

Swiss Federation for Adult Learning



Projekt "Flexi-Path"

## National Report: Switzerland

# Analysis of existing qualification frameworks for professionals in adult education

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Fédération suisse pour la formation continue  
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Swiss Federation for Adult Learning

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## 0. Summary

This paper aims to give an overview of the present situation regarding the training and professionalizing pathways for people active in the field of further vocational training and adult education in Switzerland.

Chapter 1 provides some background information on the Swiss educational system, outlining some of its characteristics, especially the value attributed to non-academic training at tertiary level and the consequences both for the contexts in which adult learning takes place and the training of the professionals operating in this field.

Chapter 2 describes three professional profiles in the context of adult education and further vocational training that could be defined as 1) the part-time teacher/trainer/instructor, 2) the professional adult trainer, and 3) the adult education specialist or adult education manager.

Chapter 3 presents the 3-level qualification system for adult education practitioners, relating to the three professional profiles described in Chapter 2. Whereas there is a large consensus on the professional profiles 1 and 2 and the respective requirements, there seem to be two distinct profiles at level 3 (EQF 6-7): the specialist in andragogy and the adult education manager. Finally, some courses of training and professional functions, characterised by academic research that goes beyond questions of applied science, could be attributed to a level 4 (EQF 7-8).

Chapter 4 summarizes the main training pathways according to the categories of requirements for access to training, duration and structure of the training course, main contents of training, training institutions, qualification requirements, qualification procedure, possibility of accreditation of prior formal or informal learning and supplementary information.

Chapter 5, finally, provides the essential information in the form of the proposed matrix for comparative analysis.

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## 1. Introduction: Adult education in Switzerland

### **The Swiss education system**

To understand the position of further vocational training and adult education in the overall Swiss educational context, and the background and training of the professionals active in this field, some fundamental characteristics of the Swiss education system have to be born in mind.

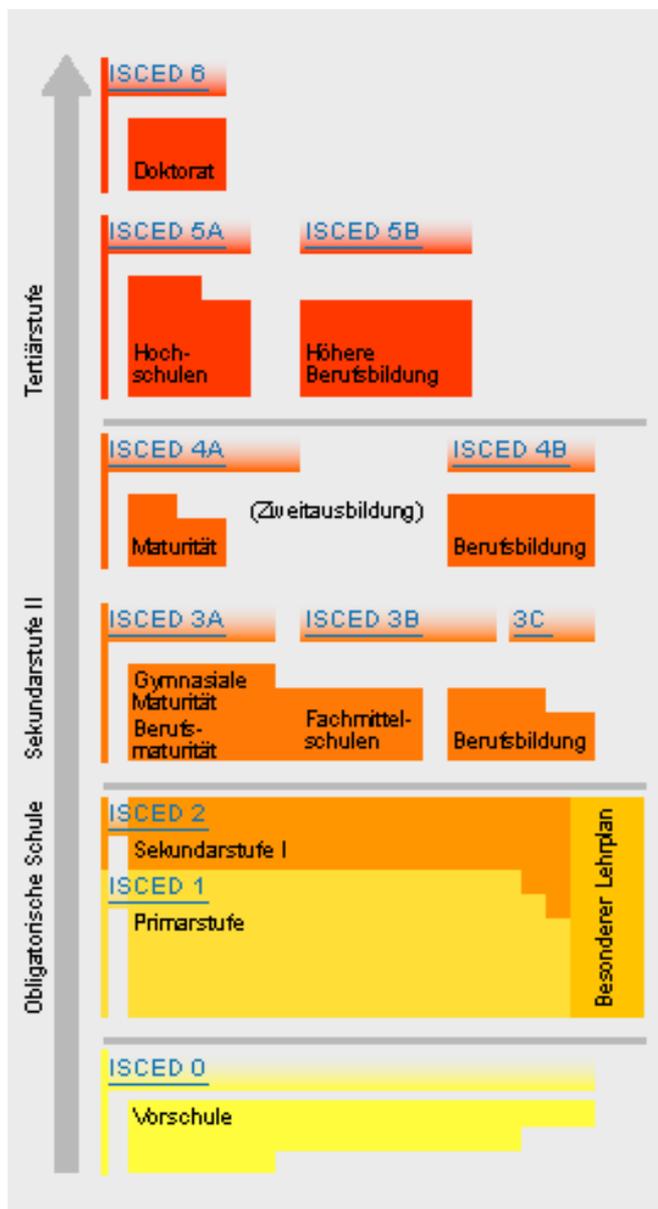
In general, higher education in Switzerland, compared to other European countries, tends to be much less oriented towards academic degrees. A number of professions that in other European countries would require a university degree, in Switzerland are accessed through vocational and continuing training (e.g. nursing, accountancy) – even the teaching profession, at primary school level, until recently was not a profession that required academic studies.

In fact, less than 25% of the young people choose to continue school until the “Matura”, that would give them direct access to university studies, and only about 15% actually obtain a university degree.<sup>1</sup>

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<sup>1</sup> See educational statistics of the Bundesamt für Statistik [www.bfs.admin.ch](http://www.bfs.admin.ch)

On the other hand, two thirds of the school leavers decide to go into vocational training, which as a rule is organised according to the “dual system”, i.e. the trainees are integrated into the work context, receiving training and/or tutoring on the job, and for about two days a week go to school for general (e.g. languages) and job-related subjects.<sup>2</sup>



Source: Bundesamt für Statistik, Neuchâtel, CH  
[www.bfs.admin.ch](http://www.bfs.admin.ch)

After 3–4 years of training you can obtain a *Federal Certificate of Vocational Education and Training* (ISCED 3C), which is also the “entrance ticket” to continuing vocational training at tertiary level. At tertiary level it is possible either to obtain a higher qualification in the original profession, to specialize or to move on to another more or less related field, or to enter a totally new field of activity. In any case, there are a multitude of professional careers and development perspectives after the basic vocational qualification.

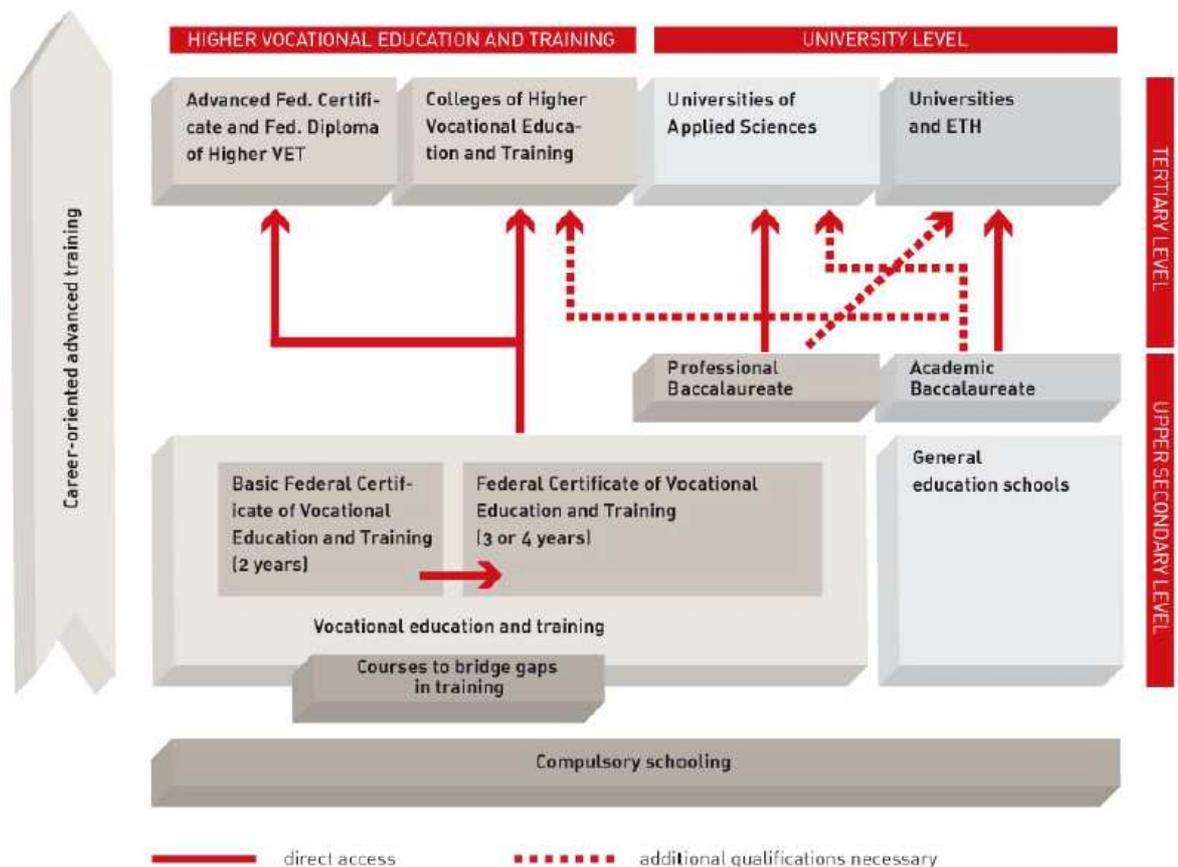
The training possibilities at tertiary level include studies at Universities of Applied Science (*Fachhochschulen / Hautes Ecoles Spécialisées / Scuole Universitarie Professionali*, ISCED 5A), Colleges of Higher Vocational Education (*Höhere Fachschulen / Ecoles professionnelles supérieures / Scuole professionali superiori*, ISCED 5B) or various courses, organised by a great variety of schools, preparing for a federal exam in advanced vocational training (*Höhere Berufsbildung*, ISCED 5B).

These examinations test the candidates’ professional competencies rather than their knowledge, and they are developed and run by the professional associations active in the specific fields, under the supervision of the Swiss Federal Office for Vocational Training and Technology.

There are two levels: an Advanced Federal Certificate (*Eidgenössischer Fachausweis / Brevet fédéral / Attestato professionale federale*) and an Advanced Federal Diploma of Higher VET (*Eidgenössisches Diplom, Diplôme federal, Diploma federale*).<sup>3</sup>

<sup>2</sup> A comprehensive overview with updated facts and figures is published every year by the Swiss Federal Office for Professional Education and Technology. The brochure “Facts and figures: Vocational and Professional Education and Training in Switzerland” can be downloaded from the site: [www.bbt.admin.ch/themen/berufsbildung/index.html?lang=en](http://www.bbt.admin.ch/themen/berufsbildung/index.html?lang=en)

<sup>3</sup> See also the more detailed graph of the specific sector on the next page.



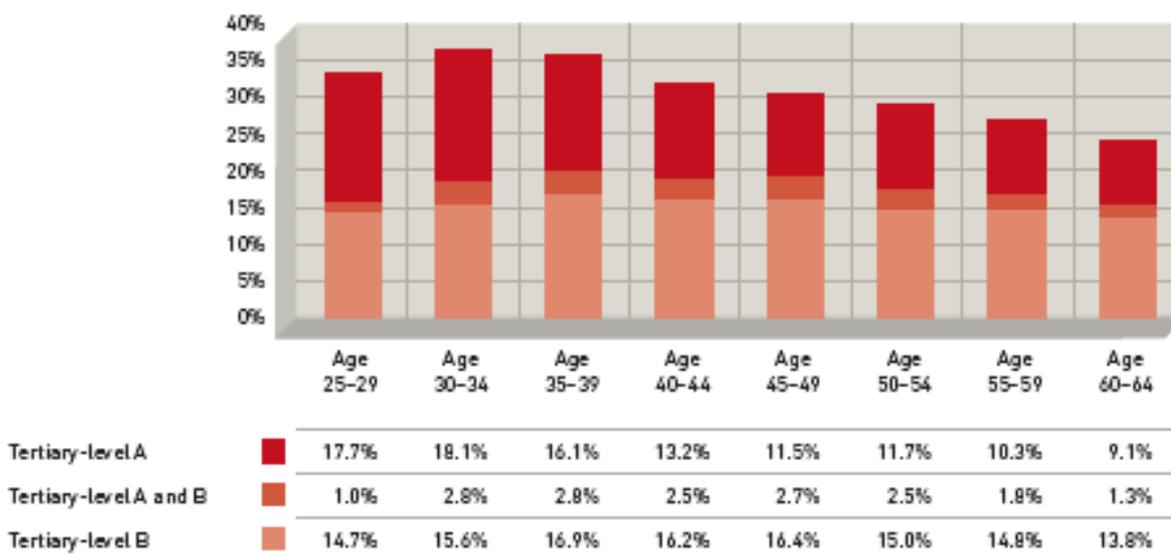
Source: Federal Office for Professional Education and Technology, CH, [www.bbt.admin.ch](http://www.bbt.admin.ch)

A particular feature of these federal exams is, that the course of training, preparing the candidates for the exams, is not regulated by the State; the Federal Office for Professional Education and Technology only has to approve the professional profile and the set-up and the contents of the final examination, i.e. in principle the contents, the standards and the length of training are defined by the training institutions themselves or by the professional association(s) in the specific fields. It is theoretically possible to apply for the admission to the examinations without any prior preparatory course.

The traditionally competence-based testing philosophy in vocational training (as opposed to qualification paths based on defined curricula) has also meant that the system and the actors involved are generally open to the idea of acknowledging prior learning or informally acquired competencies.

These federal certificates and diplomas of higher vocational training have been one of the "backbones" of further training in Switzerland, and still enjoy a very good reputation among employers. Their practical value and status, in many contexts can be compared to those of a University degree. Their numerical importance is illustrated in the graph on the next page (tertiary level A referring to university degrees and degrees obtained at Universities of Applied Science; tertiary level B referring to diplomas obtained at Colleges of Higher VET and – mainly – to Advanced Federal Certificates and Diplomas of Higher VET).

### Tertiary-level degrees by age group 2008



Source: Federal Office for Professional Education and Technology, CH, [www.bbt.admin.ch](http://www.bbt.admin.ch)

In the past few years, however, the introduction of the Bologna system (now completed throughout the area of university education) and the subsequent reorganisation of the tertiary sector, has brought about the development of a great number of courses leading to *Certificates, Diplomas or Masters of Advanced Studies* (offered by Universities, Universities of Applied Science and Colleges of Higher Vocational Education and Training) that are still difficult to place in the educational context, and that in some sectors are in competition with the “traditional” federal examinations.

This situation, i.e. a tradition of Advanced Federal Certificates and Federal Diplomas, closely related to the work place and with competence-oriented testing, and a growing number of study offers at Universities and Colleges, also applies to the professional area analysed in the context of this project, i.e. the field of adult learning. We will look at this more closely in Chapters 3 and 4.

### Where adult learning takes place in Switzerland

Adult learning, like in the other European countries, takes place in many different contexts – one difference lies probably in the important role of the private sector, i.e. the institutions that do not receive public subsidies. The biggest of these institutions is the Migros Club School with more than 50 adult learning centres all over Switzerland, offering a wide range of courses, from sports and well-being to free-time occupations, languages, ICT and vocational training, profiting from financial contributions from the Migros supermarkets. Roughly 15% of all participant-hours in adult learning in Switzerland are realised at the Club Schools.

Other important adult learning centres, receiving public subsidies, include for example the “Popular Universities” (*Volkshochschulen, Universités populaires, Corsi per adulti*) and the Vocational Training Schools, which also offer an attractive programme of courses open to the adult public. These centres would account for roughly another 25% of participant-hours in adult learning and higher vocational training.

Alongside these “multi-sector” learning centres for adults, there are a great number of small schools and training centres, usually specialising in a specific sector like languages, ICT or management. Other “segments” would include courses organised by associations (e.g. courses for parents, or first aid courses), church organisations, trade unions or professional organisations.

As mentioned above, the various course offers (CAS, DAS or MAS) being developed by universities, universities of applied science and higher vocational training colleges constitute a rather fast growing sector.

Another important area is that of in-company training, which accounts for about 20% of the adult learning activity.<sup>4</sup>

And last but not least, for more than 20 years a considerable share of adult education and further training has been financed by the unemployment insurance. Although this probably has not contributed much to raising the total participation in adult learning and training, it has contributed considerably to establishing quality standards for this educational sector and raising the consciousness of the need for training and for assessing the competencies of professionals in the field of adult learning.

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## 2. Professional profiles in adult learning

### **Adult learning practitioners**

People active in adult education in Switzerland almost exclusively exercise this activity not as a (chronologically) first profession, but have arrived there after having trained and worked as secretaries, plumbers, nurses, managers, primary school teachers, etc. For the majority of them teaching adults constitutes an “accessory” occupation they grew into because they have some specific knowledge or competence, they are particularly skilled in their first profession and/or can relate to people better than others.

They may then discover that adult education is “their” field and gradually become professionals, and the accessory activity might develop into a main activity, be it as a substantial part-time or even as a full-time job. Some of them would move into a management position in which they’d be responsible for a training institution, or a sector thereof, or for the training department of a firm. Others might move their focus of activity to counselling, to curriculum development or to project management.

This “bottom-up” development of the individual professionals in the field of adult learning is reflected also by the organisation of the training offers: a modular training system that accompanies the job development of the teachers/trainers, close to their professional practice, providing them with the theory and know-how necessary for their activity.

As for the moment, the role of academic training can be considered marginal. In the course of the general trend towards academic degrees, this situation might change, but only in the long run. (s. Chapter 3)

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<sup>4</sup> For a typology of institutions active in adult education in Switzerland please refer to A. Schläfli/I. Sgier, *Portrait Weiterbildung Schweiz*, Reihe Länderüortraits Weiterbildung, Deutsches Institut für Erwachsenenbildung, 2008 (2nd and revised edition). For exact and up-dated figures on participation in higher professional and general adult education you can consult the educational statistics on [www.bfs.admin.ch](http://www.bfs.admin.ch) >> Weiterbildung / Formation continue.

## Three professional profiles

Although, as outlined above, the individual professional's development and training follows a continuum rather than definite steps, largely speaking one can distinguish three professional profiles in the field of adult learning:

1. The part-time teacher/trainer/instructor (*Kursleiter/in, Fachdozent/in, Instruktor/in, enseignant/e, animateur/trice, docente, istruttore/trice...*)

These people teach a specific subject (English, accountancy, first aid...) or train a specific skill (communication in a team, cooking, relaxation techniques...). For this, they plan didactically structured and methodically attractive lessons and evaluate their effectiveness. They typically operate within a given structure (a school, an adult education centre, the structures of an association or the training department of a company...) and usually don't have any responsibilities for the organisation or administration of the courses.

Their teaching/training activity is typically limited to a few hours a week and is usually not their main source of income, or – in the case of in-company training – it is just one part of their job description.

It is estimated that in Switzerland there are over 50'000 people who would correspond more or less to that profile of teacher/trainer in adult education.

2. The professional adult trainer (*Ausbilder/in, formateur/trice, formatore/trice*)

These professionals would still operate within the area of their subject or specialty, but consider teaching/training adults their main profession that occupies them full-time or for a substantial part of their working life. Although typically still active within a given organisational context, they are likely to have additional responsibilities in this context, such as counselling learners, testing, doing needs analyses and developing courses in their area of speciality, or being responsible for a group of course offers or teachers.

Whereas the "profile 1 trainer" is focussed on running lessons, the scope of the "profile 2 trainer" spreads from course design to teaching, to learning and course evaluation to accompanying learners in their development.

A rough estimate for this professional profile in Switzerland might be about 20'000 people.

3. The adult education specialist or adult education manager (*Ausbildungsleiter/in, Erwachsenenbilder/in, responsable de formation, responsabile di formazione*)

This profile could actually be split into two profiles:

- A The adult education specialist, i.e. the professional active in designing curricula or qualification pathways, or in designing and implementing complex training programmes.

This type of activity requires, above all, in-depth knowledge of didactical concepts and training methods suitable for adult learners.

- B The adult education manager, i.e. the professional managing adult learning centres or parts thereof, schools or the training sectors of associations or organisations, the training departments of companies, etc.

Their required competencies include management skills, as well as other types of knowledge, e.g. quality management or marketing, in relation to the educational field.

In practice, however, the two profiles tend to coincide: in organisations active in adult education people having a leading position usually have both these roles, or they might move from one to the other, also several times, during their career.

The estimates for this professional profile in Switzerland are around 2'000 people.

Adult education specialists, who are not active within an organisational context but are self-employed, tend to specialise in one or two particular "niches" (evaluation, curriculum design, counselling, group dynamics...) also gaining specific qualifications for their specialist activity.<sup>5</sup>

### 3. Detailed analysis of some professional profiles and corresponding qualifications

#### The 3-level qualification scheme

The national qualification scheme for the field of adult education and learning – developed by the Swiss Federation for Adult Learning SVEB/FSEA and approved by the Federal Office for Professional Education and Technology – matches the profiles outlined in Chapter 1.

A summary overview<sup>6</sup>:

Profiles	Qualifications
<p>Teaching / training / instructing adults as a <b>part-time secondary occupation</b> (<u>profile 1</u>):</p> <p>Planning, teaching and evaluating <b>lessons / courses</b> in one's own field of knowledge or know-how, within an institutional context and with professional support available.</p>	<p><b>SVEB/FSEA Certificate</b> for teachers in adult education</p>
<p><b>Teaching / training adults as a main activity</b> (<u>profile 2</u>):</p> <p>Developing, teaching and evaluating <b>courses</b> autonomously, counselling and accompanying learners, taking over additional responsibilities in an institutional context.</p>	<p><b>Advanced Federal Certificate in Higher VET</b> in Training Adults</p>
<p><b>Developing + organising adult training and education</b> (<u>profile 3</u>):</p> <p>Developing and accompanying complex <b>educational programmes</b>, assuring quality standards, taking over management responsibilities.</p>	<p><b>Advanced Federal Diploma in Higher VET</b> in Training Management and Human Resources Management</p>

<sup>5</sup> There are a growing number of course offers – mostly CAS, DAS or MAS programmes – that refer to these "niches". These have, however, not been taken into account in this overview which has as a focus the qualifications for "generalists" in the field of adult education and learning.

<sup>6</sup> S. also the graph on the following page.

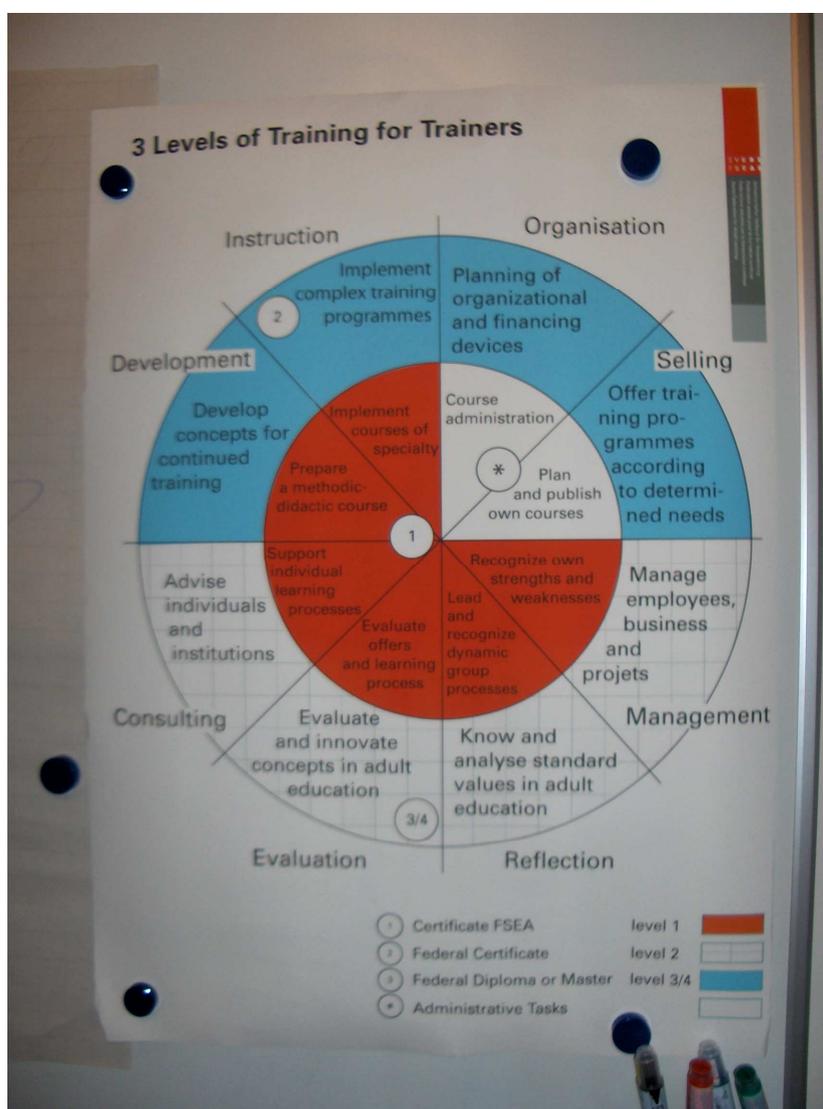
## Profile 1: Teaching adults as a part-time occupation

For Profile 1 (teaching/training/instructing as an accessory activity) a national **Certificate** by **SVEB/FSEA** has been introduced in 1995.

Apart from having taught adults for at least two years and a minimum of 150 hours, it requires having followed an accredited course of about 100 hours focussing on the basic skills and knowledge necessary for teaching and training adults<sup>7</sup>.

Up to 2008, more than 20'000 people have obtained this certificate, following training courses in one of over 100 accredited training centres or presenting their portfolio for a procedure of validation of equivalent competencies. Given the focus of the training, many course offers aim at a specific public (e.g. language teachers, yoga teachers, first aid instructors, etc.) also adding training contents in the area of specific methodology.

The SVEB/FSEA certificate at the same time represents the first of a series of five modules that lead to the Advanced Federal Certificate (s. following paragraph).



<sup>7</sup> A detailed description of the training contents (in German, French and Italian) and the requirements for certification, as well as an introductory text in English can be found on the SVEB/FSEA website: [www.alice.ch](http://www.alice.ch)

## Profile 2: Training adults as a main occupation

The qualification corresponding to this professional profile is the **Advanced Federal Certificate in Training Adults** (*Eidgenössischer Fachausweis Ausbilder/in, Brevet fédéral de formateur/trice, Attestato professionale federale di formatore/trice*).

It is based upon the following list of professional roles and competencies (summary)<sup>8</sup>:

- Designing, planning, organising and communicating courses in the context of one's area of specialty
- Developing instruments for evaluation of courses in this context
- Acting as teacher/trainer in these courses
- Recognising processes and phenomena in learner groups and, if necessary, choosing the adequate place and mode for interventions
- Counselling and accompanying adult learners in their learning process.

The course modules focus on classroom management and group dynamics, counselling, didactic theories and course design. Apart from the individual learning and personalised training time the modules comprise about another 200 course hours.

Since its introduction in 1999, over 5'000 Advanced Federal Certificates in Training Adults have been issued by the Federal Office for Professional Education and Technology, making the "adult trainer" one of the most sought-after higher VET qualifications.

## Profile 3: Developing and organising adult education

In 2006 the **Advanced Federal Diploma in Training Management and Human Resources Management** (*Eidgenössisches Diplom als Ausbildungsleiter/in, Diplôme fédéral de responsable de formation, Diploma federale di responsabile di formazione*) has been introduced, corresponding to profile 3.

The professional roles and competencies at the basis of the qualification profile (in short):

- Developing and evaluating curricula and educational programmes in a school or a company context, taking into account the organisational and economical contexts as well as relevant factors and trends in society, economy and politics
- Accompanying and coaching teams, individuals and learner groups, with the help of adequate methods and recognised good practice models
- Planning, accompanying and evaluating learning events, with reference to didactically adequate forms of learning and assessment of learning as well as to the observed group processes.
- Managing and guiding individuals and working teams in an educational context
- Making systemic analyses of working and learning contexts and identifying objectives and suitable measures for their development
- Planning, coordinating and evaluating projects in the field of adult education
- Making cost-benefit analyses of training offers, calculating training offers and positioning them on the adult education market

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<sup>8</sup> The complete professional profiles of the three levels of training as well as the detailed profiles for each module can be found (in German, French and Italian) on the SVEB/FSEA website: [www.alice.ch](http://www.alice.ch)

- Keeping control of the economic side of the training operations of the institution, also in a long-term perspective
- Planning marketing and communication measures in the area of adult education, as well as identifying market needs
- Evaluating the quality of training offers and operations, using adequate methods, with regard to effectiveness, efficiency, result, sustainability and economic feasibility.

The training course, on the basis of the Advanced Federal Certificate, comprises a further eight training modules and a final examination in the form of an assessment-like so-called qualification module. Apart from developing and strengthening the didactic background of the trainees, in particular with application to curriculum development and the design of complex training programmes, the modules focus on issues related to management in adult education.

Apart from the individual learning and personalised training time (as well as 4 years of practice in the profession) the modules comprise about another 400 course hours. In total, the training course for the Federal Diploma includes about 1'800 learning hours.

So far the Diploma has been issued to about 60 professionals.

The qualification profile for the Diploma is currently being revised. The new training curriculum puts more emphasis on management and evaluation skills rather than on issues related directly to classroom practices.

### **Other qualifications corresponding to profile 3**

There are a number of training programmes and qualifications that also make reference to profile 3 as outlined above. As the group of professionals behind the profile as well as their working contexts are very heterogeneous, there is room for various courses and qualifications that all have some characteristics that make them special, attractive and suitable for a certain public. That also implies that none of them can claim to be the qualification for leading professionals in adult and further education.

Before the introduction of the Advanced Federal Diploma, many Profile 3 professionals followed a course (3 years part-time, about 1'000 course hours) leading to a **Diploma in Adult Education** (*Erwachsenenbilder/in, Formateur/trice d'adultes*) recognised by the cantonal authorities. This training course still exists and the qualification is in the process of being recognised as a Federal Diploma, issued by accredited Colleges of Higher VET. In addition, some training courses also offer a MAS degree; i.e. at the end of the three-year part-time training period the participants can aim for a **MAS in Adult and Professional Education** (in cooperation with the Pädagogische Hochschule Zentralschweiz the Technische Universität Kaiserslautern in Germany) as well as for a Federal Diploma VET.<sup>9</sup>

Many of the training contents being equal to the above mentioned Advanced Federal Diploma in Training Management and Human Resources Management, the Diploma / MAS in Adult and Professional Education puts less emphasis on management issues, whereas didactical issues are treated more in depth. The two training pathways can thus be considered very similar but complementary, the Diploma in Adult and Professional Education preparing rather for designing adult training and dealing with demanding training situations, the Diploma in Training Management putting more emphasis on competencies related to organising and evaluating training programmes.

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<sup>9</sup> More information on e.g. [www.aeb.ch](http://www.aeb.ch).

## Qualifications offered by universities

Traditionally, the French and Italian speaking parts of Switzerland, compared to the German speaking part, are in general more academically oriented in their professional training. This also applies to the specific field of adult education and training. Whereas in German speaking Switzerland the initiative to develop training schemes for professionals in adult education came from private institutions and professional associations, in the West and the South of the country this role has been attributed to academic institutions.

For many years, **Geneva University** has had a leading role in promoting a professional approach to adult education, and the training offers of Geneva University, Faculty of Educational Science, remain a point of reference, especially (but not exclusively) for the Suisse romande.

Currently, Geneva University offers a **Masters degree in Educational Sciences, major in Adult Education** (*Maîtrise universitaire en sciences de l'éducation, Orientation formation des adultes*)<sup>10</sup>, as well as post-graduate courses at two levels: a **Certificate in Developing Training Systems** (*Certificat de formation continue universitaire en Développement et animation de systèmes de formation*), which can roughly be situated at Level 2 of the 3-level system, and a **Diploma in Adult Education** (*Diplôme de formation continue universitaire de Formateur d'adultes*), situated at Level 3. With the restructuring of the university curricula, these courses are planned to be replaced by CAS and DAS or MAS course offers.<sup>11</sup>

Only 3 years after its introduction, in 2005, a regular course at the Faculty of the sciences of communication of the **University of Lugano**, leading to a **Master in Communication Sciences, major in Education and Training**, has been suspended in 2008<sup>12</sup>.

## Qualifications offered by universities of applied science

In the German speaking area there are other new training offers being developed and offered in the "post-grad" area, both at Colleges of Higher VET and Universities of Applied Science, for example:

- The **MAS in Adult and Professional Education** described on the previous page.
- Building up on the competencies acquired for the Advanced Federal Certificate in Training Adults, the **DAS in Education Management** (*DAS Bildungsmanagement*)<sup>13</sup>, offered by a private training institution in collaboration with the University of Applied Science Nord-West-Schweiz, is meant to be a specialized alternative to the Advanced Federal Diploma, with a clear focus on management.
- Building up on the Advanced Federal Diploma in Training Management and Human Resources Management, the Zürich University of Applied Science is offering a **MAS in Education Management** (*MAS Ausbildungsmanagement*).<sup>14</sup>

More offers in this area are likely to appear on the market soon.

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<sup>10</sup> For detailed information: [www.unige.ch/fapse/lesetudes/programme.html](http://www.unige.ch/fapse/lesetudes/programme.html)

<sup>11</sup> A description of both the Certificate and the Diploma courses are available (in French) on: [www.unige.ch/formcont/dufa-cedaf/dufa.pdf](http://www.unige.ch/formcont/dufa-cedaf/dufa.pdf)

<sup>12</sup> For up-dated information: [www.com.unisi.ch](http://www.com.unisi.ch)

<sup>13</sup> For more information: [www.lernwerkstatt.ch](http://www.lernwerkstatt.ch)

<sup>14</sup> For more information: [www.zhaw.ch/de/zhaw/weiterbildung/mas.html](http://www.zhaw.ch/de/zhaw/weiterbildung/mas.html)

## Qualifications for teaching / training in VET

Parallel to the training and qualification system for people active in adult education, the Swiss Confederation, through its **Federal Institute for Vocational Education and Training SFIVET**, has developed a 3-level system for teachers active in vocational training, be it as trainers and monitors of trainees during company-based training or as teachers in vocational schools. Depending on their role in the system and the scope of their activity, the professional profiles are assigned to one of the three levels and the corresponding modules.<sup>15</sup>

The levels of training as well as the contents of the training modules are very close to the system developed by SVEB/FSEA, described above. In fact, the SVEB/FSEA Certificate and the Advanced Federal Certificate were, in the past, also recognised for trainers in vocational education. Now, in principle, there are two systems, but “bridge modules” that would create mutual permeability of the two systems are being discussed and developed.

The SFIVET also offers, as from autumn 2009, a Master degree course for specialists in vocational or professional education and training, with a focus on research and development: **Master of Science in vocational education and training**.<sup>16</sup>

## Qualification requirements for specific activities in adult and further education

Apart from the regulations referring to qualification profiles in vocational education (s. [www.ehb-schweiz.ch](http://www.ehb-schweiz.ch)), there are no laws regulating the teaching and training profession in the adult education sector. However, some standards have been defined for public financing. Although they are not binding, they have been adopted by the market.

The success of the SVEB/FSEA Certificate can largely be attributed to the introduction, in 2000, of EduQua, the Swiss Quality Label for institutions active in further education<sup>17</sup>, and the fact that this institutional quality assurance system soon became a compulsory requirement for institutions applying for public subsidies or institutions running courses for the unemployed.

The EduQua quality standards demand that the teaching staff (with the exception of occasional teachers/trainers with a minimal amount of teaching hours) be qualified in the field of adult education, stating the SVEB/FSEA Certificate as a standard qualification for part-time teachers and trainers and the Advanced Federal Certificate in Teaching Adults as a minimal qualification for staff with a coordinating role.

The success of the Advanced Federal Certificate, on the other hand, can only partly be attributed to requirements of quality assurance – just as important is probably the fact that through the federal qualification the occupation of adult trainer has gained a professional identity it did not have before, even with thousands of people actually exercising it.

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<sup>15</sup> For an overview and the training programmes: [www.ehb-schweiz.ch/en/training/uoverview/Pages/default.aspx](http://www.ehb-schweiz.ch/en/training/uoverview/Pages/default.aspx)

<sup>16</sup> The study programme: [www.ehb-schweiz.ch/de/ausbildung/zertifikatsausbildungen/Documents/Flyer\\_msc\\_en.pdf](http://www.ehb-schweiz.ch/de/ausbildung/zertifikatsausbildungen/Documents/Flyer_msc_en.pdf)

<sup>17</sup> [www.eduqua.ch/002alc\\_00\\_en.htm](http://www.eduqua.ch/002alc_00_en.htm)

## Overview of the main qualifications

Level	Profile	Qualifications	EQF
1	Teaching/training/instructing adults as a part-time secondary occupation: Planning, teaching and evaluating lessons / courses in one's own field of knowledge or know-how.	SVEB/FSEA Certificate for teachers in adult education Certificate for part-time vocational trainers (SFIVET)	4-5
2	Teaching/training adults as a main professional activity: Developing, teaching and evaluating courses autonomously, counselling and accompanying learners.	Advanced Federal Certificate in Training Adults Certificate in Developing Training Systems (CEDASF Geneva) Certificate for full-time vocational trainers (SFIVET)	5-6
3 a	Developing an organising adult training and education: Focus on developing and accompanying complex educational programmes	Diploma in Adult Education (by College of Higher VET) MAS in Adult and Professional Education Diploma in Adult Education (DUFA Geneva) Degree for full-time vocational trainers or VET-college teachers (SFIVET)	6-7
3 b	Developing and organising adult training and education: Focus on assuring quality standards and management tasks	Advanced Federal Diploma in Training Management and Human Resources Management DAS in Education Management (?)	6-7
4 a	Developing and implementing adult training and education: Focus on pedagogical/andragogical/social issues and related research or counselling activities	Masters Degree in Educational Sciences, major in Adult Education (University GE)	7-8
4 b	Developing and implementing adult training and education schemes: Focus on change management and human resources management	MAS in Education Management (University of Applied Science Zürich)	7-8
4c	Research and development in the VET/PET field	MSc in Vocational Education and Training (SFIVET)	7-8

This scheme cannot be but provisional, as a number of training courses in the level 3-4 area are being repositioned or redefined at the moment.

### 3. Training and professionalisation pathways

The training and qualification paths of the following professional qualifications will be examined:

- A. SVEB/FSEA Certificate
- B. Advanced Federal Certificate in Training Adults
- C. Advanced Federal Diploma in Training Management and Human Resources Management
- D. Diploma in Adult Education, issued by a College of Higher VET
- E. MAS in Adult and Professional Education, issued by a Pedagogical University / University of Applied Science
- F. Diploma in Adult Education (Diplôme de formation continue universitaire de Formateur d'adultes, DUFA) issued by Geneva University
- G. MAS in Education Management (University of Applied Science Zürich)
- H. MSc in Educational Sciences, major in Adult Education, at Geneva University
- I. MSc in Vocational Education and Training (SFIVET)

#### A. SVEB/FSEA Certificate

Requirements for access to training	Specialist knowledge in the subject area the person is teaching or planning to teach
Duration and structure of training course	At least 90 course hours, plus at least 165 individual learning hours and 150 hours of practical activity 13.5 ECTS
Main contents of training	Structuring, planning, teaching and evaluating lessons – learning processes – the role of the teacher/trainer – communication and interaction with adult learners (= module 1 of Advanced Federal Certificate in Training Adults)
Training institutions	Approx. 120 institutions all over Switzerland. Institutions intending to offer training modules have to undergo an accreditation process. The procedure is defined by the national Quality assurance committee, appointed by the organisation responsible for the qualification (SVEB/FSEA).
Qualification requirements	The candidates have to <ul style="list-style-type: none"> <li>– attend at least 80% of the course hours</li> <li>– pass the final evaluation (observed teaching practice)</li> <li>– show evidence of activity as a trainer in adult education for at least 2 years and a minimum of 150 hours</li> </ul>
Qualification procedure	The accredited training institutions issue a certificate, recognised by the Swiss Federation for Adult Learning SVEB/FSEA.
Possibility of accreditation of prior or informal learning	The module certificate can be obtained through an equivalence assessment. The competent body for issuing equivalence certificates is the national Quality assurance committee.

	This possibility is widely used by experienced adult trainers. So far, over 800 module equivalence certificates have been issued by the national Quality assurance committee.
Further information	<p>Detailed documentation can be found (in German, French and Italian) on the SVEB/FSEA website: <a href="http://www.alice.ch">www.alice.ch</a></p> <ul style="list-style-type: none"> <li>– Definition of the training modules</li> <li>– List of the accredited training institutions (and the procedures for getting accredited)</li> <li>– Description of the procedure of equivalence assessment (as well as the competency profiles of the single modules)</li> <li>– Qualification regulations and relevant forms</li> </ul>

## B. Advanced Federal Certificate in Training Adults

Requirements for access to training	Being active as a teacher/trainer in adult or further vocational education
Duration and structure of training course	5 training modules of varying length, for a total of at least 250 course hours, corresponding to at least 900 learning hours 30 ECTS
Main contents of training	<p>Module 1: Structuring, planning, teaching and evaluating lessons – learning processes– the role of the teacher/trainer – communication and interaction with adult learners (app. 100h)</p> <p>Module 2: Analysing group processes – communication and interaction in learner groups – reflecting on the role of teacher/trainer (app. 40h)</p> <p>Module 3: Examining the learning context – counselling learners – communication 1:1 (app. 30h)</p> <p>Module 4: Analysing training needs – designing courses – didactic models – evaluating courses (app. 40h)</p> <p>Module 5: Analysing learners’ needs – didactics and methodology – assessment of learning (app. 40h)</p>
Training institutions	<p>Over 50 institutions all over Switzerland.</p> <p>Institutions intending to offer training modules have to undergo an accreditation process. The procedure is defined by the national Quality assurance committee, appointed by the organisation responsible for the qualification.</p>
Qualification requirements	<p>In addition to the certificates of the 5 training modules the candidates have to show evidence of the following:</p> <ul style="list-style-type: none"> <li>– completed education at level ISCED 3 (or equivalent practical work experience)</li> <li>– activity as a trainer in adult education for at least 4 years and a minimum of 300 hours</li> </ul>

Qualification procedure	The module certificates and the other required documents are handed in to the national Quality assurance committee, which will check their validity and then hand over the request for issuing the Advanced Federal Certificate to the Federal Office for Professional Education and Technology.
Possibility of accreditation of prior or informal learning	All the module certificates can be obtained through an equivalence assessment. The competent body for issuing equivalence certificates is the national Quality assurance committee. This possibility is widely used by experienced adult trainers. So far, about 800 module equivalence certificates have been issued by the national Quality assurance committee; in over 300 cases the equivalence assessment came to a negative result. The equivalence assessment has been object of a Case Study in the context of a European project financed through the Leonardo da Vinci programme. The results are published on <a href="http://www.eucen.org/projects/OBSERVAL/index.html">www.eucen.org/projects/OBSERVAL/index.html</a>
Further information	Detailed documentation can be found (in German, French and Italian) on the SVEB/FSEA website: <a href="http://www.alice.ch">www.alice.ch</a> <ul style="list-style-type: none"> <li>– Definition of the training modules</li> <li>– List of the accredited training institutions (and the procedures for getting accredited)</li> <li>– Description of the procedure of equivalence assessment (as well as the competency profiles for the single modules)</li> <li>– Qualification regulations and relevant forms</li> </ul>

### **C. Advanced Federal Diploma in Training Management and Human Resources Management**

Requirements for access to training	Having obtained the Advanced Federal Certificate in Training Adults or demonstrating equivalent competencies. Wide and differentiated experience in the field of adult education and learning, also in leading positions
Duration and structure of training course	8 training modules of varying length, for a total of at least 400 course hours, corresponding to at least 1'650 learning hours 60 ECTS
Main contents of training	Module 1: curriculum design – needs analysis – defining training aims – evaluating learning outcomes – didactic theories (app. 50h) Module 2: course design – course materials – didactics and methodology – evaluating learning processes – accompanying groups and learning processes – intervention strategies (approx. 70h) Module 3: accompanying and counselling individual learners – gender and diversity issues (approx. 60h)

	<p>Module 4: systemic analysis – perception of roles and structures in organisations – leadership – leading a team of collaborators – human resources administration and management – coaching (approx. 60h)</p> <p>Module 5: professional ethics – social development models and education – the socio-cultural and economic context of education and further training (approx. 50h)</p> <p>Module 6: project management, in relation to development of educational programmes (approx. 30h)</p> <p>Module 7: the market context – education marketing – innovation – financial aspects of education and training – national and international qualification structures (approx. 40h)</p> <p>Module 8: quality assurance and development – evaluation – dealing with mandates (approx. 40h)</p>
Training institutions	<p>3 institutions in German speaking Switzerland.</p> <p>Institutions intending to offer training modules have to undergo an accreditation process. The procedure is defined by the national Quality assurance committee, appointed by the organisation responsible for the qualification.</p>
Qualification requirements	<p>In addition to the certificates of the 8 training modules, in order to be admitted to the Qualification Module, the candidates have to show evidence of their activity in adult education for at least 4 years and a minimum of 2'000 hours, part of which in a leading position.</p>
Qualification procedure	<p>If the admission requirements are satisfied, the candidates take part in a Qualification Module. In an assessment-type setting some key competencies of the qualification profile are evaluated by a group of examiners.</p> <p>The Quality assurance committee, upon recommendation of the examiners at the Qualification Module, will decide on awarding the Diploma and then hand over the request for issuing the Advanced Federal Diploma to the Federal Office for Professional Education and Technology.</p>
Possibility of accreditation of prior or informal learning	<p>All the module certificates can be obtained through an equivalence assessment. The competent body for issuing equivalence certificates is the national Quality assurance committee.</p> <p> Holders of a Diploma in Adult Education, issued by a VET College, or of a Federal Diploma for In-Company Training (existed up to 2005) are directly admitted to the Qualification Module.</p>
Further information	<p>Detailed documentation can be found (in German, French and Italian) on the SVEB/FSEA website: <a href="http://www.alice.ch">www.alice.ch</a></p> <ul style="list-style-type: none"> <li>– Definition of the training modules</li> <li>– List of the accredited training institutions (and the procedures for getting accredited)</li> </ul>

	<ul style="list-style-type: none"> <li>– Description of the procedure of equivalence assessment (as well as the competency profiles of the single modules)</li> <li>– Qualification regulations and relevant forms</li> </ul> <p>The Diploma is currently being revised. The documents relating to the newly defined training and qualification pathway will be available on <a href="http://www.alice.ch">www.alice.ch</a> as soon as they will have been approved by the Federal Office for Professional Education and Technology, probably in January 2010.</p>
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#### **D. Diploma in Adult Education, issued by a College of Higher VET**

Requirements for access to training	Federal Certificate of Vocational Education and Training (in any professional field) or completed general education at level ISCED 3. Experience in the field of adult education and training (one year, part-time)
Duration and structure of training course	3 years: 1'100 course hours + practical transfer tasks (approx. 1'000h) + autonomous learning (approx. 1'000h) + qualification process (approx. 500h) Total: 3'600 learning hours, 90 ECTS
Main contents of training	Accompanying and counselling learners – needs analysis – development of training programmes – didactic models and didactic analysis – planning and delivering training and education for adults – accompanying processes in learner groups – evaluating learning outcomes and teaching processes – counselling institutions with regard to learning and training programmes – leading project groups – quality development – marketing in the field of adult education – administration and management of adult education
Training institutions	At the moment, 2 private institutions in German speaking Switzerland
Qualification requirements	The candidates have to attend the course and complete the assignments throughout the course.
Qualification procedure	Various practical and written assignments
Possibility of accreditation of prior or informal learning	Holders of an Advanced Federal Diploma in Training Management and Human Resources Management are directly admitted to a "bridge" course, with integrated qualification procedure (total 250h).
Further information	The Diploma is in the process of being accredited as Federal Diploma of a College of Higher VET by the Swiss Federal Office for Professional Education and Technology. Until the process is completed, diplomas are issued on the basis of a transitory agreement.

## E. MAS in Adult and Professional Education, issued by a Pedagogical University / University of Applied Science

Preliminary comment	This course of studies leads to the same qualification as described in D (Diploma in Adult Education), in addition the participants obtain an MAS issued by a University of Applied Science. Another difference is the modular organisational form, which allows for differentiated training pathways, along which participants obtain useful intermediate qualifications.
Requirements for access to training	There are three possible entry qualifications: <ul style="list-style-type: none"> <li>– Advanced Federal Certificate in Training Adults</li> <li>– Teaching Diploma issued by a Pedagogical University</li> <li>– Certificate for full-time vocational trainers (SFIVET)</li> </ul>
Duration and structure of training course	The full training course lasts 2 years. During the first year participants obtain 2 CAS. Both CAS courses contain parts that are specific to either teaching young adults in VET or teaching adults in further VET. According to the entry qualification and the focus of study during the 2 CAS courses, at the end of the first year the participants obtain a Diploma to teach in Colleges of further VET or a Diploma for Vocational Trainers. During the second year the two profiles are integrated. The participants do a third CAS and then the Master module. In the end they can obtain the MAS in Adult and Professional Education issued by the Pedagogical University of Central Switzerland and the Diploma in Adult Education (=D).
Main contents of training	CAS 1: psychology of learning – didactic theories – analysis of learning contexts – developing learning programmes integrating different learning environments CAS 2: psychology of development – interactional processes – accompanying individual learners and groups – coaching learners CAS 3: organising courses – leadership – conflict management – marketing in the field of education – project and quality management Master module: research methods – writing a MAS thesis
Training institution	Akademie für Erwachsenenbildung, in collaboration with Pedagogical University ( <i>Pädagogische Hochschule Zentralschweiz</i> ) and Technische Universität Kaiserslautern
Qualification requirements + procedure	CAS 1-3 + MAS module and thesis
Possibility of accreditation of prior or informal learning	Possibilities for entering directly into the Master module for holders of certain diplomas.
Further information	<a href="http://www.aeb.ch">www.aeb.ch</a>

## F. Diploma in Adult Education (DUFA), issued by Geneva University

Requirements for access to training	Federal Certificate of Vocational Education and Training (in any professional field) or completed general education at level ISCED 3. Experience in the field of adult education and training (at least three years, part-time)
Duration and structure of training course	12 modules, grouped into 4 topic domains + 2 transversal integration modules. It is recommended to finish the modular course in 2 years; the maximum time allowed being 4 years. 80 seminar days (640 h) + autonomous work, total 120 ECTS It is possible to enrol in 6 modules only (30 days, 240h) to obtain the Certificate in Developing Training Systems ( <i>Certificat de formation universitaire continue en Développement et animation de systèmes de formation, CEDASF</i> )
Main contents of training	Learning biography – motivational theories – training and human resources management – group dynamics – accompanying learners – analysis of work situations – planning learning processes – training for people with low qualifications – communication – strategies and politics of education – evaluation of learning outcomes – research techniques
Training institution	Université de Genève, Faculté de psychologie et des sciences de l'éducation
Qualification requirements + procedure	Completing the assignments for every module
Possibility of accreditation of prior or informal learning	Holders of the Advanced Federal Certificate in Training Adults will be credited 1 module.
Further information	It is planned to reorganise the training offer in the form of CAS/DAS as from 2012.

## G. MAS in Education Management, issued by the University of Applied Science Zürich

Requirements for access to training	Diploma of Tertiary Education (University Degree, Degree of University of Applied Science or College of VET) + at least 2 years professional experience in the specific field
Duration and structure of training course	2 years, 64 training days + autonomous study, individually and in learning and project groups 60 ECTS
Main contents of training	Leadership – needs analysis – curricula development – communication and counselling – negotiating and conflict management – educational policies – controlling and quality management – education marketing – learning psychology – change management – intercultural dimensions – didactical theories and methods
Training institution	University of Applied Science Zürich, Institute of Applied Psychology

Qualification requirements	90% presence at seminars, various individual and group study assignments, master thesis
Qualification procedure	Assignments during the training, master thesis and discussion of thesis
Possibility of accreditation of prior or informal learning	Individual
Further information	<a href="http://www.iap.zhaw.ch">www.iap.zhaw.ch</a>

## **H. MSc in Educational Sciences, major in Adult Education, Geneva University**

Requirements for access to training	BSc degree ( <i>Baccalauréat</i> ) in Education, or in another field + supplementary course in Educational Sciences
Duration and structure of training course	3-6 semesters, 90 ECTS
Main contents of training	Compulsory courses (organisation and knowledge management – biographical approaches to adult education – learning psychology of adults) and a choice of courses regarding other issues in the field of andragogy, theoretical foundations as well as questions of practical implementation of adult education
Training institution	Université de Genève, Faculté de psychologie et des sciences de l'éducation
Qualification requirements + procedure	60 ECTS from university courses, master thesis and discussion of theses (30 ECTS)
Possibility of accreditation of prior or informal learning	Not mentioned.
Further information	<a href="http://www.unige.ch/fapse/index.html">www.unige.ch/fapse/index.html</a>

## **I. MSc in Vocational Education and Training (SFIVET)**

Requirements for access to training	University Bachelor Degree, or equivalent qualification
Duration and structure of training course	2 years full-time or 3 years part-time, 120 ECTS
Main contents of training	Knowing and developing VET systems – developing knowledge in educational science, psychology, sociology or economics – research methods and processes – topical questions in VET – practical training in ongoing projects and field work
Training institution	Swiss Federal Institute for Vocational Education and Training (Zollikofen, Lausanne, Lugano)
Qualification requirements + procedures	Follow study course, master thesis and colloquium

Possibility of accreditation of prior or informal learning	Not mentioned
Further information	<a href="http://www.msc.ehb-schweiz.ch">www.msc.ehb-schweiz.ch</a> / <a href="http://www.msc.iffp-suisse.ch">www.msc.iffp-suisse.ch</a> / <a href="http://www.msc.iuffp-svizzera.ch">www.msc.iuffp-svizzera.ch</a>

There are numerous other professionals working with adults in training, re-qualifying or professional development processes, e.g.

- guidance counsellors
- supervisors
- training consultants
- etc.

These profiles – and the respective training pathways – have not been examined in this study.

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## 5. Table of professional profiles and training pathways

The following chart includes the 4 “levels” defined in the table on page 14, with the corresponding functions in the adult education context, and the main training pathway(s) for each functional profile.

As for levels 1 and 2, both the profiles and the respective training courses are quite firmly established, whereas with respect to levels 3 and 4 the situation is not yet “consolidated” and the training offers are likely to undergo changes during the next few years.

**Country: Switzerland**

*Name of the related profiles in the partner countries:*

1. **teacher / trainer** in adult education (Kursleiter/in, Fachdozent/in, Instruktor/in, animateur/trice, docente, istruttore/trice, etc.)
2. **adult trainer** (Ausbilder/in, formateur/trice, formatore/trice)
3. **training manager** (Ausbildungsleiter/in, responsable de formation, responsabile di formazione) or **adult educator** (Erwachsenenbilder/in, formateur/trice d’adultes, formatore/trice di adulti)
4. **education manager** or **adult education specialist** or **vocational education specialist** (master degrees)

*General description of the profiles:* The professional profiles of people active in the field of adult learning or vocational education are usually referred to a 3- or 4-level scale. Levels 1-3 describe adult education “practitioners” with varying functions and responsibilities, from teaching an evening course to managing an institution of adult learning and higher vocational training. Level 4 includes research activities or developing and implementing educational policies.

Whereas for levels 1 and 2, both the profiles and the respective training courses are quite firmly established, with respect to levels 3 and 4 the situation is not yet “consolidated” and the training offers are likely to undergo changes during the next few years.

The EQF indications usually include 2 levels. Given the general characteristics of the Swiss professional education system (in particular in the German speaking area) which tend to give more weight to know-how rather than to knowledge, the lower figure would generally refer to the “knowledge” category and the higher figure to the “skills” and “competence” categories. The training activity being a second profession for the majority of people active in the field, it has to be considered that professionals in adult education might have competencies in their first profession that are rated higher on the EQF scale, i.e. a “level 1 trainer” might have only a basic qualification in adult education, but have a Master degree in his original professional field.

<b>Professional profile</b>	<b>Activity / Area of work</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	<b>Training Pathway(s)</b>
(Level 1, EQF 4-5) teacher / trainer in adult education <i>(Kursleiter/in, Fachdozent/in, Instruktor/in, animateur/trice, docente, istruttore/trice, etc.)</i>	Teaching a specific subject or skill to adults, within an institutional or organisational context, usually as a part-time activity	Specialised knowledge in the subjects or skills taught  Basic knowledge in the areas of psychology of learning, didactic planning, communication	Structuring, planning, teaching and evaluating lessons  Implementing a suitable range of appropriate methods  Communicating and interacting with groups and individual learners	Taking responsibility for their own lessons and courses, as well as the learning outcome of the course participants, with the possibility to rely on professional support provided by the organising institution	Course leading to SVEB/FSEA certificate  <i>(approx. 100 training hours + autonomous learning and practical activity; 13.5 ECTS)</i>

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training Pathway(s)
(Level 2, EQF 5-6) adult trainer <i>(Ausbilder/in, formateur/trice, formatore/trice)</i>	Teaching specific subjects or skills to adults, usually as a main professional activity Developing training courses in their own area of specialisation Counselling and accompanying learners	Specialised knowledge in the subjects or skills taught Knowledge of the main theories and principles in the areas of psychology of learning, didactic planning, communication and group dynamics	Needs analysis, assessment techniques and procedures Structuring, planning, teaching and evaluating courses Implementing a wide range of methods suitable for adult learners Interacting with groups and individual learners, intervening in problem situations Counselling learners	Taking responsibility for their courses in all their aspects, from course design to evaluating the learning outcomes as well as the learning processes Additional responsibilities in the institutional or company context, e.g. counselling learners, testing, smaller development projects, responsibility for a small team of teachers / trainers or a programme sector	Course leading to the Advanced Federal Certificate in Training Adults <i>(approx. 250 training hours + autonomous learning and practical activity, total 900 learning hours, 30 ECTS, including level 1 training)</i>
(Level 3, profile a, EQF 6-7) adult educator <i>(Erwachsenenbilder/in, formateur/trice d'adultes, formatore/trice di adulti)</i>	Developing, teaching and / or supervising training courses and educational programmes Curriculum design Counselling and accompanying learners Counselling and accompanying teams of teachers or institutions Quality assurance and development Management functions in educational institutions or training departments in companies Development projects	Knowledge and critical understanding of didactic theories and andragogic principles Knowledge of current theories in the areas of psychology of learning, communication and group dynamics Knowledge underpinning the processes of needs analyses, assessment and evaluation of learning processes and learning outcomes	Needs analysis, techniques and procedures for assessment and evaluation of learning processes and learning outcomes Structuring, planning, teaching and evaluating courses and complex learning programmes Dealing with learning difficulties as well as problems on the interactional level Basic management and administration skills Coaching and supervision skills Leadership of teams or project groups	Taking responsibility for a complex training course or an educational programme, from needs analysis to the final evaluation Taking responsibilities in specialist areas like quality assurance and development, human resources development, team building, etc. Development projects in the educational area Being responsible for a team of trainers or a programme sector in an institution or the training department in a company	Course leading to the Diploma in Adult Education, issued by a university or a college of higher VET <i>(3-year part-time course, 90 ECTS)</i>  Further specialisation through specific CAS, DAS or MAS programmes (e.g. counselling, group dynamics, school administration)

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training Pathway(s)
(Level 3, profile b, EQF 6-7) training manager ( <i>Ausbildungsleiter/in, responsable de formation, responsabile di formazione</i> )	Developing, evaluating, up-dating and supervising training courses and educational programmes Curriculum design Counselling and accompanying teachers, trainers and administrative personnel Quality assurance and development Management functions in educational institutions or training departments in companies Development projects	Knowledge of current theories in the areas of psychology of learning, andragogy, didactics, communication and group dynamics Knowledge underpinning the processes of needs analyses, assessment and evaluation of learning processes and learning outcomes	Needs analysis, procedures for assessment and evaluation of learning processes and learning outcomes Designing, planning and evaluating courses and complex learning programmes Dealing with conflicts, complaints as well as interpersonal problems Management and administration skills, including organisational and financial planning and controlling Coaching and supervision skills Leadership of teams or project groups	Taking responsibility for a complex training course or an educational programme, from needs analysis to the final evaluation Taking responsibilities in specialist areas like quality assurance and development, education marketing, etc. Being responsible for a team of trainers or a programme sector in an institution or the training department in a company Responsibility for the organisational, personnel and financial planning and controlling of a training department in a company, a smaller training institution or a sector in a larger educational institution Development projects in the educational area	Course leading to Advanced Federal Diploma in Training Management and Human Resources Management  ( <i>Advanced Federal Certificate in Training Adults + 400 course hours + autonomous learning, total 1'650 learning hours, 60 ECTS</i> )

Professional profile	Activity / Area of work	Knowledge	Skills	Competence	Training Pathway(s)
(Level 4, profile a, EQF 7-8) adult educator ( <i>formateur/trice d'adultes</i> )	= level 3, profile a In addition: possibility of participation in research projects, good chances for entering into the public educational sector	= level 3, profile a In addition: In-depth and up-to-date knowledge in some of the relevant study areas	= level 3, profile a, except areas of management and leadership, administration, coaching and supervision In addition: basic research skills	Taking responsibility for a complex training course or an educational programme, from needs analysis to the final evaluation Designing educational programmes for a public with special needs Participating in larger-scale development projects or being responsible for smaller-scale projects in the educational area	MSc in Educational Sciences, major in Adult Education (University of Geneva) <i>(BSc degree in Education + 3-6 semesters Master course, 90 ECTS)</i>
(level 4, profile b, EQF 7-8) education manager	= level 3, profile b In addition: good chances for entering leading positions in company training	= level 3, profile b In addition: in-depth und up-to-date knowledge in the areas of educational policies, curricula development, controlling and quality management, change management	= level 3, profile b, some skills more developed	= level 3, profile b	MAS in Education Management (University of Applied Science Zürich) <i>(Tertiary Degree + 2 years / 64 training days + autonomous study, 60 ECTS)</i>
(level 4, profile c, EQF 7-8) expert in VET	Developing and evaluating educational programmes in VET Curriculum design Quality assurance and development Management functions in VET institutions Research and Development projects	Educational science, psychology, sociology Knowledge of VET systems and contexts Topical questions in VET (specific profile not specified)	Research methods and processes, project work and field work (specific profile not specified)	Developing, evaluating, implementing and managing VET programmes in public services, companies, institutions or organisations Participating in research or evaluation projects at research institutions or universities	MSc in Vocational Education and Training (SFIVET) <i>(University Bachelor Degree + 2 years full-time or 3 years part-time Master course, 120 ECTS)</i>

## Training pathways

Professional profile	Qualification	Curricula / (main) didactical contents	Organisational model / methodology	Requirements and general information	General standard
(Level 1, EQF 4-5) teacher / trainer in adult education	SVEB/FSEA Certificate for teachers in adult education	Structuring, planning, teaching and evaluating lessons – learning processes – the role of the teacher/trainer – communication and interaction with adult learners	Part-time course Day-seminars + autonomous learning	Entry requirements: specialists in area of subjects/skills taught Approx. 100h course + autonomous learning 13.5 ECTS Practical exp.: > 150h over at least 2 years	Courses are accredited and monitored by a national Quality assurance commission
	Certificate for part-time vocational trainers (SFIVET)	In addition: specific contents relating to teaching / training young adults			
(Level 2, EQF 5-6) adult trainer	Advanced Federal Certificate in Training Adults	In addition to level 1: Analysing group processes – communication and interaction in learner groups – reflecting on the role of teacher/trainer Examining the learning context – counselling learners – communication 1:1 Analysing training needs – designing courses – didactic models – evaluating courses Analysing learners' needs – methodology – assessment of learning	Part-time course 5 modules of varying length Day-seminars + 5-day residential course + group work + group supervision + assessed assignments + autonomous learning + teaching observation	Entry requirements: basic qualification at ISCED 3 (or equivalent), active teacher / trainer in adult education Approx. 250h course + autonomous learning 30 ECTS Practical exp.: > 300h over at least 4 years	Courses are accredited and monitored by a national Quality assurance commission
	Certificate for full-time vocational trainers (SFIVET)	In addition: specific contents relating to teaching / training young adults			

Professional profile	Qualification	Curricula / (main) didactical contents	Organisational model / methodology	Requirements and general information	General standard
(Level 3, profile a, EQF 6-7) adult educator	Diploma in Adult Education, by College of Higher VET  Diploma in Adult Education (DUFA), by Geneva University  MAS in Adult and Professional Education  Degree for full-time vocational trainers or VET-college teachers (SFIVET)	Accompanying and counselling learners – needs analysis – development of training programmes – didactic models and didactic analysis – planning and delivering training and education for adults – accompanying processes in learner groups – evaluating learning outcomes and teaching processes – counselling institutions with regard to learning and training programmes – leading project groups – quality development – marketing in the field of adult education – administration and management of adult education	Part-time course, 3 years Day-seminars + transfer assignments + group work + group supervision + autonomous learning	Entry requirements: basic qualification at ISCED 3 (or equivalent), experience: min. 1 year part-time teacher / trainer in adult education  1'100h course + transfer assignments (approx. 1'000h) + autonomous learning (approx. 1'000h) + qualification process (approx. 500h) 90 ECTS Practical exp.: > 400h	The application for the federal recognition of the diploma is currently being examined.
Level 3, profile b, EQF 6-7) training manager	Advanced Federal Diploma in Training Management and Human Resources Management	curriculum design – needs analysis – defining training aims – evaluating learning outcomes – didactic theories – course design – course materials – didactics and methodology – evaluating learning processes – accompanying groups and learning processes – intervention strategies – accompanying and counselling individual learners	Part-time course Day-seminars + group work + assessed assignments + autonomous learning	Entry requirements: Advances Federal Certificate in Training Adults (or equivalent), experience: min. 4 year in adult education, some of which in leading function  Min. 400h course (min. 60 days) + assignments + individual work. Total approx. 1'650h 60 ECTS	Courses are accredited and monitored by a national Quality assurance commission

<p>training manager Cont.</p>		<p>– gender and diversity issues – systemic analysis – perception of roles and structures in organisations – leadership – leading a team of collaborators – human resources administration and management – coaching – professional ethics – social development models and education – the socio-cultural and economic context of education and further training – project management, in relation to development of educational programmes – the market context – education marketing – innovation – financial aspects of education and training – national and international qualification structures – quality assurance and development – evaluation – dealing with mandates</p>		<p>Practical exp.: &gt; 2'000h</p>	
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Professional profile	Qualification	Curricula / (main) didactical contents	Organisational model / methodology	Requirements and general information	General standard
(Level 4, profile a, EQF 7-8) adult educator	MSc in Educational Sciences, major in Adult Education, by Geneva University	Compulsory courses (organisation and knowledge management – biographical approaches to adult education – learning psychology of adults) and a choice of courses regarding other issues in the field of andragogy, theoretical foundations as well as questions of practical implementation of adult education	Full-time or part-time University course	Entry requirements: BSc in Education, or in another field + supplementary course in Educational Sciences 3-6 semesters 60 ECTS from university courses, 30 for thesis and discussion thereof: total 90 ECTS	
(Level 4, profile b, EQF 7-8) education manager	MAS in Education Management, by University of Applied Science, Zürich	Leadership – needs analysis – curricula development – communication and counselling – negotiating and conflict management – educational policies – controlling and quality management – education marketing – learning psychology – change management – intercultural dimensions – didactical theories and methods	Part-time course Day-seminars + autonomous study, individually and in learning and project groups	Entry requirements: Diploma of Tertiary Education (University Degree, Degree of University of Applied Science or College of VET) + at least 2 years professional experience in the specific field 2 years, 64 days + autonomous work + qualification process (Master thesis) 60 ECTS	

<b>Professional profile</b>	<b>Qualification</b>	<b>Curricula / (main) didactical contents</b>	<b>Organisational model / methodology</b>	<b>Requirements and general information</b>	<b>General standard</b>
(Level 4, profile c, EQF 7-8) expert in VET	MSc in Vocational Education and Training (SFIVET)	Knowing and developing VET systems – developing knowledge in educational science, psychology, sociology or economics – research methods and processes – topical questions in VET – practical training in ongoing projects and field work	2 years full-time or 3 years part-time study course	Entry requirements: University Bachelor degree, or equivalent qualification 120 ECTS	