



Labour perspectives of engineering degrees in the European Higher Education Area (EHEA): a case of study in the University of Cordoba (Spain)

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The Bologna process is reaching its final stages and is causing controversy among students. The adaptation of European universities to the European Higher Education Area (EHEA) entails not only the modification of curricular programmes and the nomenclature and duration of degrees, but also the incorporation of new teaching strategies aimed at ensuring that students acquire transversal skills and aptitudes and at increasing student participation in the teaching-learning process. A number of surveys have been carried out during the last few courses among students doing degrees in engineering (Industrial Engineering, Agronomy Engineering and Forestry Engineering). These surveys include questions on their knowledge of Bologna process, its advantages and drawbacks, their opinion about optional masters or doctorate degrees, what perspectives their degrees have on the labour market and suggestions for improvement. Although the different degrees showed notable differences, the content of EHEA is well-known by less than 30% of students, while 40% of them state they know about their perspectives on the labour market. The main advantages of EHEA were related to the improvement of practical knowledge in the subjects, the recognition of degrees in Europe and wider working opportunities. The main drawbacks pointed out were worse and shorter training periods, higher costs and fiercer competition between different degrees. In addition, they suggested that the new degrees are better adjusted to the demands of the labour market. 60% and 40% of them, respectively, approved of Masters degrees and PhDs. These features should be taken into account to organize and improve the contents of the degrees as well as to involve the students in the future of University education.