procedures are set forth in examination regulations approved by SERI. Examinations are organised in a uniform manner across Switzerland. Candidates are not required to have attended a preparatory course to be able to take federal examinations. SERI acts as a supervisory authority and awards the corresponding PET qualification at the request of the body in charge.

Federal examination for the Federal PET Diploma

The examination for the Federal PET Diploma is generally intended for people who already have advanced technical skills and several years of experience and who wish to specialise in a particular field. Those who pass this federal examination are awarded a Federal PET Diploma.

Federal examination for the Advanced Federal PET Diploma

The examination for the Advanced Federal PET Diploma is generally intended to pave the way for the next generation of qualified experts and managers that small and medium-sized companies (SMEs) require. Those who pass this federal examination are awarded an Advanced Federal PET Diploma.

Professional colleges

The goal of professional colleges is to provide professionals with advanced technical competences and prepare them to hold specialist or managerial positions. Job training or practical training (as a complement to specialised and theoretical training) plays a significant role in the acquisition of broader technical competences.

The Confederation lays down the terms and conditions governing the recognition of professional education and training (PET) and continuing education and training (CET) in the following fields: technical; catering; tourism and home economics; economics; agriculture and forest husbandry; health; social and adult education; visual arts, applied arts and design; traffic and transport. PET and CET courses are based on core syllabuses drawn up by professional organisations and qualification procedures are conducted at professional colleges.

➔ Federal examination for the Advanced Federal PET Diploma, Federal examination for the Federal PET Diploma, Job-related continuing education and training (CET), PET qualifications, Professional college, Tertiary level

§ Art. 42 et seq VPETA; Art. 23 et seq VPETO

H www.sbf.admin.ch (EN)

Professional organisations (POs)

The expression “professional organisations” is a collective term used to refer to social partners, trade associations as well as other competent organisations and providers of vocational and professional education and training. Their members are either companies (legal entities) or individuals (natural persons).

Trade associations:

Trade associations establish the content of the training plan, and organise VET programmes and branch courses; they also design preparatory courses for federal examinations leading to issuance of the Federal PET Diploma and Advanced Federal PET diploma.

Social partners (other competent providers of vocational and professional education and training and organisations in this field):

Together with trade associations, they are also involved in the further development of vocational and professional education and training.

➔ National Employers' Network for VET (SQUF), National Workers' Network for VET, Trade association, Trade union

§ Art. 1 VPETA; Art. 1 VPETO

Prohibited work

Learners should not carry out work that has been proven to cause injury or require physical or intellectual efforts that are excessive for them. The same applies to work that carries a great risk of fire, explosion, accident, disease or poisoning.

Other restrictions apply to learners who are under the age of 16. The Federal Department of Economic Affairs, Education and Research (EAER) may grant special dispensations from this restriction for certain occupations.

In addition, it is generally forbidden to ask learners to carry out piecework.

➔ Employer's rights and obligations, Learner's rights and obligations, Piecework carried out by learners, Undeclared work

§ Art. 29 EmpA; EmpO 5; EAER Ordinance of 4 December 2007 on Hazardous Work for Young People (SR 822.115.2)

Public holidays

In accordance with the Employment Act (EmpA, SR 822.11), public holidays can be considered as being Sundays. Generally speaking, workers and learners are not authorised to work on public holidays that are considered to be Sundays. Exceptions are governed by law (e.g. in the hotel and catering sectors).

In addition to 1 August, which is a Federal statutory holiday, cantons are able to set a maximum of eight public holidays per year. Where required (if for example the population belongs to different religions), the cantons are able to set different public holidays depending on the regions within their canton.

➔ Rest period, Working hours, Work on Sundays

§ Art. 20a EmpA

Purchase of work-related tools or equipment

The host company shall make available the facilities, equipment and tools that are required for apprenticeship training. If learners require their own tools or equipment (e.g. work clothes), they must purchase them in accordance with the company's instructions and must do so no later than by the end of the trial period. Unless stipulated otherwise in the apprenticeship contract, the employer is required to pay for such purchases. If the legal representative makes the said purchases, he/she shall be free to choose the supplier.

The apprenticeship contract also lays down arrangements for the cleaning of work clothes and the cost of such cleaning. The learners should not be treated less favourably than other workers in the branch (CEA) or employees in the company.

All the costs incurred by the apprentice to carry out their work must in all events be refunded.



Apprenticeship contract, Learner's pay



Art. 327, 327a, 344a para. 5 CO

QualBC

Art. 8 of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) stipulates that VET and PET providers are responsible for quality improvement. Within the Swiss VET sector, the QualBC tool has been created for the purpose of enabling branch training centres and their partners to assess the quality of branch courses. The QualBC application is optional but recommended by the SBBK and professional organisations. A quality management system other than QualBC may also be used.

Published by the SDBB, the QualBC file – which is comprised of a handbook and several fact sheets – is available in French, German and Italian.



Branch courses, QualiCarte, Quality improvement



Art. 8 VPETA; Art. 3 VPETO



www.vocationaleducation.ch/apprenticeship-pathway/ensuring-quality-training

QualiCarte

Article 8 of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) stipulates that VET and PET providers are responsible for quality improvement. Within the Swiss VET sector, the QualiCarte tool has been created for the purpose of enabling host companies to assess the quality of apprenticeship training. The QualiCarte includes approximately thirty quality indicators presented in the form of a checklist showing the main stages of apprenticeship training.

QualiCarte is mainly intended for host companies wishing to perform a self-assessment. The tool can be applied to all occupations. It is also taken into consideration in the supervision of apprenticeship training and is presented in vocational pedagogy courses for VET trainers. Professional organisations can add their own standards to the QualiCarte.



Host company, QualBC, Quality improvement, VET trainer



Art. 8 VPETA; Art. 3 VPETO



www.vocationaleducation.ch/apprenticeship-pathway/ensuring-quality-training

Qualification procedures (QPs)

The expression “qualification procedure” is used to refer to any or all procedures that allow examiners to establish whether a person has the competences mentioned in the training plan for the occupation in question. Qualification procedures can take the form of an overall examination, several partial examinations or other qualification procedures that are recognised by the State Secretariat for Education, Research and Innovation (SERI). The main qualification procedure consists in a final examination, which is organised at the end of the VET programme.

Within the Swiss VET sector, adults may undergo a specific validation procedure (validation of non-formal and informal learning, also referred to as validation of prior learning) if they have not completed a VET programme but have acquired competences through their professional activities and personal experience. This non-formal and informal learning is taken into account and may lead to partial validation or full validation and subsequent issuance of a Federal VET Certificate (2-year VET programmes) or a Federal VET Diploma (3-year or 4-year VET programmes)



Assessment of learning progress, Final examination, Grades, VET qualifications for adults



Art. 2, 17, para. 5, 19 and 24, para. 3 letter c VPETA;
Art. 30 et seq VPETO



Manual for VET Examiners, SFIVET, 2010
www.vocationaleducation.ch/factsheets

Quality improvement

Art. 8 of the Vocational and Professional Education and Training Act (VPETA, SR 412.10) stipulates that VET providers (i. e. host company, VET school and branch training centres) and PET providers (professional colleges and schools offering preparatory courses for federal examinations) are responsible for quality improvement. The Confederation establishes corresponding quality standards and monitors compliance.

Within the Swiss VET sector, the cantons have produced manuals for two quality improvement tools: QualiCarte (for

host companies) and QualBC (for branch training centres). The first is intended to enable self-assessment of the quality of apprenticeship training and the second is intended to enable self-assessment of the quality of branch courses. A corresponding quality improvement tool is also planned for VET schools. There are also several other quality improvement methods that may be used, in particular ISO and Q2E.



Branch courses, Host company, QualBC, QualiCarte, VET school



Art. 8 VPETA; Art. 3 VPETO



www.vocationaleducation.ch/apprenticeship-pathway/ensuring-quality-training, www.sbf.admin.ch (EN)

Racism

As all workers and learners are entitled to have their integrity and dignity respected at the workplace, employers must immediately take measures in the event of a demonstration of racism.

➔ Consultation services

§ Art. 8 Cst.; Art. 28 CC; Art. 328 CO; Art. 29, para. 1 and 2, and 32 EmpA; Art. 216 bis SCC

h www.vocationaleducation.ch/factsheets

Reduction in the duration of VET programmes

After an agreement has been reached by the contracting parties, the cantonal authority may reduce the duration of a VET programme in specific cases (e.g. if an apprentice has acquired preliminary technical competences or has successfully completed a VET programme in another occupation). VET schools may propose reducing the duration of a VET programme.

➔ Apprenticeship contract, Classroom instruction at VET schools, Extension of the duration of the VET programme, Permeability, VET qualifications for adults

§ Art. 18 VPETA

h www.vocationaleducation.ch/avq

Refusal to work

A learner's refusal to work constitutes a serious breach of obligations and may result in termination of the apprenticeship contract. Unjustified absences may also be considered as refusal to work.

A discussion must be organised between the contracting parties if an apprentice refuses to do a particular job because he/she feels that the work is unrelated to the training in the given occupation or if the work is prohibited by law. If it appears that the conflict cannot be resolved, the matter shall be referred to the competent cantonal authority.

It is usually not permitted to ask a learner to carry out work that is not directly related to the occupation or that may be detrimental to his/her training. This includes work that may compromise the apprentice's health or morality. Learners may only carry out piecework under certain circumstances. As far as cleaning work is concerned, it is not considered to be unrelated to apprenticeship training insofar as apprentices must also do such work.

It is not always easy to decide what work is directly related or unrelated to training. The results obtained for partial or final examinations are often very indicative of the work that may have hindered training.



Absences from the host company, Learner's rights and obligations, Piecework carried out by learners, Prohibited work, Supervision, Termination of the apprenticeship contract



Art. 319, 321, 328, 345a and 346 CO

Regional employment centres (RECs)

Regional employment centres (RECs) are specialised centres responsible for implementing the Unemployment Insurance Act (UIA, SR 837.0). There are 130 such centres around the country. According to information from the State Secretariat for Economic Affairs (SECO), which is the authority in charge of the labour market, the main goal of RECs is to reintegrate unemployed workers as quickly as possible and in a sustainable manner on the labour market. To this effect, RECs and private employment centres must strive to work closely together. RECs have a range of labour market measures at their disposal, which can be used to improve the job seekers' qualifications.

People who intend to benefit from unemployment insurance benefits are required by law to register with an REC. These centres are financed from the unemployment insurance fund. The cantons establish and run RECs.

RECs provide the following services for unemployed persons:

- regular interviews
- support in looking for a job

- information about jobs available
- registration on courses, training companies, exchange semesters and employment schemes
- referral to other institutions, for example vocational, educational and career guidance,
- promotion of a self-employed activity
- payment of contributions and daily travelling expenses and weekly travelling and accommodation expenses

RECs are also required to carry out verifications to prevent abuse.

Employers may also use the services of RECs. In addition to finding work for job seekers, RECs offer the following:

- introduction to work allowances
- training allowances
- training courses, apprenticeship training



Labour market measures, Unemployment, Unemployment insurance, Vocational, educational and career guidance



UIA



www.espace-emploi.ch

Remedial courses

For young people who have difficulties making progress in VET programmes, VET schools offer the possibility of attending remedial courses to improve their knowledge of mandatory subjects. These remedial courses last for a limited period of time and are intended to help young people to fill observed gaps in knowledge and skills. Attendance of such courses should not exceed half a day per week. It is not generally possible to attend remedial courses and optional courses at the same time.

Attendance of these courses is decided in agreement with the host company and VET school. In the event of a disagreement, it is the cantonal authority that decides.

Insofar as remedial courses are given during working hours, attendance of such courses (up to half a day per week) does not lead to a reduction in salary.



Assessment of learning progress, Classroom instruction at VET schools, Learner's rights and obligations, One-to-one coaching, Optional courses, VET school



Art. 22 VPETA; Art. 20 VPETO

Residence and work permits

Foreign nationals who wish to work in Switzerland need a residence permit and – if they do not come from one of the Member States of the European Union (EU-17) or the European Free Trade Association (EFTA) – a work permit. The type of permit depends on the duration and type of gainful employment in Switzerland. Prerequisites for each residence and work permit vary.

Since 1 June 2007, EU-17/EFTA nationals benefit from the free movement of persons. In other words, they are no longer subject to a transitional scheme (annual quotas, preferential treatment for local workers, prior control of salaries and working conditions). Since 1 May 2011, there is no longer a transitional scheme for nationals from EU Member States. Only prior notice is still required for salaried employment not exceeding three months per calendar year. Transitional regulations shall apply until 2016 to nationals from EU-2 (Bulgaria and Romania). If employment lasts for more than three months, EU-25/EFTA nationals require a residence permit, which is easily obtained upon presentation of an employment contract.

In addition to annual quotas, preference to EU/EFTA citizens, prior control of salaries and working conditions, other conditions (personal qualifications and particular reasons) must be met in order to be able to hire nationals from other countries (third-party countries).

EFTA	Iceland	Liechtenstein	Norway
EU-17	- Austria - Belgium - Denmark - Finland - France - Germany	- Great Britain - Greece - Ireland - Italy - Luxembourg - Portugal	- Spain - Sweden - The Netherlands and - Cyprus - Malta
	Former EU Member States = EU-17 without Cyprus and Malta		

EU-8	- Czech Republic - Latvia - Slovakia - Estonia - Lithuania - Slovenia - Hungary - Poland
	10 new EU Member States = EU-8 with Cyprus and Malta
EU-25	EU-17 plus EU-8
EU-2	Bulgaria - Romania
Third-party states or third-party countries are states that have not signed agreements or that are not members of the European Union or of the European Free Trade Association.	

Provisions concerning nationals from third-party states – persons who do not come from the EU or the EFTA – are laid down in the Federal Act of 16 December 2005 on Foreign Nationals (FNA, SR 142.20) and in the Ordinance of 24 October 2007 on Admission, Period of Stay and Employment Ordinance (ASEO, SR 142.201).

Companies are advised to enquire with the competent cantonal authorities (employment and labour) before hiring foreign workers.

B permit

The B permit is a residence permit linked to gainful employment (with an employment contract) or to studies (e.g. doctoral students) or to marital status (marriage to a Swiss national or to a person who has a residence permit or settlement permit). The B permit must be renewed each year by the canton. The extension may be refused, for example, if the person is unemployed. An application must be submitted to the competent authority (employment and labour office) before an apprenticeship contract is signed. The authority examines whether EU or EFTA nationals (priority is given to citizens of these countries) have already applied for the apprenticeship position. Recognised refugees as well as persons who have been temporarily admitted (F permit: these persons are classed as refugees but the request for asylum has been refused) and who have a B permit may begin an apprenticeship provided they file an application with the competent authorities (employment and labour office) and provided that the provisions concerning remuneration and working conditions are met (Art. 65 ASEO).

EU/EFTA B permit

The EU/EFTA B permit is valid for five years. It is issued to EU/EFTA nationals who have an employment contract of an unlimited duration or for a period of at least twelve months. The EU/EFTA B permit is renewed without any formal procedure for a new five-year period provided that the holder complies with prerequisites. It is possible to sign an apprenticeship contract without a work permit.

C permit

The C permit is issued to foreign nationals who have lived for a total of at least ten years in Switzerland and who have held a B residence permit continuously for the past five years. The granting of a C permit generally corresponds to an unlimited residence permit. It may be renewed and entitles holders to request family reunification. As far as Employment Act (EmpA, SR 822.11) is concerned, foreign nationals who hold a C permit have for all intents and purposes the same rights as Swiss nationals. An apprenticeship contract may thus be signed without the need for an additional work permit.

EU/EFTA C permit

The EU/EFTA C permit is issued to EU/EFTA nationals who meet the requirements for permanent residence in Switzerland. This permit is also governed by the provisions of the Foreign Nationals Act (FNA, SR 142.20) and permanent residence agreements. This is because the Free Movement of Persons Agreement (FMA, SR 0.142.112.681) does not contain any provisions in this respect. By virtue of permanent residence agreements and on the basis of reciprocity, EU-17 (apart from Malta and Cyprus) and EFTA nationals obtain an authorisation to take up permanent residence after they have lived continuously in Switzerland for five years. An apprenticeship contract may thus be signed without the need for an additional work permit. Such agreements do not exist for the new EU Member States (EU-10 and EU-12).

F permit

The F permit is issued to foreign nationals who are temporarily admitted to Switzerland. They have been ordered to return to their native countries but enforcement of the

order would prove to be unlawful (violation of public international law), unreasonable (actual endangerment of the foreign national) or materially impossible (on technical enforcement grounds). Thus their temporary admission constitutes an alternative measure. The temporary admission may be given for a period of twelve months. The relevant cantonal authorities may renew the permit for a new 12-month period. Irrespective of the labour market and economic conditions, cantonal authorities may authorise temporarily admitted nationals to engage in gainful employment. The subsequent granting of an authorisation to take up permanent residence is governed by the provisions of Art. 84, para. 5 of the Foreign Nationals Act (FNA, SR 142.20)

The G permit

The G permit allows cross-border commuters to be gainfully employed within the neighbouring border zones of Switzerland; they must be domiciled in the border zones of the neighbouring country. The G permit is valid for one year and may be renewed. An application must be filed with the competent authority (employment and labour office) before an apprenticeship contract is signed.

The authority examines whether the person has a long-term right to reside in one of Switzerland's neighbouring countries and whether that person has been living in the neighbouring border zone for at least six months. In addition, labour market provisions (preferential treatment for EU/EFTA nationals, prior control of salaries and working conditions) must be complied with. Generally speaking, cross-border commuters who come from third-party states are not authorised to complete an apprenticeship in Switzerland.

EU/EFTA G permit

The EU/EFTA G permit issued to cross-border commuters who are EU or EFTA nationals. The EU/EFTA G permit is valid for five years provided the holder has an employment contract of an unlimited duration or for a period exceeding one year. If the employment contract is signed for a period that is less than one year, the validity of the cross-border permit is equivalent to the validity of the employment contract. An apprenticeship contract may thus be signed without the need for an additional work permit.

L permit

The L permit is issued to foreign nationals who temporarily reside in Switzerland for a specific purpose. They generally stay for less than a year and may or may not be engaged in gainful employment. Short-term permits may be granted to third-state nationals for a maximum of one year provided the maximum quota for third-state nationals set each year by the Federal Council has not been exhausted. The period of validity is identical to the term of the employment contract. This permit may exceptionally be extended for a total period of no more than 24 months if the employer is the same.

Traineeships and refresher training in Switzerland are also considered to be short-term stays. Trainees are also issued a short-term permit. The validity of these permits is limited to one year but may exceptionally be extended for another six months.

EU/EFTA L permit

The EU/EFTA L permit is granted to foreign nationals who have an employment contract for between three and twelve months. EU-25/EFTA nationals are entitled to such a permit. Employment contracts that last for less than three months during a calendar year are not subject to a permit but are regulated by a registration procedure. For EU-2 nationals (Bulgaria and Romania), a permit is required for all employment. In addition, these nationals are subject to transitional regulations until 2016. The period of validity of the permit is identical to the term of the employment contract. It can be extended for a total period of less than twelve months. Provided the quota – if it is still applied – has not been exhausted, the EU/EFTA L permit may be renewed after a total uninterrupted one-year period of stay in Switzerland. All EU/EFTA nationals who are looking for work can request an EU/EFTA L permit. However they are not entitled to receive social insurance benefits.

Trainees who are nationals of EU/EFTA member states also fall within the scope of application of the Free Movement of Persons Agreement (FMA, SR 0.142.112.681). As a consequence, the bilateral agreements on trainees that were signed with the EU or EFTA member states only apply if their provisions provide for regulations that are more advantageous than the FMA.

N permit

The N permit is issued to persons who have applied for asylum in Switzerland and whose application is being processed. During the asylum proceedings, they are entitled to reside in Switzerland. Asylum seekers are not entitled to pursue gainful employment for the first three months. If the application is refused in the first instance before this three-month period has expired, the canton may withhold authorisation to pursue gainful employment for an additional three-month period. According to Art. 43 of the Asylum Act (AsyLA, SR 142.31), applicants are authorised, in certain circumstances, to pursue gainful employment. An apprenticeship contract may only be signed in rare cases.

S permit

The S permit is an identity card that entitles the holder to stay in Switzerland temporarily but does not allow him/her to cross the border and then return to Switzerland. Right of residence cannot be guaranteed until the end of validity of the permit. Any employment or change in employment is subject to prior approval. If the holder applies for a job, he/she must show the S permit to the employer. The S permit must be submitted to the competent cantonal authority on the holder's initiative two weeks before its validity expires. The competent authority must be informed of any change of address within eight days.



Immigration



FMA, AsyLA, FNA, ASEO



www.odm.admin.ch (EN)

Rest period

The daily rest period for a young person must at least be equivalent to 12 consecutive hours. For young people under the age of 16, it must generally cover the period between 8.00 p.m. (10.00 p.m. for young people from the age of 16 upwards) and the opening of the establishment the following morning between 5 a.m. and 7 a.m. (night work is forbidden).

If the hours to be worked per week are distributed over more than five days (a six-day week), half a day of compensatory leave must be granted each week. The half-day of compensatory leave must be granted between 6.00 a.m. and 2.00 p.m. or between 12.00 p.m. and 8.00 p.m. and coincide with a weekly rest day. An exception to this rule applies if the week includes a day off. If the day off is a public holiday, the half-day of compensatory leave is only considered to be granted if the public holiday coincides with the working day during which this day off is normally given.

Example 1: The usual half-day of compensatory leave is Monday morning. The leave is considered to have been granted on Easter Monday for example as this day is a public holiday.

Example 2: The usual half-day of compensatory leave is Monday morning. The leave must be granted in addition during the week of Ascension Day (which falls on a Thursday).

➔ Breaks (during working hours), Employment Act (EmpA), Labour inspectorate, Learner's rights and obligations, Night work, Overtime/supplemental hours worked, Time off in lieu/working hours lost, Working hours, Youth Employment Protection Ordinance (EmpO 5)

§ Art. 21 EmpA; Art. 20 EmpO 1

Revocation of VET accreditation

The cantonal authority may revoke VET accreditation if the success of the VET programme is compromised, if the quality of apprenticeship training is insufficient, if the VET trainers do not (or no longer) comply with legal requirements, or if they are in breach of their obligations. In such cases, the cantonal authority will help learners to find alternative solutions.

Before revoking VET accreditation, the cantonal authority will consult the contracting parties and the VET school.

➔ Apprenticeship contract, Decision, Host company, Supervision, Termination of the apprenticeship contract, VET accreditation, VET office

§ Art. 24 VPETA; Art. 11 VPETO

Safety at the workplace

Employers are responsible for safety at the workplace. They must take all the measures necessary to avoid accidents and protect health, apply these measures using state-of-the-art technology and adapt them to the specific characteristics of the company. By complying with safety rules, apprentices contribute to preventing accidents and occupational diseases.

The following institutions are responsible for monitoring compliance with provisions relating to safety at the workplace:

- SUVA
- Cantonal labour inspectorates
- Federal labour inspectorate

➔ Accident insurance, Accident prevention, Health insurance, Illness and injury, Labour inspectorate, Occupational diseases

§ AIA, EmpA, APO

ℹ www.seco.admin.ch (EN), www.ekas.admin.ch (EN),
www.suva.ch (EN), www.arbeitsinspektorat.ch,
www.iva-ch.ch

Salary in kind

The CO gives the contracting parties (of employment contracts or apprenticeship contracts) complete freedom to provide for a partial or total salary in kind, i.e. a salary that is not paid in cash. However, a salary that is paid in kind in full no longer exists nowadays.

The provision of room and/or board is a typical example of a partial salary in kind. The Swiss Code of Obligations provides for the notion of salary in kind when the learner lives at the employer's household, unless there is an agreement or customs to the contrary. It should be noted here that, in this particular case, the employer is required to pay the total salary to the apprentice during holiday leave and an equivalent compensation for the salary in kind.

In an endeavour to lay down clear provisions and avoid any disputes, the contracting parties are advised to agree on a salary and to establish in a separate agreement the question

of room and board, for example in accordance with Old-Age and Survivors Insurance (OSI) standards. Services in kind can thus be deducted from the salary.



Learner's pay



Art. 322 and 329d CO

Schedules to the apprenticeship contract

Notwithstanding the contractual aspects laid down by law (profession, duration, salary, trial period, working hours and holiday leave), the apprenticeship contract may contain other provisions as provided for in the official contract forms (travelling and accommodation expenses, work clothes, tools, etc.).

Whenever these supplemental aspects become more specific, they take the form of a schedule to the apprenticeship contract, which is then signed by the parties; such schedules govern the contractual relationship in a more detailed fashion and even go beyond (e.g. rules concerning behaviour and agreement concerning leave).

To be validly applicable, schedules to the apprenticeship contract must be made in writing, just like the apprenticeship contract. The appendix to the apprenticeship contract may be used for this purpose and must be submitted to the cantonal VET office when the apprenticeship contract is submitted for approval.

The schedules to the apprenticeship contract are only accepted if they do not infringe compulsory legal provisions or if they do not violate fundamental rights. They must not contain any provision whatsoever on: the hours to be worked by the apprentice to make up for their absences during the apprenticeship; the continuation of their work in the company after the VET programme; or a ban on joining a trade union. Such provisions are null and void. Any such clauses are deemed to never have been written.

When the apprenticeship contract is approved, the cantonal VET office does not approve inadmissible agreements. Generally speaking, the VET office takes action when it notices blatant errors.

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- ➔ Apprenticeship contract, Employer's rights and obligations, Learner's rights and obligations, Purchase of work-related tools or equipment, Working hours
-

§ Art. 19 et seq, and 344 et seq CO

School-based VET programme

In certain cases, it is possible for learners to attend a full-time school-based VET programme instead of a dual-track VET programme. School-based VET programmes are offered by the cantons (e.g. trade schools and commercial schools).

Learners enrolled in a school-based VET programme (with the exception of pupils at trade schools) must complete work-based training during their VET programme. School-based VET programmes also lead to the issuance of a Federal VET Certificate or a Federal VET Diploma.

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- ➔ Commercial school, Host company, Trade school, Traineeship, VET accreditation, VET and PET qualifications
-

§ VPETA Art. 16, 20 and 24; VPETO Art. 15 and 16

Second VET programme

A learner may enrol in a second VET programme in an area that is different to the first occupation. In such circumstances, it is possible to envisage reducing the duration of training and/or exempting the learner from certain courses at the VET school or during the final examination. The local cantonal VET offices review such files.

-
- ➔ Reduction of the duration of the VET programme, Supplemental apprenticeship
-

§ Art. 330a, 346a CO

fi www.vocationaleducation.ch/avq

Selection (of learners)

VET trainers are able to choose their future apprentice or apprentices freely. They take into account the candidates'

skills and areas of interest as well as mutual understanding.

➔ Areas of interest testing, Occupations (VET), Pre-vocational traineeship, Selection records, Skills testing, Vocational, educational and career guidance

 www.vocationaleducation.ch/manual, www.shop.csfo.ch
Apprenticeship Training Manual, SBBK, 2013

Selection records

Selection records published by the SDBB are intended to make it easier for companies to recruit learners.

The questionnaire in the records helps to structure the job interview and plan it in a logical manner. If VET trainers proceed in the same way with all candidates, at the end of the selection procedure they will have a standardised database. They can objectively compare the results and draw conclusions before giving their decision to the candidates. The documents and information concerning the person chosen can then be kept in these records

Selection records make the selection procedure easier and save time and money. They are available at SDBB publications.

➔ Host company, Selection (of learners)

 www.shop.csfo.ch

Sexual harassment at the workplace

Sexual harassment is used to mean any improper conduct of a sexual nature or any other gender-based conduct, which disrespects the dignity of the person at the workplace, in particular by uttering threats, promising benefits, imposing constraints or putting pressure of any kind on any person in order to obtain favours of a sexual nature. Comments about the person's appearance, unwanted physical contact, messages and images of a sexual nature are examples of such behaviour as are invitations that are accompanied by threats.

Sexual harassment is unlawful (Art. 4 EqA, Art. 328 CO). Employers must take measures to protect their employees

and in particular learners and prevent sexual harassment at the workplace; they must take action when the circumstances justify it. Employers who do not comply with this obligation to prevent such behaviour may be required to pay compensation to the victim.

➔ Consultation services, Employer's rights and obligations, Supervision, Threat to physical and psychological integrity, Violence

§ Art. 4 EqA; Art. 328 CO; Art. 187 to 200 SCC

i www.vocationaleducation.ch/factsheets,
www.harcelementsexuel.ch (EN), www.non-c-non.ch

Shift work

Shift work involving two or more persons may be required for technical or financial reasons. An authorisation from the competent authority is necessary if the conditions of such work exceed the restrictions set forth in the Employment Act (EmpA) to protect young workers.

Generally speaking, daily working hours, which are limited to a maximum of 9 for young workers and learners, must take place during a 12-hour period (including breaks). Only young people aged over 16 are authorised to work from 8.00 p.m. to 10.00 p.m. Provided these limitations are respected, shift work involving at least two persons may in principle be authorised for young people but it is extremely rare for apprentices to carry out shift work.

Subject to exceptions, an adult's working day cannot start before 6.00 a.m. (or between 5.00 a.m. and 7.00 a.m.) and should finish at the latest by 11.00 p.m. (or between 10.00 p.m. and midnight).

➔ Night work, Overtime/supplemental hours worked, Rest period, Working hours, Working Hours Act (WHA), Work on Sundays

§ Art. 10, 25, 26 and 31 EmpA; Art. 34 EmpO 1

i www.seco.admin.ch (EN)

Skills competitions

Each year, numerous professional organisations select Swiss champions among the best qualified young professionals. SwissSkills competitions are also a means of selecting young professionals who will take part in the EuroSkills and WorldSkills competitions.

EuroSkills competitions have also been organised every two years since 2008. Nearly 500 talented young professionals from across Europe vie for the title of European champion in about fifty different occupations.

Every two years, young professionals aged under 22 compete at the WorldSkills competition. A thousand candidates who have been sent by approximately fifty national organisations pitch their skills against extremely high international standards. They compete for gold, silver and bronze medals in about fifty different occupations.



www.swiss-skills.ch, www.euroskills.org,
www.worldskills.org

Skills testing

Skills tests are among the methods used by host companies to select learners. They are prepared and offered by companies, trade associations, professional organisations or individuals. Skills tests can help companies to confirm their choice but they should first obtain further information from their trade association. Is the use of skills tests recommended? If so, which tests are appropriate for the occupation in question? There are also skills tests on the market that have been designed for specific branches or on the contrary that can be applied to all sectors of activity. The results constitute snapshots that reflect knowledge and thus only have relative predictive value in the overall assessment of candidates.



Areas of interest testing, Selection (of learners), Selection records, Vocational, educational and career guidance



www.orientation.ch

Social contributions

The definition of the term “social contributions” is not given anywhere in a precise manner. We can say that, usually, it refers to payments made by the employer and in particular those that are made in addition to the salary itself. Working relationships indeed represent more than a strict exchange of services (work in exchange for a salary).

In the past, the payment of salary in the event of illness and injury, military service or other events that prevented employees from working, severance allowances, family benefits, holiday leave and payment of overtime were considered to be social contributions. At that time, the employer and worker decided freely on “social contributions”. The legislator merely issued some minimal directives. Since then, these benefits have become compulsory and stipulated in legislation on employment and social insurance.

Today we can consequently state that social contributions, in the strictest sense of the word, refer to the contributions that are paid by the employer to social insurance (as opposed to “social insurance deductions”) and in a wider sense of the word refer to the contributions that exceed the legal minimum requirements, excluding the salary.



Accident insurance, Health insurance, Learner's pay, Social insurance deductions, Unemployment insurance



Art. 322c, 323b and 331 CO; AIA; UIA; InvIA; LECA; OASIA; APO

Social insurance deductions

Benefits from the following social insurance institutions are mainly funded from contributions paid by both employers and workers:

- old age pension and survivors' insurance (OSI)
- disability insurance (DI)
- loss of earnings allowances (LEA)
- unemployment insurance (UI)
- accident insurance (AI) and
- occupational pension (OP)

In all these cases, the employer is required by law to deduct contributions from the worker's salary and to pay these to

the institutions responsible for the relevant insurance policies, with their own employer's contributions. These deductions are generally referred to as "social insurance deductions".

Other payments are possibly included in the aforementioned deductions. These are paid by the employer to the health insurance company in favour of employees if the legal provisions of the canton provide for such payment or if such an agreement has been reached by the contracting parties. The regulations concerning family allowances and child allowances fall within the scope of cantonal legislation; however, the contributions paid to these funds are more often than not incumbent upon the employer.

With regards to social contributions or deductions for salaries paid to young workers and learners, the following principles apply:

- They are exempted from having to pay contributions for OSI, DI, LEA and UI until the 31 December of the year in which they celebrated their seventeenth birthday.
- The premiums for compulsory insurance against occupational accidents (OA) and occupational diseases are to be paid by the employer. Those concerning compulsory insurance for non-occupational accidents (NOA) are to be paid by the apprentice unless stipulated to the contrary in the apprenticeship contract.
- The occupational pension contributions are seldom an issue for learners but a (limited) insurance obligation exists for workers who are seventeen or over and who receive a minimum annual salary that the apprentices do not generally reach.



Accident insurance, Health insurance, Learner's pay, Social contributions, Unemployment insurance



AIA; UIA; InvIA; LECA; OASIA; APO

Standard employment contract (SEC)

Despite their name, "standard employment contracts" (SECs) are not contracts. A standard employment contract is a set of rules, enacted by the State, which govern the working

relationships within an occupation. Generally speaking, an SEC regulates in detail the worker's and employer's reciprocal obligations and in particular lays down the deadlines for the termination of individual employment contracts.

By establishing SECs, the State intends to ensure minimum working conditions for all workers that are not subject to the Employment Act (EmpA, SR 822.11) or who, for a variety of reasons, do not have the possibility of organising themselves and signing collective employment agreements (CEAs).

The provisions of an SEC immediately come into force for all working relationships even if the contracting parties had no knowledge of the SEC when the contract was signed. Contracting parties are not prohibited from departing from the provisions of the SEC in their contract provided the said departure is mentioned in writing.

If the scope of application of an SEC extends beyond a single canton, the Federal Council is competent to enact it; otherwise the canton itself is competent to enact it. Cantons are required to enact specific SECs for agricultural workers and domestic services.

Learners enrolled in a VET programme in agriculture are subject to the SEC of their canton.



Apprenticeship contract, Collective employment agreement (CEA), Employment contract law



Art. 359 et seq CO; Provisions of federal and cantonal SECs



www.seco.admin.ch (EN)

Start of VET programme

The start of the VET programme is indicated in the apprenticeship contract. It must coincide with the start of the school year at the VET school responsible for classroom instruction in the occupation in question. The competent cantonal authority may authorise exceptions in particular cases: attendance of courses outside of the canton, individual duration of the apprenticeship, etc.

The provisions of the act apply to the apprenticeship even if – unlike the legal provisions – the parties fail to sign a contract, fail to have the contract approved by the cantonal authority or if they submit it for approval late.



Apprenticeship contract, VET school



Art. 344a CO

State Secretariat for Economic Affairs (SECO)

The State Secretariat for Economic Affairs (SECO) is the Confederation's centre of expertise for all core issues relating to economic policy. Its aim is to ensure sustainable economic growth by implementing the general framework for economic activities.

On the domestic front, SECO acts as the interface between companies, social partners and government. It supports regionally and structurally balanced development of the economy and ensures the protection of workers. Through its labour market policy, it significantly contributes to reducing unemployment and maintaining social peace.

In terms of foreign trade policy, it actively works to implement effective, fair and transparent rules for the world economy. Switzerland's relations with the European Union are coordinated by the Integration Office, which is a joint body managed by the Federal Department of Foreign Affairs (FDFA) and the Federal Department of Economic Affairs, Education and Research (EAER).



Authorities, Federal Department of Economic Affairs, Education and Research (EAER)



www.sbf.admin.ch (EN)

State Secretariat for Education, Research and Innovation (SERI)

Since 1 January 2013, federal issues pertaining to education, research and innovation are handled by the Federal Department of Economic Affairs, Education and Research (EAER),

which was formerly known as the Federal Department of Economic Affairs (FDEA). The State Secretariat for Education and Research (SER) – which used to form part of the Federal Department of Home Affairs (FDHA) – and the Federal Office for Professional Education Technology (OPET) – which used to form part of the Federal Department of Economic Affairs (FDEA) – were merged together to create the State Secretariat for Education, Research and Innovation (SERI), which now forms part of the EAER.

SERI carries out the tasks entrusted to it with the assistance of the cantons and professional partners. Its missions include in particular:

- developing a global strategic overview of the Swiss education, research and innovation system,
- maintaining and improving the quality and appeal of Switzerland's upper-secondary VET sector and tertiary-level PET sector,
- fostering a broad and diverse range of education programmes and ensuring that academic and vocational/professional pathways and qualifications remain fully equivalent and compatible with one another,
- promoting research and innovation,
- promoting Swiss participation in international and integration networks involved education, training and innovation efforts at both the European and international levels.

The enactment of VET ordinances and the recognition of professional education and training (PET) also fall within its remit.

The Confederation provides financial support for the cantons and pays for up to a quarter of public expenditure for vocational and professional education and training (VPET) in accordance with the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10). In addition, it allocates subsidies in favour of services that are in the public interest.



Authorities, Federal Department of Economic Affairs, Education and Research (EAER)



www.sbf.admin.ch (EN)

Subsidies

The Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) of 2002 introduced new arrangements. Cost-based subsidies were replaced by a service-oriented lump sum system. In addition, the Confederation sets aside 10% of federal contributions to foster development projects and specific activities that serve the public interest.

➔ Funding of vocational and professional education and training (VPET)

§ Art. 52 to 59 VPETA

h www.sbf.admin.ch (EN)

Supervision

The cantonal authorities – in most cases, the local cantonal VET office – are responsible for supervising classroom instruction at VET schools, apprenticeship training at host companies and branch courses at branch training centres.

This supervision is accompanied by the provision of advice and assistance to the parties to the apprenticeship contract and the coordination of work carried out by VET partners.

Supervision of the classroom instruction mainly concerns:

- the quality of the classroom instruction;
- the advice and assistance of the school commissions and administrations with regard to educational, psychological, economic and legal issues.

Supervision of apprenticeship training mainly concerns:

- compliance with legal provisions;
- compliance by the parties with their obligations under the apprenticeship contract;
- the quality of apprenticeship training, including branch courses and other similar learning locations;
- examinations and other qualifications procedures.

The persons responsible for supervision may take action within a host company at the request of a VET school, parents or a professional organisation.

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- ➔ Supervisory commissions, VET office

 - § Art. 24 VPETA; Cantonal provisions

 - h www.vocationaleducation.ch/addresses

Supervisory commissions

Supervisory commissions are responsible for monitoring, advisory and coordination activities. In most cases, they are established by a federal or cantonal authority. The interested parties must be adequately represented on supervisory commissions. There are supervisory commissions in all areas of vocational education and training, for example in VET schools.

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- ➔ Authorities, Branch courses, VET school

 - § VPETA; VPETO; Cantonal legislation on vocational and professional education and training

Supplemental apprenticeship

A person who has already completed a VET programme may embark on a shorter supplemental apprenticeship. Supplemental apprenticeships improve the learner's chances on the labour market. The local cantonal VET office will decide on the duration of the supplemental apprenticeship and what aspects can be dispensed of, depending on the branch.

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- ➔ Reduction of the duration of the VET programme, Second VET programme

Swiss Code of Obligations (CO)

The words "Swiss Code of Obligations" generally refers to the Federal Act of 30 March 1911 on the Amendment of the Swiss Civil Code (Part Five: Code of Obligations), which is abbreviated to CO. In addition to more general provisions, the CO contains specific provisions on various contractual relationships. The apprenticeship contract is governed by Art. 344 et seq. If necessary, Art. 319 et seq concerning the individual employment contract may also be applied to apprenticeship contracts.

As the provisions of the CO concerning apprenticeship contracts or individual employment contracts are private law provisions, civil proceedings may be brought in relation thereto. However, apprenticeship contracts contain numerous public law provisions, in particular those concerning vocational education and training and workers' protection. Legal action is automatically brought if one of these provisions is breached.



Apprenticeship contract, Employment Act (EmpA), Employment contract law, Employment tribunal, Vocational and Professional Education and Training Act (VPETA), Working Hours Act (WHA)



Art. 319 et seq, and 344 et seq CO

Swiss Conference of Cantonal Ministers of Education (EDK)

In Switzerland, education and culture mainly falls within the purview of the cantons, which coordinate their activities at the national level within a political body: the Swiss Conference of Cantonal Ministers of Education (EDK). This body is comprised of 26 counsellors and state counsellors in charge of education.

Several intercantional institutions and bodies, which work at the national level, are attached to the EDK. This ensures coordinated implementation of the work conducted in various specific areas. In the field of vocational and professional education and training (VPET) these institutions are (in alphabetical order):

Information and Documentation Centre (IDES)

The Information and Documentation Centre (IDES) systematically lists and makes available the information and documents relating to the Swiss education system.

Intercantonal Conference on Continuing Education and Training (IKW)

The Intercantonal Conference on Continuing Education and Training (IKW) advises the EDK in matters pertaining to continuing education and training (CET). It also implements and coordinates the decisions of the EDK and facilitates ex-

changes between cantons. Its main purpose is to promote greater awareness of lifelong learning possibilities and supports measures in this direction. It ensures that experiences are exchanged and that the cantons and linguistic regions work together.

Swiss Service Centre for Vocational Education and Training | Vocational, Educational and Career Guidance (SDBB)

The Swiss Service Centre for Vocational Education and Training | Vocational, Educational and Career Guidance (SDBB) is an institution of the Swiss Conference of Cantonal Ministers of Education (EDK). On 1 January 2007, the SDBB began providing services in fields that fall within the remit of the cantons by virtue of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10). The SDBB is responsible for implementation and development tasks and ensures intercantonal cooperation in relation to VET services as well as vocational, educational and career guidance; it creates synergies between the two.

The SDBB is mainly responsible for the following:

- production of media for vocational education and training (VET) as well as for vocational, educational and career guidance;
- finalising documents for qualification procedures (final examinations);
- helping to ensure continuing training of vocational, educational and career guidance counsellors, VET trainers (at host companies) and branch course instructors (at branch training centres).

Swiss Conference of Directors of Vocational, Educational and Career Guidance Offices (KBSB)

The Swiss Conference of Directors of Vocational, Educational and Career Guidance Offices (KBSB) is a specialised conference of the EDK. It handles all matters pertaining to vocational, educational and career guidance.

It:

- represents vocational, educational and career guidance bodies in their dealings with the EDK, federal agencies as well as other institutions and bodies at both national and international level;

- ensures that information and experiences are exchanged between the directors of vocational, educational and career guidance services;
- ensures continuous quality improvement.

Swiss Conference of VET Offices (SBBK)

The Swiss Conference of VET Offices (SBBK) brings together the managers of cantonal offices responsible for upper-secondary level vocational education and training (VET) in Switzerland and in the Principality of Liechtenstein. The SBBK is a specialised conference of the EDK.

It:

- constitutes a national platform for the exchange of information and experiences between the managers of the competent cantonal offices on matters concerning vocational and education and training (VET),
- supports and encourages nationwide development of Swiss VET programmes and pursues intercantonal cooperation and coordination on matters pertaining to the Swiss VET sector,
- renders services in relation to implementation of federal legislation and drafts recommendations for the cantons,
- carries out the missions of the EDK, advises it on matters concerning vocational and professional education and training and prepares position papers,
- works to encourage international cooperation in the field of vocational and professional education and training,
- encourages contacts between Swiss VET actors and the labour market as well as between the VET sector and the general education sector within the Swiss education system.



Authorities, Professional organisations (POs), State Secretariat for Education, Research and Innovation (SERI), VET office



www.edk.ch (EN), www.kbsb.ch, www.csfo.ch,
www.sbbk.ch, www.alice.ch (EN)

Swiss Federal Institute for Vocational Education and Training (SFIVET)

The Swiss Federal Institute for Vocational Education and Training (SFIVET) is the competence centre of the Confederation for teaching and research. Its core activities include the provision of basic and continuing training to VET and PET professionals (in particular examiners), the pursuit of research and development in the VET and PET field as well as the development of occupations. SFIVET also carries out contract research on behalf of third parties.



VET/PET/VPET research, VET school teacher, Vocational pedagogy



www.iffp-suisse.ch (EN)

Taxonomy

The taxonomy of training objectives corresponds to a classification of the levels of thinking learners should attain. Skills may be measured on a scale ranging from straightforward to complex and from something concrete to something abstract. The level of complexity increases in proportion to the taxonomy levels. Their classification ranges from a straightforward recitation of information (learnt by heart) to more complex notions (justifications and problem solving).

The most well-known model is that of the American educational psychologist Benjamin Bloom. It is applied to Swiss VET programmes in a simplified format, usually comprised of three levels of taxonomy: the Triplex method. Another method – called the competences-resources (CoRe) model – can also be taken into consideration. Each of the professional competences to be acquired is described by one or more working situations.

Learning objectives are classified into several categories: cognitive, affective and psychomotor. VET programmes tend to place emphasis on cognitive objectives, which can be found either in the training plan established for the VET programme in question or in the general outline for apprenticeship training. VET examiners also take the various levels into consideration when they prepare examinations.



Qualification procedures, Training plan

Termination of the apprenticeship contract

A VET programme has a fixed duration. It thus only comes to an end on the date stipulated in the apprenticeship contract. Exceptionally, the contracting parties may agree to terminate the contract early in the following four cases:

1. The employer and the apprentice are entitled to terminate the apprenticeship contract at any time during the trial period provided seven days' notice is given.
2. Both contracting parties are entitled to terminate the apprenticeship contract by mutual consent at any time during the VET programme.

3. Both the employer and the learner are entitled to terminate the apprenticeship contract immediately and unilaterally on justified grounds (for which an in-depth examination must be carried out), for example:
- if the VET trainer does not have the professional skills or personal qualities required to train the apprentice,
 - if the apprentice does not have the physical or intellectual skills required for their training or if their health or morality is compromised,
 - if the apprentice's training cannot be completed or can only be completed under conditions that are significantly different from those originally expected.

The party that terminates the contract with immediate effect must justify their decision in writing if requested to do so by the other party.

4. The cantonal authority, which is usually the cantonal VET office, may also terminate apprenticeship training by revoking VET accreditation or by terminating the apprenticeship contract in advance. It may act in this way:
- if apprenticeship training is insufficient or
 - if the VET trainer does not meet the legal requirements or fails in his/her duty.

In the first three cases, the employer must immediately inform the cantonal VET office. The said office will attempt mediation between the contracting parties or will try to have the apprenticeship pursued in another company.

Other terminations of the apprenticeship contract arise from breaches of the contract and may result in the payment of damages. In particular, if learners fail to start the apprenticeship without giving a reasonable explanation or if they abruptly leave their position, the host company is entitled to compensation, which is equivalent to a quarter of the monthly salary; in addition, host companies are entitled to compensation for additional losses or damage (e.g. publication of advertisements).

➔ Apprenticeship contract, Employment tribunal, Loss or damage, Refusal to work, Revocation of VET accreditation, Trial period, Unemployment, VET accreditation

§ Art. 346, 337, 337c and 337d CO; Art. 11 VPETO

i www.vocationaleducation.ch/apprenticeshipcontract

Tertiary level

Tertiary level follows upper-secondary level within the education system. Swiss tertiary level is divided into two sectors: the higher education sector (ISCED 5A) and the professional education and training sector (PET, ISCED 5B). The Swiss higher education sector is comprised of three types of higher education institutions: tier-one universities (cantonal universities and two federal institutes of technology, i.e. the ETHZ and EPFL); universities of applied sciences (UAS) and universities of teacher education (UTES). For its part, the PET sector may be subdivided as follows: preparation for federal examinations for the Federal PET Diploma or for the Advanced Federal PET Diploma; attendance of a federally recognised degree programme at a professional college.

➔ Federal examination for the Advanced Federal PET Diploma, Federal examination for the Federal PET Diploma, Federal Vocational Baccalaureate (FVB), Job-related continuing education and training (CET), Professional college, Professional education and training (PET), University Aptitude Test (UAT), Universities of applied sciences (UAS), Upper-secondary level

§ Art. 42-44 VPETA; Art. 23-28 VPETO

Threat to physical and psychological integrity

Moral concepts cover a variety of constantly changing notions. They include everything that threatens the physical and psychological integrity of a person and considered to be inappropriate for the person's age. Any or all types of sexual harassment also form part of this concept.

Employers have a duty to help and assist their employees. They thus have a particular responsibility in protecting the moral integrity of apprentices. The Employment Act (EmpA, SR 822.11) also provides for such responsibility. Serious abuses fall within the scope of the Swiss Criminal Code (SCC, SR 311.0); sentencing is much more severe in cases when

infractions occur to a person placed in a subordinate position (e.g. infractions against a minor).

The cantonal authority must ensure that the learner is not threatened in the host company. If this principle is breached, VET accreditation may be withdrawn.



Employer's rights and obligations, Racism, Sexual harassment at the workplace, Supervision, VET accreditation, Violence



Art. 328 CO; Art. 29 and 32 EmpA; Art. 188 et seq SCC

Three- or four-year VET programmes for the Federal VET Diploma

Learning takes place in three learning locations: the VET school, the host company and the branch training centre. The training content, performance objectives and the distribution of training content to the three learning locations are all stipulated in the training plan that accompanies each VET ordinance issued by the Confederation.

Three- or four-year VET programmes lead to issuance of the Federal VET Diploma. This qualification certifies that holders are capable of meeting the requirements of the occupation.

Preparation for the Federal Vocational Baccalaureate (FVB) examination may be carried out either during the VET programme or after the Federal VET Diploma has been obtained.

More advanced education and training opportunities – professional education and training (PET) and job-related continuing education and training (CET) – are available to holders of a Federal VET Diploma.



Federal Vocational Baccalaureate (FVB), Job-related continuing education and training (CET), Optional courses, Professional education and training (PET), Remedial courses, Two-year VET programmes for the Federal VET Certificate, VET and PET qualifications, Vocational education and training (VET)



Art. 17 and 38 EmpA



www.vocationaleducation.ch/basics/basic-vocational-education-and-training

Time off in lieu / Working hours lost

Time off in lieu of public holidays

Public holidays, which are established by law, are days that are not worked. They are not additional holidays that must be granted by the employer. As a consequence, time off in lieu is not granted if they coincide with holiday leave or with other days that are not worked unless there is a contractual agreement (e.g. a CEA).

However, if the public holidays coincide with holidays, time off in lieu is generally granted by the employer if holiday leave is calculated in days and not in weeks, as provided for by the CO.

Time off in lieu of work on Sundays and public holidays

If learners have to work, either exceptionally or on a regular basis, on Sundays or on public holidays – under the terms of an exceptional authorisation from the canton or a general authorisation from the State Secretariat for Economic Affairs (SECO) – they are entitled to time off in lieu.

- If the work on Sundays lasts more than five hours, the learner is entitled to a period of rest of at least 36 consecutive hours (day off in lieu and daily rest period) during the previous or following week between 6 a.m. and 8 p.m.
- Learners who exceptionally work six Sundays per calendar year are entitled to an extra 50% on their hourly salary.

If night work is authorised in an occupation or branch, the following should be complied with:

- Apprentices who work fewer than 25 nights per year are entitled to at least an extra 25% of their salary for their night work.
- Apprentices who work at night (between 11 p.m. and 6 a.m.) on a regular basis or over a long period of time are entitled to time off, which is equivalent to 10% of the night work.
- The night work shall not exceed nine or ten hours, including breaks.
- Apprentices are entitled to a daily rest period of at least 12 consecutive hours.

- The Youth Employment Protection Ordinance (EmpO 5, SR 822.115) and the EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4) stipulates that night work is banned before and after the days when apprentices attend vocational instruction.

Working hours lost due to work stoppage

If work is suspended for a relatively short period of time due to problems in the host company, or to closure of the host company for holidays or between days that are not worked or in similar circumstances, the host company may, with the apprentice's consent, ask for the hours lost to be worked within a reasonable period of time. Nevertheless, the maximum daily working hours (9 hours) must not be exceeded. Agricultural occupations represent an exception to this rule and are dealt with in the standard employment contract (SEC).

The same provision applies to the learner to whom individual holiday leave is granted at their request.

➔ Holiday leave, Night work, Public holidays, Rest period, Working hours, Work on Sundays

§ Art. 19, 20 and 31 EmpA; Art. 21 and 31 EmpO 1; Art. 12 EmpO 5; EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4)

Trade association

Trade associations are private organisations that defend the interests of members of a given economic branch. They bring together employers or employees. Trade associations are sometimes organised with joint representation and thus represent the social partners.

Trade associations are involved in vocational and professional education and training within the context of the collective governance relationship that exists within the Swiss VPET system between the Confederation, the cantons and professional organisations. As professional organisations, they:

- are responsible for operational management of reform projects (preparation of VET ordinances), establishing training plans; and requesting that SERI issue corresponding VET ordinances;
- organise VET programmes; implement branch courses, take part in qualification procedures and in the pedagogical training of VET trainers;
- provide PET courses; are in charge of federal examinations for the Federal PET Diploma and the Advanced Federal PET Diploma;
- provide job-related continuing education and training (CET) courses;
- develop new job-related continuing education and training programmes;
- foster top-quality training;
- establish and contribute to their own funds to support vocational and professional education and training;
- publish information on the occupations and promote their trades.



Branch courses, Federal examination for the Advanced Federal PET Diploma, Federal examination for the Federal PET Diploma, National Employers' Network for VET (SQUF), Professional education and training (PET), Professional organisations (POs), Training plan, VET ordinances



Art. 19, 23, 28 and 29 VPETA; Art. 13, 21, 24 et seq VPETO

Trade school

Trade schools offer school-based VET programmes. In addition to classroom instruction, i.e. vocational instruction plus instruction in language, communication and society (LCS), they also provide practical training to learners. The proportion of trade schools is higher in French and Italian-speaking regions of Switzerland than in the German-speaking parts. Trade schools are generally attached to vocational training centre or to a VET school.

There is a final examination at the end of the school-based VET programme at a trade school after which learners are awarded a protected VET qualification.

➔ Dual-track VET programme, School-based VET programme, VET school, Vocational education and training (VET)

§ Art. 16 VPETA; Art. 6 VPETO

Trade union

Trade unions are private organisations that in most cases act as workers' associations. Their work focuses on external activities (above all contacts with employers and authorities) and internal matters (e.g. as a mutual assistance association) to defend the economic, social and cultural interests of their members. Trade unions may be organised by occupations or by groups of occupations. They represent a significant force as the signatories of collective employment agreements (CEA).

As professional organisations (POs), trade unions also play a role in vocational and professional education and training and carry out the following tasks:

- participation in the preparation of VET ordinances
- participation in pedagogical training courses for VET trainers
- organisation of pedagogical training courses for VET trainers

➔ Collective employment agreement (CEA), Employee, Job-related continuing education and training (CET), National Workers' Network for VET, Professional organisations (POs), Trade association

§ Art. 356 et seq CO; Art. 1, 19 and 28 VPETA; Art. 1 and 23 et seq VPETO

h www.formationetsyndicats.ch, www.uss.ch

Traineeship

Learners enrolled in a school-based VET programme (e.g. at commercial schools, IT schools, trade schools or other accredited private learning institutions) undergo practical training either directly at the VET school or in the form of a traineeship at a host company.

The VET school signs a contract with a host company. In this contract, the latter undertakes to provide practical training that complies with established provisions and to pay, where applicable, a salary to the learner. The host company then signs a traineeship contract with the learner. The cantonal authority must approve the said contract if the traineeship is to last for more than 6 months.

The SDBB can provide a template for traineeship contracts. This template is similar to the apprenticeship contract template used throughout Switzerland, but takes into account the particular characteristics of traineeships.

Young people also have the possibility of doing pre-vocational traineeships within the framework of transitional options that prepare young people for enrolment in VET programmes.



Apprenticeship contract, Host company, School-based VET programme, Transitional options



Art. 16 VPETA; Art. 15 VPETO



www.vocationaleducation.ch/traineeshipcontract

Training folder

Together with the State Secretariat for Education, Research and Innovation (SERI) and professional organisations (POs), the SDBB has created a platform to provide professional organisations with standard “training folder” templates that can be used to easily prepare specific documentation for learners in their respective branch.

The training folder is used by learners to file the most important documents and information about their apprenticeship. This includes their training logbook and training reports.

With the “Quality Standards for Training Logbooks”, the Swiss Federal Institute for Vocational and Professional Education and Training (SFIVET) provides learners with a good starting point for the preparation of training logbooks.



Training logbook

Training leave

The words “training leave” generally refer to the time (paid or unpaid) that an employee may devote to continuing education and training (CET). Employer participation in financing often depends on the benefit derived from the training leave. While training leaves are not governed by specific legislation, various collective employment agreements (CEAs) contain provisions on the matter.



Collective employment agreement (CEA), Holiday leave, Unpaid leave



Art. 319 et seq, 344 et seq CO

Training logbook

The training logbook is intended to support apprenticeship training. Learners keep their training logbook up to date. They enter all the major work that they have accomplished as well as the competences and experience gained in the host company. Learners can then refer to their training logbook throughout their apprenticeship training. In addition, when the VET trainer consults the training logbook, he/she is able to determine what learners have accomplished and assess their level of interest and personal commitment.

The obligation to keep a training logbook is set forth in each VET ordinance. Learners must therefore have time set aside for this purpose during their working hours. The VET trainer checks and signs the training logbook on a regular basis.

The VET ordinance indicates whether the training logbook can be used during the final examination.

The SDBB publishes standard training logbooks that can be used in all branches. Various professional organisations also publish training logbooks that are specific to their branch. These may be obtained from the secretariat of the professional organisation, the VET school or branch training centre.

The training logbook is the main component of the training folder. This folder is intended to enable learners to keep all important documents concerning their apprenticeship together.

➔ VET trainer, Final examination, Host company, Learner, Qualification procedures (QPs), Training plan, Training report

§ Art. 19 VPETA; Art. 12, para. 1c VPETO; VET ordinances: Section 7 (Training logbook, training reports and performance records)

h www.vocationaleducation.ch/apprenticeship-pathway/documenting-and-evaluating

Training plan

Each VET programme is accompanied by a VET ordinance and corresponding training plan. The training plan is the teaching concept for the VET programme. It is comprised of the following elements:

- **professional competences:** indicates the training objectives that must be met at the end of the learning process and the allocation of training content among three learning locations (classroom instruction at VET schools, apprenticeship training at host companies and branch courses at branch training centres);
- **lessons table:** specifies the time spent at the VET school and the distribution of lessons to the various subjects;
- **branch courses:** organisation, distribution and duration;
- **qualification procedures:** presentation of competence areas;
- **appendix:** list of documents required to implement the VET programme.

Training plans prepared since 2013 only mention the professional competences and how to achieve them. All other competences are laid down in the VET ordinance.

Training plans may be based on different means of presenting professional competences:

- **Professional competence-oriented model:** the training plan specifies the professional competences to be acquired. These competences are broken down into professional competence areas, professional competences and performance objectives.

- **Competences-resources (CoRe) model:** Each technical competence is described by one or more situations. Resources are necessary to master each of the situations given. The professional competences are broken down into knowledge, skills and behaviour.

Up until the end of 2012, most training plans were based on the Triplex method. There were three levels of training objectives: general objectives, specific objectives and performance objectives.

The existence of a training plan for each VET programme ensures that VET schools, host companies and branch training centres have a systematic means at their disposal to plan and complete training and instruction

The apprenticeship training plan is used as the basis for the practical portion of the final examination for the occupation in question.

The three learning locations have the following means to complete training:

Host company	
General outline for apprenticeship training (Generally speaking, the training plan for each VET programme is used as a frame of reference to prepare the apprenticeship training plan at host companies. There are some cases when the training plan does not lend itself to this purpose. Professional organisations will therefore draft a general outline for apprenticeship training to be used instead.)	Prepared by professional organisations (Training plan: prepared by professional organisations and approved by the Confederation)
Apprenticeship training plan	Prepared by the VET trainer
Individual training plan	Prepared by the VET trainer and learner
VET school	
General outline for classroom instruction	Prepared by professional organisations in collaboration with VET schools
Detailed syllabus	Prepared by the VET school

Branch training centre	
General outline for branch courses	Prepared by professional organisations with the assistance of the cantons and branch training centres
Detailed syllabus	Prepared by branch course instructors

➔ General outline (apprenticeship training), General outline (branch courses), General outline (classroom instruction), Professional competences, VET ordinances

§ Art. 12, para. 1 VPETO

h www.sbf.admin.ch (EN)
Handbook on the Preparation of VET Ordinances, OPET, 2007

Training report

The competences and experience acquired in the host company are assessed regularly. The results are recorded in training reports. Assessment is carried out by means of structured discussions between the VET trainer and the learner.

Art. 20 of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) requires VET trainers to strive for the best possible learning outcomes and to assess progress at regular intervals. In addition, VET ordinances require VET trainers to assess learning progress and to discuss their assessments with the learner at least once each semester.

The training report is mandatory. It completes the numerous daily brief or extended interactions between the VET trainer and learner. At the end of the discussion, the VET trainer and the learner decide on the objectives to be reached for the following semester or until the end of training. They also decide what aspects may be assessed at a later date.

The training report enables trainers to structure discussions and decide which topics need to be discussed. The preparation time is thus shortened.

Numerous professional organisations provide documents that are specific to their scope of activity. A standard form

can be downloaded at the same time as the apprenticeship contract.

➔ Assessment of learning progress, Certificates, Training logbook, Training plan

§ Art. 20, para. 1 VPETA; Art. 12, para. 1c VPETO; VET ordinances: Section 7 (Training logbook, training reports and performance records)

h www.vocationaleducation.ch/tainingreport

Transition from lower- to upper-secondary level

The transition from lower- to upper-secondary level is generally referred to as Transition I. The school-to-work transition is referred to as Transition II.

The main objective of the EDK Transition project was to ensure that 95% of young people under the age of 25 obtained an upper-secondary level qualification by 2015. In addition to the cantons, the professional organisations and the Confederation were involved in the project. The work led to recommendations from the EDK.

➔ Case management for learners at risk of dropping out of VET programmes, One-to-one coaching, Transitional options, Vocational education and training (VET)

§ Art. 12 and 53, para. 2 VPETA; Art. 7 VPETO; Art. 64 et seq, and 59cbis UIA; Art. 97b UIO

h www.edk.ch/dyn/11743.php

Transitional options

The transitional options that are available after compulsory education prepare young people for VET programmes and increases their chances on the apprenticeship market by improving their skills. Transitional options are intended to fill in gaps resulting from inadequate scholastic performance and introduce young people to apprenticeship training. These options also enable young people to consolidate their choice of occupation. Transitional options can last for up to a year.

There are numerous reasons to choose transitional options. Certain occupations require specific competences in particular school subjects that were not adequately mastered in compulsory education. In other cases, it is the young people themselves who, due to their lack of maturity or poor scholastic performance, are not capable of starting a VET programme. Many of young people, however, enrol in transitional options simply because they are unable to find a suitable apprenticeship position.

- **Bridge-year courses (10th school year)**

Bridge year courses only provide instruction in academic subjects without any practical training. It is generally a year spent preparing for the choice of occupation, or attending schools that prepare for VET programmes or integration classes or courses.

Integration courses are intended for young people who speak a foreign language; they quickly enable them to acquire the necessary skills in the local language and integrate into social life. In addition, these courses prepare students for VET programmes. The format of integration courses varies from one canton to another.

- **Pre-apprenticeships**

Pre-apprenticeships are a transitional option that includes practical training and classroom instruction. The week is generally divided as follows: two days per week at a school and three days in a company. The practical training is sometimes carried out in the school's own workshops.

- **Preparatory courses**

These are transitional options that are made available by VET schools. They include practical work in their own workshops and prepare young people for enrolment in VET programmes in fields such as visual arts.

Motivation semesters are sponsored by unemployment insurance. They are intended for young people who have completed compulsory education, dropped out of upper-secondary school and/or have not yet found an apprenticeship position. The aim is to find them an apprenticeship or traineeship position and thus make it easier for them to enrol in a VET programme.

Learning a foreign language is another transitional option. Young people generally organise language stays with the help of their parents. They attend a language school in another linguistic region of Switzerland or abroad. In many cases, they stay with a family and help with household chores and/or look after the children (au pair work).

➔ Case management for learners at risk of dropping out of VET programmes, Transition from lower- to upper-secondary level

§ Art. 12 and 53, para. 2 VPETA; Art. 7 VPETO; Art. 64a and 59cbis UIA; Art. 97b UIO

i www.vocationaleducation.ch/basics/basic-vocational-education-and-training
Egger, Dreher & Partner AG, In-depth study on transitional options between compulsory education and upper-secondary level VET programmes, 2007; can be downloaded on the website www.sbf.admin.ch (EN)

Trial period

The duration of the trial period is stipulated in the apprenticeship contract and must be less than one month or greater than three months. It is preferable to set the maximum duration of the trial period at the outset. The apprentice and the learner can thus ensure that their choice is the right one. If required and after discussing with the parties and obtaining approval from the cantonal authority, the trial period may exceptionally be extended to a maximum of six months.

The trial period starts when the VET programme begins. This provision also applies if the VET programme begins with a (long) period of classroom instruction.

During the trial period, the apprenticeship contract may be terminated by the parties provided seven days' notice is given. The cantonal authority must be immediately informed of this termination in writing.

➔ Apprenticeship contract, Termination of the apprenticeship contract

§ Art. 8 VPETO; Art. 344a, para. 3 and 346, para. 1 CO

i www.vocationaleducation.ch/apprenticeship-pathway/documenting-and-evaluating

Two-year VET programmes for the Federal VET Certificate

Like three- or four-year VET programmes, two-year VET programmes are governed by a corresponding VET ordinance and training plan. Two-year VET programmes prepare learners for a specific career profile and lead to the issuance of a Federal VET Certificate. They impart the competences required to work in an occupation that requires mainly practical skills. Attendance of classroom instruction in vocational subjects and branch courses is laid down in each VET ordinance.

At the end of a two-year VET programme, learners undergo a qualification procedure (usually a final examination) to obtain a Federal VET Certificate. The duration of the two-year VET programme may be shortened or extended to take the learner's needs into account.

If learning difficulties might compromise the success of the two-year VET programme, the learner may benefit from one-to-one coaching. This aims to develop the young person's personal competences so that he/she can meet the demands of society and employers, achieve training objectives and ultimately complete his/her training.

Holders of the Federal VET Certificate may – depending on the opportunities offered by the occupational field – obtain advanced placement in a three- or four-year VET programme (which will be shortened by one year). This permeability is established in the corresponding VET ordinance.

➔ Case management for learners at risk of dropping out of VET programmes, Competence records, Federal Vocational Baccalaureate (FVB), One-to-one coaching, Permeability, Three- or four-year VET programmes for the Federal VET Diploma, VET and PET qualifications, Vocational education and training (VET)

§ Art. 17, 18 and 37 VPETA; Art. 10 VPETO

i www.vocationaleducation.ch/basics/basic-vocational-education-and-training
 "One-to-one Coaching of Young People in VET Programmes" Handbook, OPET, 2007
 "Two-year VET Programmes for the Federal VET Certificate", Handbook, OPET, 2006

Undeclared work

If during their free time or holidays, apprentices carry out work that is remunerated by a third party, this is referred to as "undeclared work". In essence, they fail to abide by their obligation of loyalty to their employer and, in particular, compete against their employer.

If learners wish to carry out a supplemental job that is remunerated, they must first ask for the VET trainer's consent in order not to infringe on the ban on undeclared work. When the request is reviewed, the following aspects should be taken into account: Will it be possible to attain training objectives? Will the apprentice's health be compromised? Will the provisions relating to working hours be respected or violated? Is insurance coverage guaranteed?

Undeclared work also refers to:

- Work that is not registered with social insurance institutions,
- Work for which income is not declared to the tax authorities,
- Work done by foreign nationals in Switzerland without a work permit.



Learner's rights and obligations, Residence and work permits, Working hours



Art. 321A, para. 3 and 329d, para. 3 CO



www.seco.admin.ch (EN)

Unemployment

If learners become unemployed, they are entitled to receive unemployment benefits. If they discontinue their VET programme, they are only entitled to daily allowances at the end of a waiting period. During this period, they are not entitled to receive benefits but must, on the other hand, comply with all the obligations of a job seeker (checks, job applications, ability to work, etc.).

For those who are not required to comply with the waiting period to receive unemployment benefits or who receive such benefits at the end of their apprenticeship, the allowance is

calculated on the person's insured earnings based on flat-rate amounts. A person who is not required to comply with the waiting period for one of the reasons mentioned in brackets (classroom instruction, career development or retraining, illness, injury or maternity, incarceration in or attendance of an industrial school) is required to comply with a 120-day waiting period. The flat-rate amounts are halved for the insured who are under the age of 25 and who have no dependent children.

The provisions relating to flat-rate amounts do not apply to persons whose apprenticeship salary is superior to the corresponding flat-rate amount.

In the event that the host company closes down for financial reasons, the employer must immediately contact the relevant cantonal VET office and the learner's legal representative. The contracting parties look for a new solution together with the assistance of the supervisory bodies.

➔ Closure of the host company, Conflicts, Labour market measures, Partial unemployment, Regional employment centres (RECs), Social insurance deductions, State Secretariat for Economic Affairs (SECO)

§ Art. 8 et seq UIA; Art. 6 and 41 UIO

i www.seco.admin.ch (EN), www.espace-emploi.ch, www.aost.ch

Unemployment insurance

All employees must be insured against the financial consequences of unemployment. Unemployment insurance (UI) is financed by the premiums that are paid equally by employers and workers; they are calculated as a percentage of the gross salary. The obligation to pay unemployment insurance premiums corresponds to the obligation to pay contributions for old-age pension and survivors' (OSI) (from 1 January of the year during which learners reached the age of eighteen).

➔ Employment Act (EmpA), Labour market measures, Learner's pay, Regional employment centres (RECs), Social insurance deductions, Unemployment

i www.seco.admin.ch

Universities of applied sciences (UAS)

Part of the Swiss higher education sector (ISCED 5A), universities of applied sciences (UAS) offer a wide range of degree programmes that combine theory and practice. UAS prepare students to work in specific professional fields that require the ability to apply scientific knowledge and methods and, depending on the fields, artistic and creative skills.

To be accepted to a UAS, prospective students must be holders of both the Federal VET Diploma and the Federal Vocational Baccalaureate (FVB). Holders of a Baccalaureate or Specialised Baccalaureate that correspond to the studies chosen may also be admitted without having to take an entrance examination if they are able to show that they have one year of work experience in a field relating to the studies chosen.

Degree programmes at UAS are divided into two levels of study: the first leads to a Bachelor's degree and the second to a Master's degree. Bachelor's degree programmes provide a broad general education and fundamental knowledge in the chosen profession. They prepare students to obtain a professional qualification. Master's degree programmes provide additional and specialised knowledge in the chosen profession. They prepare students to obtain a qualification that recognises their advanced competences.



Federal Vocational Baccalaureate (FVB), Tertiary level



Federal Act of 6 October 1995 on Universities of applied sciences (UASA), Federal Act of 30 September 2011 on the promotion of universities and the coordination of the Swiss university landscape (HEdA)



www.kfh.ch (EN), www.orientation.ch,
www.sbf.admin.ch (EN), Choosing your courses, SDBB

University Aptitude Test (UAT)

Learners who choose to obtain both the Federal VET Diploma and the Federal Vocational Baccalaureate (FVB) are entitled to take the University Aptitude Test (UAT) for enrolment in a Swiss tier-one university (i.e. a cantonal university or either of Switzerland's two federal institutes of technology, EPFL

and ETHZ). The requisite background knowledge is generally acquired by attending a UAT preparatory course lasting two semesters. The entrance examination covers the following subjects: mother tongue, second national language or English, mathematics, experimental sciences and humanities.



Federal Vocational Baccalaureate (FVB), Tertiary level, Universities of applied sciences (UAS)



EDK regulations concerning the recognition of Federal Vocational Baccalaureates for admission to universities (Transitional regulations) of 4 March 2004



www.sbf.admin.ch (EN)

Unpaid leave

There is no legal right to unpaid leave (e.g. for continuing education and training). If the contracting parties agree to unpaid leave, the employment contract is not terminated as such. However, the employee's obligations (i.e. to perform the work required) and the employer's obligations (i.e. to pay the salary) are suspended during the period of leave. At the end of the leave, the working relationships continue to their full extent.

It is essential to review the worker's insurance coverage during the unpaid leave (suspension of contributions for OSI/DI/UI/LEA/OI/AI, cancellation of the accident insurance coverage, etc.).

In theory there is nothing to prevent parties to the apprenticeship contract from agreeing to unpaid leave (e.g. for a linguistic trip, youth and sport monitor courses, etc.). The VET trainer and the learner must ensure that this interruption in training does not compromise its success. If necessary, an exemption from vocational instruction may be obtained. For lengthy periods of leave, the apprenticeship contract may be extended provided the contracting parties and the competent cantonal authority approve the said extension. However, extension of the duration of the VET programme due to unpaid leave is only justified in exceptional cases.

The term "youth leave" refers to leave granted to learners and young workers to enable them to devote time to work

in favour of young persons (e.g. as a camp leader). In the past, certain employers have granted leave for such activities on their own initiative. Since 1991, provisions concerning extracurricular activities are stipulated in the CO (Art. 329e). Youth leave of a maximum of one week per year spent working for the company must be granted to workers until they reach the age of 30, if such leave is to be devoted to out-of-school youth activities. This unpaid work must involve managerial, coordinating or advising work in a cultural or social organisation. It must also be related to the VET programme. The right to such leave is in addition to the right to holiday leave. The employer may demand that the worker provide proof of their work and duties within the scope of youth work.

The time and duration of the youth leave must be agreed by mutual consent. If the parties are unable to reach agreement, the leave is granted if the request was submitted two months before the beginning of the leave. Holiday leave that has not been taken before the end of the calendar year is forfeited. The contracting parties must reach agreement on the salary during the leave. For certain activities within the scope of "Youth + Sport" (monitor courses), loss of earnings allowances are also granted.



Absences from the host company, Extension of the duration of the VET programme, Holiday leave



Art. 329e LECA; CO

Upper-secondary level

Within the Swiss education system, upper-secondary level is situated between compulsory education and tertiary level. It includes:

Dual-track VET programmes

Two-year VET programmes for the Federal Certificate, three- or four-year VET programmes for the Federal VET Diploma, including preparation for the Federal Vocational Baccalaureate (FVB) as well as transitional options that prepare for a VET programme;

School-based VET programmes

Trade schools, commercial schools

Upper-secondary schools

Baccalaureate schools, specialised schools

Competences vary from one canton to another. In some cases, the same office supervises upper-secondary level education: Office for Upper-Secondary Education and Training (Canton of Bern).

➔ School-based VET programme, Tertiary level, VET office, Vocational education and training (VET)

Upper-secondary specialised school

Specialised schools are cantonal upper-secondary schools that provide a combination of academic subjects and targeted preparation for enrolment in tertiary-level training in health care, teaching, social care and arts. Upon completion of the standard three-year programme, students are awarded a Specialised School Diploma and have the option of obtaining the Specialised Baccalaureate.

In order to obtain the Specialised Baccalaureate, students must:

- Obtain the Specialised School Diploma upon completion of the three-year programme;
- Complete a (graded) traineeship of between 12 and 40 weeks or general education courses, depending on the field of study;
- Submit a final project for assessment and grading

➔ Tertiary level, Three- or four-year VET programmes for the Federal VET Diploma, Vocational education and training (VET)

S EDK regulations of 12 June 2013 (modified on 26 October 2007) concerning the recognition of diplomas awarded by upper-secondary specialised schools

VET accreditation

In order to be able to provide apprenticeship training, companies must obtain VET accreditation from the cantonal authority after they have visited the company. The authority checks whether the company employs the requisite qualified persons and trainers and ensures that the said persons have received the appropriate training in vocational pedagogy. The specific provisions for each occupation are listed in the VET ordinance issued for that occupation.

The host company must also show that it has the necessary equipment and that it can provide training in the occupation in question. An apprenticeship contract can only be approved once all the aforementioned conditions have been met.

Providers of school-based VET programmes must also obtain VET accreditation from the canton.



Apprenticeship contract, Revocation of VET accreditation, School-based VET programme, VET counsellor, VET office, VET ordinances, VET trainer, Visits to the host company



Art. 20 VPETA; cantonal acts on VPETA



www.cocationaleducation.ch/requirements/becoming-apprenticeship-host-company

VET advisory bodies

Pursuant to article 69 VPETA, the Federal Council has established a Federal Commission for Vocational and Professional Education and Training (EBBK). This body advises the federal authorities on matters concerning the development and coordination of vocational and professional education and training as well as its harmonisation with general education policy.

In the majority of cantons, cantonal regulations on VET provide for the creation of a vocational education and training commission or council. The work of the said body varies from one canton to the next. The commission is often consulted by the executive authorities but in many cases it also has decision-making powers.

Professional organisations also often have their own specialised bodies, referred to as VET committees, whose role is to pursue corresponding VET activities.



Authorities, Professional organisations (POs)



Art. 69 VPETA; Cantonal legislation on vocational and professional education and training

VET and PET qualifications

Depending on the VET programme, learners are awarded the following qualifications at the end of their VET programme:

- Federal VET Certificate for a two-year VET programme;
- Federal VET Diploma for a three- or four-year VET programme;
- Federal Vocational Baccalaureate (FVB) (if learners in the three-year or four-year VET programme also attend a special course comprised of academic subjects to prepare for the FVB examination).

The holders of these qualifications may refer to their qualifications in their job titles. For example, a horticulturist may call himself/herself a "Horticulturist, Federal VET Certificate" (a two-year qualification) or "Horticulturist, Federal VET Diploma" (a three-year qualification) depending on the qualification he/she has obtained.

Candidates who complete professional education and training (PET) will be awarded one of three different PET qualifications:

- Federal PET Diploma if they have passed the examination for the Federal PET Diploma (e.g. "Concierge, Federal PET Diploma" or "Federal PET Diploma in Property Maintenance");
- Advanced Federal PET Diploma if they have passed the examination for the Advanced Federal PET Diploma (e.g. "Graphic designer, Advanced Federal PET Diploma" or "Advanced Federal PET Diploma in Graphic Design");
- Professional college degree if they have passed the final examination at a professional college (e.g. "Marketing manager, professional college degree" or "Professional College Degree in Marketing Management").

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- ➔ Competence records, Federal examination for the Advanced Federal PET Diploma, Federal examination for the Federal PET Diploma, Federal Vocational Baccalaureate (FVB), PET qualifications, Professional college, Professional education and training (PET), Three- or four-year VET programmes for the Federal VET Diploma, Two-year VET programmes for the Federal VET Certificate, Universities of applied sciences (UAS), Vocational education and training (VET)
-

§ Art. 17 and 42 et seq VPETA

h www.sbf.admin.ch (EN)

VET counsellor

Depending on the canton in which they work, VET office employees who are in charge of supervision are called learning counsellors, VET commissioners or apprenticeship inspectors.

They monitor apprenticeship training, ensure that host companies meet the terms and conditions to obtain VET accreditation, ensure the quality of apprenticeship training, handle problems related to the apprenticeship contract, advise their contact persons, give legal information and play the role of mediators in the event of a conflict between the parties.

-
- ➔ Authorities, Supervision, VET accreditation, VET office
-

§ Art. 24 VPETA; Art. 11 VPETO

h www.vocationaleducation.ch/addresses

VET office

The cantons are responsible for implementation of the Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10). In most cases, the competent authority is the VET office. In some cases, it is called the Office for Upper-Secondary Education and Training. VET offices serve as a cantonal competence centre for all matters concerning vocational education and training (VET). In some cantons, vocational, educational and career guidance is also attached to the local cantonal VET office.

The cantons provide funding and coordinate vocational education and training in accordance with VPETA and cantonal legislation. They are directly responsible for their activities.

Cantonal VET offices supervise VET programmes for the three main learning locations (i.e. host companies, VET schools and branch training centres), organise examinations and other qualification procedures and ensure that quality is developed at all three learning locations in collaboration with partners.

Cantonal VET offices take part in the continuous development of vocational education and training; they can either launch and implement projects themselves, join the projects of other bodies and fund them.

They also coordinate their work on a regional, linguistic and national level within the framework of the Swiss Conference of VET Offices (SBBK), which is a specialised conference of the Swiss Conference of Cantonal Ministers of Education (EDK). They work with the Confederation and professional organisations. Cantonal VET offices also ensure that learners are mobile by means of intercantonal agreements: Intercantonal Agreement on Vocational Schools; Intercantonal Agreement on Universities of Applied Sciences (ICA-UAS).



Authorities, Supervision, Swiss Conference of Cantonal Ministers of Education (EDK)



Art. 24 VPETA; Art. 11 and 20 VPETO; Cantonal legislation on vocational and professional education and training



www.vocationaleducation.ch/addresses

VET ordinances

VET ordinances (formerly known as training and examination regulations) are mainly concerned with the most important legal aspects. They define the fundamental aspects of the VET programme, and in particular:

- the purpose and duration of the VET programme
- the requirements imposed on host companies
- the objectives and requirements for the apprenticeship training and classroom instruction portions of the VET programme

- the qualification procedure, the qualification and title awarded

The training plan is considered to be a part of the VET ordinance. It represents the teaching concept for the VET programme.

During a transitional period, all training and examination regulations that are still in force shall be transformed into VET ordinances. The Confederation, cantons and professional organisations prepare these VET ordinances together.

Professional organisations (in most cases a trade association) are responsible for the content of VET ordinances. SERI ensures they are consistent, organises the consultation procedure with interested parties, issues the VET ordinance and brings it into force.



Professional organisations (POs), Trade association, Training plan



Art. 19 VPETA; Art. 12 and 13 VPETO



www.sbf.admin.ch
Handbook on Preparation of VET Ordinances, OPET, 2007

VET / PET / VPET research

In accordance with Art. 4 of the Federal Vocational and Professional Education and Training Act (VPETA), the Confederation is responsible for developing and masterminding research in upper-secondary level vocational education and training (VET), tertiary-level professional education and training (PET) and research on the Swiss VPET system as a whole. The State Secretariat for Education, Research and Innovation (SERI) will continue to support VET/PET/VPET research in Switzerland until a sustainable structure in terms of organisation and personnel has reached a scientific level that is recognised internationally.

In order to promote sustainable development of Swiss research endeavours in these fields, SERI has established priority themes to be dealt with by competence centres that are linked to university chairs. These bodies are referred to as "leading houses" or competence networks.

- Economics of Education, Firm Behaviour and Training Policies (University of Zurich and University of Bern)
- Economics of Education – Transitions, Competences and Labour Market (University of Geneva)
- Technologies for Vocational Training (Dual-T) (Federal Institute of Technology of Lausanne and partners)
- Learning and Instruction for Commercial Apprentices (LINCA) (University of Zurich)

Research projects must enable conceptual gaps to be filled and educational policy needs to be covered. In addition, they foster the next generation of researchers in the VET, PET and VPET fields.

In addition to the aforementioned priority themes, SERI also conducts projects that are devoted to specific VET- and PET-related issues.

In the field of VET, research is conducted by the Swiss Federal Institute for Vocational Education and Training (SFIVET). SFIVET's R&D Division deals with themes that are closely related to apprenticeship training from a multidisciplinary perspective. SFIVET actively contributes to fostering the next generation of researchers through its Master of Science in Vocational Education and Training programme (MSc in VET). In addition, SFIVET organises a specialised conference devoted to VET, PET and VPET research.

Thanks to its experience and the insight of its professors, the University of Teacher Education of Zurich (Department for Upper-Secondary Education and Training) has published numerous publications on teacher training.

The University of St. Gallen's Institute of Business Education and Educational Management conducts research on various aspects of vocational and professional education and training (in particular education policy development projects).

Other relevant research projects are:

- University of Basel, sociology seminar, TREE (School-to-work transition)
- University of Geneva, Faculty of Psychology and Education Science
- University of St. Gallen, chair for economic pedagogy

- University of Zurich, Institute for Education Science, chair for vocational and professional education and training



Swiss Federal Institute for Vocational Education and Training (SFIVET), Vocational pedagogy



VPETA Art. 4; VPETO Art. 2, UIA (concerning continuing education and training (CET))



www.educationeconomics.unige.ch, www.ife.uzh.ch,
www.iffp-suisse.ch (EN), www.iwp.unisg.ch (EN),
www.panorama.ch, www.sbf.admin.ch (EN),
www.soziolegie.unibas.ch, www.unige.ch/fapse,
www.tree.unibas.ch, www.zhsf-edu.ch

VET professionals

The collective notion of “VET professionals” includes all individuals who provide a portion of the VET programme to learners, whether it is apprenticeship training or classroom instruction.

VPETA draws a distinction between:

- **VET trainers at host companies**

VET trainers at host companies are responsible for the apprenticeship training portion of the VET programme. VET trainers must have an adequate background in the occupational field for which apprenticeship training will be provided: Federal VET Diploma or equivalent qualification plus at least two years of work experience. VET trainers must also have undergone training in vocational pedagogy.

- **Branch course instructors**

Branch course instructors are responsible for branch courses given at branch training centres or similar third-party training locations, at trade schools or at other recognised learning institutions. Branch course instructors must have an adequate background in the occupational field for which branch courses will be taught: Federal PET Diploma or equivalent qualification plus at least two years of work experience.

- **VET school teachers**

VET school teachers work either on a full-time or part-time basis. They must be accredited to teach at upper-secondary level and have the following qualifications:

training in vocational pedagogy from a Swiss university of teacher education (UTE), a tertiary-level qualification in a specialised field and six months of work experience.

- **Examiners**

Examiners are appointed by the cantonal authority and work in close collaboration with the cantonal administration. They are in charge of preparing and organising all or part of the examinations.

Training in vocational pedagogy and the qualifications awarded are indicated in the core syllabuses for the training of VET professionals. They do not apply to examiners.

The Federal Commission for VET Professionals ensures that the provisions are complied with. It also advises the State Secretariat for Education, Research and Innovation (SERI) and submits proposals to SERI concerning:

- the coordination and recognition of diplomas,
- the designation and supervision of institutions that are accredited to award federal qualifications.

Its mission is to prepare the equivalence criteria for the qualifications of the VET professionals and, where applicable, to establish the supplementary qualifications required.



Examiners, Swiss Federal Institute for Vocational Education and Training (SFIVET), VET school teacher, VET trainer



Art. 45 et seq VPETA; Art. 40 et seq, and articles 44-47 VPETO
Core syllabuses for the training of VET professionals, SERI 2011



www.sbf.admin.ch (EN)

VET qualifications for adults

Refresher training

Adults who have not had the possibility of completing a VET programme may compensate for this gap without having to follow the formal education cycle. The Vocational and Professional Education and Training Act (VPETA, SR 412.10) provides for several possibilities to recognise non-formal and informal learning. The options range from regulatory procedures that are structured for groups of occupations or parts of them to special qualifications procedures.

If a standardised procedure exists, refresher training will be included in the VET ordinance for the VET programme in question. Candidates must provide proof of their work experience and document their prior learning. The local cantonal VET office decides whether to accept the candidate to the qualification procedure for the VET programme in question.

Certain occupations appeal to numerous adults who wish to obtain a vocational qualification through refresher training. Specific courses enable them to prepare for the examinations while they work.

Validation of non-formal and informal learning

Technical and professional competences may be acquired in various ways. In addition to formal training, working activities carried in and outside of work on a daily basis can also contribute to the acquisition of competences. We refer to the acquisition of skills in this manner as informal learning.

Informally acquired learning is gaining in importance. Today, traditional professional careers are giving way to flexible working time arrangements with career shifts, leaves of absence for family reasons and vocational reinsertion schemes. Half of the people who work do not do what they were initially trained for.

It is not necessary to have followed a formal education and training pathway to be admitted to qualification procedures. The validation of non-formal and informal learning falls under the category of "other qualification procedure" under VPETA (SR 412.10) and VPETO (SR 412.101). Thanks to the validation of non-formal and informal learning, adults who have worked for at least five years (two or three of which have generally been spent in the chosen occupation) may obtain a federally recognised VET qualification. In this respect, their experience at work or outside of work, as well as their vocational or continuing education and training, are appropriately taken into account.

The candidate should prepare a validation file in which they provide proof of their competences; they describe the working situations they are fully acquainted with. Experts in general education and VET will jointly review the file. After a verification interview with the candidate, they submit their

assessment. They decide whether the candidate has the professional competences required to obtain a Federal VET Certificate or a Federal VET Diploma have been acquired or not. If this is not the case, the candidate has five years to fill the gaps by undergoing supplemental training.

Validation procedures are centred on competences. Providing proof of technical and professional competences is of paramount importance. The validation of non-formal and informal learning is carried out in line with a structured procedure that allows various non-formal and informal learning outcomes to be taken into account, to attest that professional competences have been acquired and, if all the conditions have been met, to obtain a formal qualification.

The validation procedure may take place if the competent professional organisation has prepared a competence profile and decided on the requisites for validation. The POs prepare and submit these to SERI for approval. Approved competence profiles are published in the list of occupations.

The three main partners in the collective governance structure of the Swiss VPET system (i.e. the Confederation, the cantons and professional organisations) have jointly published a national handbook on the validation of non-formal and informal learning. This has been done in order to ensure that the quality of validation procedures corresponds to that of traditional qualification procedures.

The local cantonal VET office of the place of residence is responsible for deciding which candidates are admitted to the validation procedure for the VET programme in question. The cantons provide information on their website and advise candidates.



Final examination, Professional competences, Qualification procedures (QPs), Reduction of the duration of the VET programme, VET and PET qualifications, Vocational education and training (VET)



Art. 34 VPETA; Art. 31 and 32 VPETO; VET ordinance



www.vocationaleducation.ch/avq
 "Validation of Non-formal and Informal Learning" Handbook, OPET, 2010

VET school

VET schools (different types: e.g. vocational schools, commercial schools, IT schools, trade schools) have their own specific training mission. They provide classroom instruction in accordance with an established VET ordinance and training plan. Vocational instruction provides learners with the theoretical knowledge they require to carry out their chosen occupation. Language, communication and society instruction (LCS) encourages the learner's personal development and imparts social competences. Numerous VET schools also offer a preparatory course for the Federal Vocational Baccalaureate (FVB) examination.

The supplemental activities on offer at VET schools are part of classroom instruction. These may include excursions and visits that are intended to broaden technical and/or general knowledge. Learners are required to take part in these activities. The host company's consent is required if they take place during working hours. The terms and conditions are generally laid down in the VET school's regulations or in cantonal legislation.

In addition, VET schools offer remedial courses and optional courses for apprentices. They may also organise advanced courses, e.g. professional education and training (PET) and job-related continuing education and training (CET).



Absences from the VET school, Certificates, Classroom instruction at VET schools, Continuing education and training (CET), Exemption from portions of the VET programme, Instruction in language, communication and society (LCS), Intercantonal specialised courses, Job-related continuing education and training (CET), Optional courses, Physical education, Remedial courses, Training plan, Vocational instruction



Art. 21 VPETA; Art. 17 et seq and 22 VPETO; Cantonal and/or municipal provisions; Training plan (accompanies each VET ordinance)



www.berufsfachschulen-schweiz.ch

VET school teacher

VET school teachers (different types: e.g. vocational school teachers, commercial school teachers, IT school teachers,

trade school teachers) fall into the broad category of VET professionals. The Federal Vocational and Professional Education and Training Act (VPETA, SR 412.10) designates them as the persons responsible for the classroom instruction portion of VET programmes as well as for preparatory courses for the Federal Vocational Baccalaureate (FVB) examination. This glossary has voluntarily adopted a simplified designation. These people must be accredited to teach at upper-secondary level and must meet the following requisites:

- a) have undergone tertiary-level training in vocational pedagogy;
- b) have undergone specialised training confirmed by a tertiary-level qualification;
- c) have six months of experience in a company.

VPETA differentiates between certification to teach specific vocational subjects and certification to teach language, communication and society (LCS) or subjects that require university-level studies.

Specific provisions apply to part-time teachers.



Classroom instruction at VET schools, Instruction in language, communication and society (LCS), VET professionals, VET school, Vocational instruction



Art. 46 VPETA; Art. 45-47 VPETO; Core syllabuses for the training of VET professionals

VET sector reform

VET sector reform is a joint mission pursued by the Confederation, the cantons and professional organisations (POs). POs operating at national level can submit a request for enactment of a VET ordinance for a specific VET programme. In order to retain consistency, the reform must be based on in-depth knowledge of the current situation and future developments. This is why it is necessary to carry out a prior definition and analysis of the extent of the reform and to address essential issues relating to the development and positioning of the occupation from various angles (economic, technological, social and cultural, etc.).

The PO sets the process in motion by requesting authorisation to prepare a VET ordinance. Once it has been given the green light, the PO will be in charge of operational management of the reform project and will establish the training plan. The State Secretariat for Education, Research and Innovation (SERI) assists POs at all stages of the reform process leading up to issuance of the VET ordinance. For their part, the cantons are responsible for implementing training recommendations. By appointing cantonal representatives to reform committees, the cantons are able to assist and support the reform process from the outset.



Occupations (VET), Training plan, VET ordinances, Vocational education and training (VET)



www.sbf.admin.ch (EN)

VET trainer

VET trainers (also referred to as apprenticeship trainers in dual-track VET programmes or traineeship supervisors in school-based VET programmes) provide apprentices with apprenticeship training in the company or ensure that apprentices receive such training. They refer to the training plan that accompanies each VET ordinance.

The VET trainers in charge are those that are designated as such by the host company; their name is mentioned in the apprenticeship contract. They hold a Federal VET Diploma in the occupation in question or have received equivalent training, have at least two years work experience and possess adequate teaching, methodological and educational expertise. They may acquire this expertise in two manners:

- training for VET trainers with the awarding of a pedagogical diploma that is recognised by the Confederation – 100 hours of training

or

- basic course for VET trainers with the awarding of a pedagogical certificate that is recognised by the canton and Confederation – 40 hours of training

Pedagogical courses are organised by the cantons themselves or offered in collaboration with professional organisations.

A diploma or a certificate is awarded after attendance of these courses.

Pedagogical training of VET trainers is laid down in the core syllabuses for the training of VET professionals. The curricula do not depend on the occupations; they concern teaching, methodological and educational aspects associated with training young people.

If they already have a teacher training qualification in vocational education, VET trainers may be exempted from all or part of the courses.

VET trainers can also delegate part of apprenticeship training to qualified professionals. Practitioners are deemed to be professionals if they have completed a VET programme relating to the occupation in question or have an equivalent qualification. Part of apprenticeship training may also be entrusted to company employees (including apprentices) in their area of competence. In all cases, responsibility for apprenticeship training lies with the VET trainer.

➔ Apprenticeship contract, Core syllabuses, Host company, VET professionals

§ Art. 45 VPETA; Art. 40, 44 and 76 VPETO; Art. 345c CO; VET ordinances; Core syllabuses for the training of VET professionals, SERI, 2011

fi www.vocationaleducation.ch/requirements/becoming-vocational-trainer

Violence

During their VET programme, apprentices may be victims of psychological or physical violence from various persons: other apprentices, other learners and VET school teachers, employee, supervisors and VET trainers at the host company, or even members of their family.

However, apprentices may also resort to violence either in the company, at the VET school or in their leisure time. In most cases, the violence is aimed at young people of the same age and sometimes even against adults.

As laid down in Art. 328 of the Swiss Code of Obligations (CO) and the Employment Act (Art. 6), employers are required

to protect their employees' safety and wellbeing at the workplace. In addition, they have a duty to help and assist young workers. In accordance with the Employment Act, employers must protect the health of apprentices and young people until they reach the age of eighteen. They must ensure that they are not overworked or exposed to bad influences. Knowing how to act in a proper and appropriate manner is part of their management and training responsibilities.

Problems must first of all be referred to the local cantonal VET offices; they can provide advice and indicate the names and addresses of specialised services.

➔ Consultation services, Racism, Sexual harassment at the workplace

§ Art. 6 and 29, para. 1 and 32 EmpA; Art. 328 CO

i www.vocationaleducation.ch/factsheets

Visits to the host company

Supervision of the VET programme also includes reviewing the quality of apprenticeship training. As a consequence, the cantonal authority – its VET counsellors, occupational commissioners and apprenticeship inspectors (or also the members of the supervisory commissions) – organises a visit to the company to ensure that apprenticeship training is given in accordance with the regulations.

The persons who are designated by the cantonal authority have access to the work premises and to the apprentices' accommodation. They are entitled to question the interested parties and may consult the training reports and training logbook.

The cantonal authority also organises a visit when a company requests VET accreditation in order to take on apprentices.

➔ Supervision, Termination of the apprenticeship contract, Training logbook, Training report, VET accreditation, VET counsellor, VET office

§ Art. 24 VPETA; Art. 11 VPETO; Cantonal provisions

i www.vocationaleducation.ch/addresses

Vocational and Professional Education and Training Act (VPETA)

The Federal Act of 13 December 2002 on Vocational and Professional Education and Training (VPETA, SR 412.10), which came into force on 1 January 2004, is the most important legal basis for the Swiss VET sector (upper-secondary level) and PET sector (tertiary level). Although they previously depended on other provisions, the fields of health care, social care and arts as well as agriculture and forestry are now governed by VPETA. It also includes federal public law provisions on the following:

- VET programmes, including the Federal Vocational Baccalaureate (FVB);
- professional education and training (PET);
- job-related continuing education and training (CET);
- qualification procedures, qualifications and titles;
- training of VET and PET professionals;
- vocational, educational and career guidance;
- Federal contributions to the costs of vocational and professional education and training.

VPETA also establishes the terms of implementation (authorities, administrative justice and criminal provisions).

VPETA is completed by numerous federal and cantonal implementing provisions, including:

- Ordinance of 19 November 2003 on Vocational and Professional Education and Training (VPETO, SR 412.101);
- VET ordinances for the various VET programmes;
- Cantonal provisions (implementing legislation);
- SERI Ordinance on Minimum Requirements for Language, Communication and Society Instruction in VET Programmes (OCMCG, SR 412.101.241);
- EAER Ordinance of 11 March 2005 on Minimum Conditions for Recognition of Degree Programmes and Continuing Education and Training Courses at Professional Colleges (MiR-PC, SR 412.101.61).

Relations between the host company and the learner are not only governed by VPETA and VPETO but also by the provisions of the Swiss Code of Obligations (CO, SR 220) concerning the apprenticeship contract as well as the provisions of the

Employment Act (EmpA, SR 822.11) concerning the protection of workers' health.

➔ Authorities, Job-related continuing education and training (CET), VET office, VET/PET/VPET research, Vocational, educational and career guidance, Vocational education and training (VET)

§ Art. 63 Cst.; VPETA; VPETO; Cantonal legislation on vocational and professional education and training

i www.sbf.admin.ch (EN)

Vocational, educational and career guidance

The goal of vocational, educational and career guidance is to help young people and adults choose a VET and/or PET pathway or to decide on a career plan. The range of services offered covers everything from entering the labour market to occupational reintegration and continuing education and training (CET).

The scope of activity of vocational, educational and career guidance includes:

- individual interviews;
- information centres / multimedia libraries;
- providing information to people individually (information, interviews, lending documents and audio-visual means);
- providing information on occupations (VET), professions (PET) and training programmes to groups to help them to make informed decisions (in class, at evening sessions for parents);
- online information (see the link below).

➔ Occupations (VET), Pre-vocational traineeship, Skills testing

§ Art. 49 et seq VPETA; Art. 55 et seq VPETO

i www.orientation.ch

Vocational education and training (VET)

VET programmes impart the knowledge and competences required to work in an occupation. Learning is provided in

three locations: the VET school, the host company and the branch training centre. The professional competences, training content, performance objectives and how they are distributed to the three learning locations are set forth in the VET ordinances that are respectively enacted and approved by the Confederation.

Approximately two-thirds of young people complete an apprenticeship after compulsory education. The following options are available to them:

Two-year VET programmes for the Federal VET Certificate

These VET programmes provide learners with the professional competences needed to work in an occupation that requires mainly practical skills. Two-year VET programmes have a specific occupational profile and lead to issuance of a Federal VET Certificate. This qualification enables holders to gain advanced placement in a three- or four-year VET programme for the Federal VET Diploma, which generally reduces the duration of training by one year.

Three- or four-year VET programmes for the Federal VET Diploma

These VET programmes provide learners with the professional competences needed to work in a given occupation. The Federal VET Diploma opens the door to tertiary-level professional education and training (PET).

Federal Vocational Baccalaureate (FVB)

This is an optional academic qualification that learners may prepare for alongside the normal vocational instruction and apprenticeship training portions of a three- or four-year VET programme for the Federal VET Diploma. Preparatory courses for the FVB cover academic subjects.



Apprenticeship, Apprenticeship contract, Federal Vocational Baccalaureate (FVB), Qualification procedures (QPs), Three- or four-year VET programmes for the Federal VET Diploma, Two-year VET programmes for the Federal VET Certificate, VET and PET qualifications



Art. 16, 17 and 25 VPETA; Art. 6 and 10 VPETO



www.vocationaleducation.ch/basics/basic-vocational-education-and-training, www.sbf.admin.ch (EN)

Vocational instruction

Apprentices acquire technical and professional competences by attending classroom instruction in vocational subjects at VET schools. The training objectives, subjects and organisation of the lessons are indicated in the VET ordinance and training plan; they are compulsory. Depending on the provisions laid down in the VET ordinances, the grades for technical competences are taken into account in the overall grade of the qualification procedure or not.

➔ Instruction in language, communication and society (LCS), Training plan, VET ordinances, VET school

§ Art. 21, para. 1 VPETA

Vocational pedagogy

Vocational pedagogy covers the objectives, content and methodological aspects of VET at the three learning locations (VET school, host company and branch training centre).

It deals for example with the following issues:

- How to teach technical, social, personal and methodological competences so that young people can cope with the challenges that they will encounter in their professional and social life?
- How to design and plan qualification procedures to make them objective, fair and cost-effective?
- How to test educational concepts both during apprenticeship training and classroom instruction and how to make the most of them?

➔ Examiners, Swiss Federal Institute for Vocational Education and Training (SFIVET), VET professionals, VET/PET/VPET research, VET trainer

§ Art. 48 VPETA

VPET fund

Encouraged by the Vocational and Professional Education and Training Act (VPETA), VPET funds are established by the professional organisations within a given economic branch. Contributions are received by branch members and allo-

cated to promoting vocational and professional education and training. Due to the binding nature of VPET funds, companies that do not contribute to the costs of vocational and professional education and training and apprenticeship training must contribute to this solidarity fund. Thus, companies that do not belong to a professional organisation may be compelled to pay adequate solidarity contributions. Each VPET fund is managed by the professional organisation established for the given branch (Art. 60, para. 1 VPETA).

The Vocational and Professional Education and Training Act (VPETA, SR 412.10) describes the conditions that must be met in order for contributions to a VPET fund to be declared mandatory for all companies within the given economic branch. The Federal Council may implement the measure provided that at least 30% of the companies totalling at least 30% of the employees and learners of the branch already contribute to the fund. Depending on the range of occupations available in a company, contributions to several funds may be necessary (Art. 60, para. 3 and 4 VPETA).

There are also cross-cutting cantonal funds – particularly in the Italian and French-speaking regions of Switzerland – which are independent from the branches. Such funds are governed by cantonal law and contributions help to finance measures in favour of VET programmes for all occupations. When there is a cantonal fund, those professional organisations that are interested can agree with the canton in question on the payment of contributions or consequently adapt the list of services that they provide.

Companies that pay contributions to an association or a fund (e.g. cantonal fund or other fund) for vocational and professional education and training or that are able to prove that they provide adequate apprenticeship training or job-related continuing education and training (CET) may not be compelled to make other compulsory payments to a VPET fund (Art. 60, para. 6 VPETA).



Funding of vocational and professional education and training (VPET), Professional organisations (POs), VET office



Art. 60 VPETA; Art. 68 VPETO



www.sbf.admin.ch (EN)

Working hours

According to Art. 13 of Ordinance 1 to the Employment Act (EmpO 1, SR 822.111), working hours correspond to the period of time in which the worker is at the employer's disposal. Travel time to and from the workplace is not considered in the calculation of working hours.

If a learner is required to carry out work outside of the usual workplace and if the journey to this workplace is longer than the usual journey, the difference is considered to be included in the calculation of working hours.

The parties who sign the apprenticeship contract generally agree on working hours. There are nevertheless restrictions due to legal provisions (Employment Act, EmpA, SR 822.11) and collective agreements (collective employment agreements – CEA). The working hours that are laid down in a CEA also apply to learners in all cases.

With regard to apprentices in agricultural occupations, EmpA only applies up to the minimum age; otherwise, the provisions of the standard employment contract (SEC) need to be taken into account.

In accordance with Art. 9 EmpA, the maximum working week is set at 45 hours per week for workers employed by industrial companies as well as for office personnel, technical personnel and other employees, including salespersons of large retail businesses and at 50 hours per week for all other categories of workers.

The daily working hours for learners, up to the age of 18, should not exceed 9 hours, including overtime and the hours worked in advance to make up for absences. The daily working hours of apprentices should not exceed the working hours of other workers, i.e. the customary agreed working hours. The hours worked during the day by young people must be included in a period of 12 hours, including breaks. These 12 hours must take place within the limitations of a working day (between 5.00 a.m. and 8.00 p.m.). Night work up to 10 p.m. is only authorised for young people who are aged 16 or over.

Up until the age of 18, apprentices must be given a rest period of at least 12 consecutive hours. The hours worked per week must be distributed over a maximum of 5.5 days.

Learners must not work at night or on Sundays. Special dispensations from this restriction must be approved. Certain occupations are exempted from the obligation to request approval; they are listed in the EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4)

As far as exceptions in particular cases are concerned, the following principle applies: night work and work on Sundays can only be authorised outside of the recommended working hours if it is absolutely indispensable for the apprentice's training. The host company must send a request to the competent cantonal authority (up to ten nights per year) or to SECO (if the night work occurs at regular intervals).

A full day of classroom instruction at a vocational school (min. 6, max. 9 lessons including free and support classes) is equivalent to a full working day. A minimum of 3 and a maximum of 5 lessons are considered equivalent to half a working day. When there is no classroom instruction, learners are required to work in the host company. The varying geographical distances between the host companies, vocational schools and the inter-company training centres prevents a definitive rule on whether apprentices must also attend the workplace on the same day. If a host company is located near the school or course centre, the apprentice is likely to also work at the host company on the same day alongside attending 6 lessons. If the school or course centre is further away from the host company, the apprentice will not have to attend the workplace after attending 6 lessons. Individual cases should be clarified with the cantonal VET office.

Employers must keep written records of the hours worked, either by means of work sheets, work cards or clocking in/out machines. The obligation to keep records may be stipulated in the employment contract;

The term "self-assigned" employees means a particular form of employment with controls. Employees work during a fixed number of working hours (blocked hours) as well as a minimum number of hours per week. Within the scope of these restrictions the worker can then decide on his or her working hours. For these types of employees, the matter of the time spent in vocational instruction and branch courses has to be

taken into account for learners. In most cases, these absences are considered to be normal working days; each day of absence thus represents a fifth of the hours worked per week. The usual breaks during classroom instruction (with the exception of lunch breaks) cannot be deducted from the working hours.

➔ Breaks (during working hours), Collective employment agreement (CEA), Employment Act (EmpA), Rest period, Unpaid leave, Working Hours Act (WHA), Youth Employment Protection Ordinance (EmpO 5)

§ Art. 10 para. 2, 21 para. 1, 29 to 32 and 46 EmpA; Art. 13 and 73 EmpO 1; Art. 12 para. 2 and 4, 13 para. 4, and 17 para. 2 EmpO 5; Art. 14 WHRPO 1; Art. 18 para. 2 VPETO; EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4)

Working Hours Act (WHA)

The Working Hours Act (Federal Act of 8 October 1971 on Employment in Public Transport Companies, WHA, SR 822.21) practically corresponds to the Employment Act (EmpA, SR 822.11) both in terms of purpose and content. However, these two pieces of legislation – which are most important with regard to workers' protection in the public sector – have a different scope of application: most workers in public transport companies (mainly Swiss Federal Railways, Swiss Post, private railway companies, road transport, shipping and funicular companies) are subject to WHA provisions and not EmpA provisions.

Learners who complete their apprenticeship training in a host company in accordance with Art. 1 WHA and who are considered to be employees pursuant to Art. 2 WHA are not subject to the Employment Act but to the Working Hours Act.

For practical reasons, reference is not made in this glossary to the other WHA provisions.

➔ Employment Act (EmpA)

§ WHA

i www.seco.admin.ch (EN)

Working relationship

A working relationship is established between a learner and the host company (and by extension, the VET trainer). This working relationship is based on the apprenticeship contract drawn up within the framework of a dual-track VET programme. This working relationship covers training assignments as well as the rights and obligations of VET trainers or delegated persons. The working relationship establishes learner obligations with regards to the work to be done for the employer with the requisite care and attention to detail. The working relationship between the host company and learners also covers apprenticeship supervision.

Working relationship provisions also apply to the education and training given in trade schools and within host company networks.



Apprenticeship contract, Dual-track VET programme, Host company, Host company network, Learner, Supervision, Termination of the apprenticeship contract, Trade school, VET office



Art. 14 and 24 VPETA; Art. 8 VPETO; Art. 319 et seq CO; EmpA

Work on Sundays

Generally speaking, learners are prohibited from working on Sundays. However, the cantonal authority may, in justified cases, authorise apprentices over the age of 16 to work on Sundays. If the work on Sundays is carried out on a regular basis, this must be approved by SECO. The authorisation is granted if:

- the work on Sundays is indispensable for the training,
- the learners' collaboration is required to remedy disturbances to operations caused by force majeure.

The authorisation to work on Sundays is subject to time off in lieu of one working day being granted to the learner during the previous or following week.

A corresponding EAER Ordinance establishes the list of occupations for which no authorisation is required.

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- ➔ Employment Act (EmpA), Night work, Overtime/supplemental hours worked, Rest period, Shift work, Time off in lieu/Working hours lost, Working hours, Working Hours Act (WHA), Youth Employment Protection Ordinance (EmpO 5)
-
- § Art. 31, para. 4 EmpA; Art. 13 EmpO 5; EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4)
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- i www.seco.admin.ch (EN)
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Youth Employment Protection Ordinance (EmpO 5)

The Youth Employment Protection Ordinance (EmpO 5) contains specific provisions for learners. As the protection age of young people has been dropped to 18, these provisions only concern apprentices up to their 18th birthday.

Young workers cannot carry out work that is deemed to be dangerous. Special dispensations are nevertheless possible for VET apprenticeships. Work that is deemed to be hazardous is dealt with in an EAER Ordinance.

Night work or work on Sundays is only authorised for young people under the age of 18 if it is necessary to meet the training objectives of the VET programme. Authorisations issued in specific cases should remain exceptional insofar as a second EAER Ordinance relating to the EmpO 5 stipulates the occupations in which night work or work on Sundays is authorised.



Medical certificate, Night work, Working hours, Work on Sundays



Youth Employment Protection Ordinance of 28 September 2007 (EmpO 5); EAER Ordinance of 4 December 2007 on Hazardous Work for Young People (SR 822.115.2); EAER Ordinance of 21 April 2011 on Special Dispensations for Night and Sunday Work in Apprenticeship Training (SR 822.115.4)

List of abbreviations

All the abbreviations used in the glossary are listed below.

All the legislative texts mentioned in this glossary may be consulted online in German, French or Italian in the Classified Compilation of Federal Legislation. Simply type the corresponding code (without "SR") in the search field provided on the website: www.admin.ch/ch/d/sr/sr.html

AIA	Federal Act of 20 March 1981 on Accident Insurance (SR 832.20)
APO	Ordinance of 19 December 1983 on the Prevention of Accidents and Occupational Diseases (SR 832.30)
Art.	Article
ASEO	Ordinance of 24 October 2007 on Admission, Period of Stay and Employment (SR 142.201)
CC	Swiss Civil Code Swiss Civil Code of 10 December 1907 (SR 210)
CDOPU	Swiss Conference of Directors of Career Guidance
CEA	Collective employment agreement
CJurA	Federal Act of 24 March 2000 on Jurisdiction in Civil Matters (repealed)
CMSO	Ordinance of 19 November 2003 on the Compulsory Military Service (SR 512.21)
CO	Swiss Code of Obligations Federal Act of 30 March 1911 completing the Swiss Civil Code (Fifth Book: Law of obligations, SR 220)
Core-LCS	Core Syllabus for Language, Communication and Society instruction in VET Programmes
Cst.	Federal constitution Federal constitution of the Swiss Confederation of 18 April 1999 (SR 101)
D&E	Depth and expansion of knowledge module
DDA	Federal Act of 13 December 2002 on the Elimination of Discrimination against People with Disabilities (SR 151.3)
DGAA	Federal Act of 28 September 1956 on the Declaration of the General Application of Collective Employment Agreements (SR 221.215.311)

DI	Disability insurance
EAER	Federal Department of Economic Affairs, Education and Research
ECTS	European credit transfer system
ECVET	European credits for vocational education and training
EDK	Swiss Conference of Cantonal Ministers of Education
EFTA	European Free Trade Association
EmpA	Federal Act of 13 March 1964 on Employment in Business, Trade and Industry (SR 822.11)
EmpO 1	Ordinance 1 of 10 May 2000 to the Employment Act (SR 822.111)
EmpO 2	Ordinance 2 of 10 May 2000 to the Employment Act (Special Provisions for Specific Groups of Businesses or Employees) (SR 822.112)
EmpO 5	Ordinance 5 of 28 September 2007 to the Employment Act (on the protection of young workers) (SR 822.115)
EqA	Gender Equality Act Federal Act of 24 March 1995 on Gender Equality (SR 151.1)
EQF	European Qualifications Framework
EU	European Union
FCOS	Federal Coordination Commission for Occupational Safety
FDFA	Federal Department of Foreign Affairs
FDHA	Federal Department of Home Affairs
FIT	Federal Institute of Technology
FMA	Agreement between the Swiss Confederation, on the one hand, and the European community and its member states, on the other, on the free movement of persons
FNA	Federal Act of 16 December 2005 on Foreign Nationals (SR 142.20)

FVB	Federal Vocational Baccalaureate
HEdA	Federal Act on the Funding and Coordination of the Higher Education Sector
HInSA	Federal Act of 18 March 1994 on Health Insurance (SR 832.10)
ICA-UAS	Intercantonal agreement on universities of applied sciences
IDES	Information and documentation centre of the EDK
IGKG	Intercantonal Conference on Continuing Education and Training
INSOS	Social institutions for disabled persons
InvIA	Federal Act of 19 June 1959 on Invalidity Insurance (SR 831.20)
IPP	Individual practical project
ISO	International Organization for Standardization
LCS	Instruction in language, communication and society
LEA	Loss of earnings allowances
LECA	Federal Act of 25 September 1952 on Compensation for Loss of Earnings for Persons on Military Service or Maternity Leave (SR 834.1)
MSST	Directive requiring the use of doctors and other specialists of safety at work
NOA	Non-occupational accident insurance
NQF	National Qualifications Framework
NQF VPET	Swiss National Qualifications Framework for the VPET System
OA	Occupational accident insurance
OASIA	Federal Act of 20 December 1946 on the Old-Age and Survivors Insurance (SR 831.10)
OCMCG	Ordinance on Minimum Conditions for Language, Communication and Society Instruction in VET Programmes (SR 412.101.241)
OLE	Ordinance of 6 October 1986 Limiting the Number of Foreign Nationals (repealed)

OP	Occupational pension
OPA	Federal Act of 25 June 1982 on Occupational Old Age, Survivors' and Invalidity Pension Provision (SR 831.40)
OSI	Old-age and survivors' insurance
PEP	Pre-assigned examination project
PMs	Process modules
PO	Professional organisation
Q2E	Quality management system in schools
QPs	Qualification procedures
REC	Regional employment centre
RSFNA	Federal Act of 26 March 1931 on the Residence and Permanent Settlement of Foreign Nationals (repealed)
SBBK	Swiss Conference of VET Offices
SCC	Swiss Criminal Code of 21 December 1937 (SR 311.0)
SDBB	Swiss Service Centre for Vocational Education and Training Vocational, Educational and Career Guidance
SDK	Swiss Conference of Cantonal Health Directors
SEC	Standard employment contract
SECO	State Secretariat for Economic Affairs
SERI	State Secretariat for Education, Research and Innovation
SFIVET	Swiss Federal Institute for Vocational Education and Training
SGAB	Swiss Society for Research in Vocational and Professional Education and training
SME	Small and medium-sized company
SpoFG	Federal Act of 17 June 2011 on the Promotion of Sport and Exercise (SR 415.0)
SpoFO	Ordinance of 23 May 2012 on the Promotion of Sport and Exercise (SR 415.01)
SQUF	National Employers' Network for VET

SR	Classified Compilation of Federal Legislation (see also www.admin.ch/f/rs.html – all the acts that are mentioned in this glossary may be downloaded by entering their abbreviation or SR code.)
SUVA	Swiss national accident insurance fund
UAS	University of applied sciences
UASA	Federal Act of 6 October 1995 on the Universities of Applied Sciences, Universities of Applied Sciences Act (SR 414.71)
UI	Unemployment insurance
UIA	Federal Act of 25 June 1982 on Compulsory Unemployment Insurance and Benefits on Insolvency (SR 837.0)
UIO	Ordinance of 31 August 1983 on Compulsory Unemployment Insurance and Benefits on Insolvency (SR 837.02)
VPETA	Federal Act of 13 December 2002 on Vocational and Professional Education and Training (VPETA, SR 412.10)
VPETO	Ordinance of 19 November 2003 on Vocational and Professional Education and Training (SR 412.101)
WHA	Federal Act of 8 October 1971 on Employment in Public Transport Companies (SR 822.21)
WHRPO 1	Ordinance of 19 June 1995 on Working Hours and Rest Periods for Professional Vehicle Drivers
WLS	Working and learning situation
Y&S	Youth and sport

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Josette Fallet, Neuchâtel

Michel Fior, SERI

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