

## ADMISSION AND SELECTION PROCEDURES AT HIGHER TECHNICAL COLLEGES FOR NURSING AND BIOMEDICAL ANALYSIS IN THE ABZ ALLIANCE

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### CONTEXT

The ordinance of the Federal Department of Economic Affairs (DEA) on minimum regulations for the recognition of training courses and postgraduate studies at the Higher Technical Colleges stipulates that admission to a training course must be based on a clarification of aptitude. The cantons of Aargau, Bern und Zurich, members of the ABZ Alliance, have jointly agreed on the following steps to clarify aptitude: a) aptitude test, b) practical selection, c) assessment of written documents (portfolio) and d) situation interview. Interface has evaluated this admission procedure (which has been in use since summer 2004) with the aims of acquiring knowledge about the quality of the procedure and drawing up recommendations for optimisation.

### METHOD

In order to answer these questions, a written survey was initially conducted among all candidates who have completed the admission procedure either successfully or unsuccessfully since summer 2004. Secondly, guideline-based interviews were conducted with individuals managing the practical selection and conducting the situation interviews, the three admissions offices, and representatives of two client colleges.

### RECOMMENDATIONS

*Separate the procedures for biomedical analysis and nursing:* the instruments in the procedure must take adequate account of the differences between these two training courses.

*Increase transparency and strict demarcation between the individual sections of the procedure:* the procedure must be made more transparent and therefore more binding for candidates and process partners alike.

*Revise competencies and criteria:* the competencies to be assessed must be stated in specific form and provided with indicators.

*Strengthen the informative value of the portfolio:* the status of the portfolio must be made clear to the candidates and it must already be requested on registration.

*Develop a monitoring system for the entire procedure:* so that those responsible have a basis for checking the way the procedure takes place (controlling) and for any adjustments to the procedure.

*Define entry competencies:* the entry competencies of candidates must be precisely defined with the various players involved in the procedure, with the inclusion of the training goals, and they must be specified with indicators.

*Increase the multiplicity of perspectives:* competencies must be assessed on a multiperspective basis, i.e. with different instruments and in different process steps.

### GENERAL INFORMATION

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Project commissioned by the Middle School and Vocational Training Agencies of the Cantons of Zurich and Bern, Department of Education, Culture and Sport of the Canton of Aargau.

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