Geophysical Research Abstracts
Vol. 15, EGU2013-14115, 2013
EGU General Assembly 2013

University degrees consistent with agricultural production in the European Union

Alicia Perdigones (1), Jesus del Cerro (2), Ana Maria Tarquis (3), Susana Benedicto (2), and Jose Luis García (4)

(1) Dpto. de Ingeniería Rural. Escuela Universitaria de Ingeniería Técnica Agrícola. Universidad Politécnica de Madrid, (2) Dpto. Producción vegetal: Fitotecnia. Escuela Universitaria de Ingeniería Técnica Agrícola. Universidad Politécnica de Madrid, (3) Dpto de Matemática aplicada a la Ingeniería Agronómica. Escuela Técnica Superior de Ingenieros Agrónomos. Universidad Politécnica de Madrid, (4) Dpto. de Ingeniería Rural. Escuela Técnica Superior de Ingenieros Agrónomos. Universidad Politécnica de Madrid

Degrees clearly oriented to rural and agricultural engineering are distinguished from the rest of the engineering areas by the need to involve the biological phenomena of engineering calculations. These degrees, which include subjects such as crop production, biotechnology and physics, among others, have evolved tremendously over the last ten years, implanting new curricula and introducing new specialties such as those dedicated to the environment or rural development, thereby adapting new social, economic and environmental aspects of each country.
Currently being finalized to implement new titles in most Spanish universities, and in rest of Europe, following the guidelines set by Bologna. The process of elaboration of these degrees is complicated precisely because of the great variety of areas and subjects involved in these degrees.

In this paper we study, for several countries of the European Union, the core subjects of the university degrees of agricultural engineering and the correlations between the core contents and the importance of the related uses of the soil in the different sectors of crop production (arable crops, horticulture, fruit growing, gardening, etc.) as well as other socio-economic criteria. The objective is to detect if the design of the core content is consistent in each country with the importance of the related socio-economic sector.

Key-words: curriculum, crop production, agricultural engineer.