



## **Report**

### **for the study “*The impact of the Bologna process on civil engineering education and profession in Europe*”**

#### **Phase I: *Bologna process and the academic world***

At the Dubrovnik meeting of the ECCE Standing Committee on Education & Training it was decided to include in the work plan for 2013 the preparation of a study entitled: “*Impact of the Bologna process on civil engineering education and profession in Europe*”.

The Study was produced in two phases:

**Phase I:** *Bologna process and the academic world*

**Phase II:** *Bologna process and the professional world*

For both phases was required the participation of ECCE members for conducting several surveys.

For the Phase I were conducted two surveys:

**A.** *Survey on the education system*

**B.** *Survey conducted among academics.*

The results of the two surveys were presented at the 57<sup>th</sup> ECCE meeting in Lisbon, on 31<sup>st</sup> May 2013.

The results of the survey organized for the Phase II of the study are presented at the 58<sup>th</sup> ECCE meeting in Nicosia, on 25<sup>th</sup> October 2013.

## Results of the survey for the Phase II: "Bologna process and the professional world"

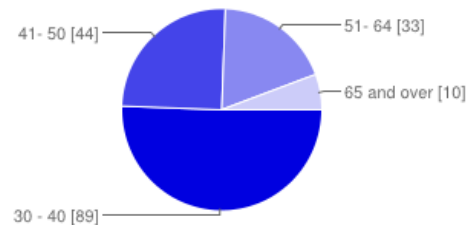
### A. Data about the respondent

#### 1. Country

Croatia, Estonia, Hungary, Malta, Poland, Romania, Serbia, Slovenia

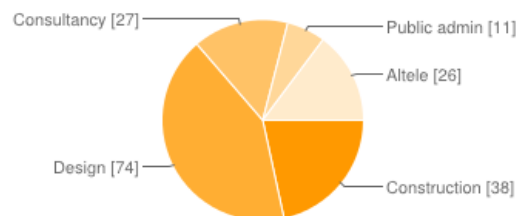
#### 2. Please, tick the age group you belong to

30 - 40	<b>89</b>	51%
41 - 50	<b>44</b>	25%
51 - 64	<b>33</b>	19%
65 and over	<b>10</b>	6%



#### 3. Field of activity (please, tick)

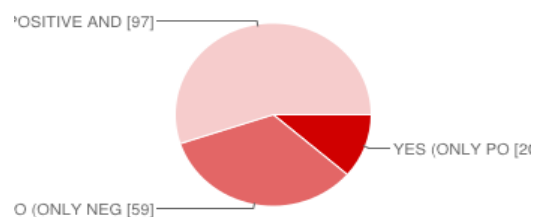
Construction company	<b>38</b>	22%
Design	<b>74</b>	42%
Consultancy	<b>27</b>	15%
Public administration	<b>11</b>	6%
others	<b>26</b>	15%



### B. Questionnaire

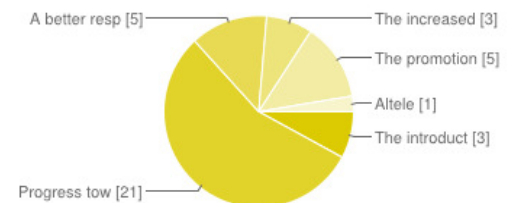
#### 1. Do you consider that the changes induced by the Bologna process have a positive effect on the civil engineering education in your country?

YES (ONLY POSITIVE)	<b>20</b>	11%
NO (ONLY NEGATIVE)	<b>59</b>	34%
POSITIVE AND NEGATIVE	<b>97</b>	55%



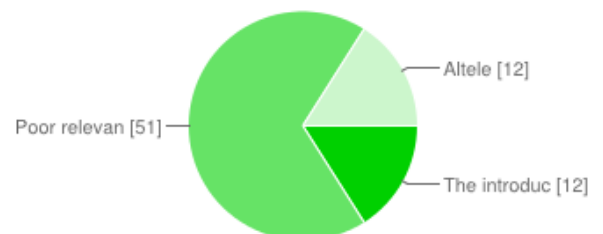
**2. If the answer to the previous question is YES, which are the reasons that caused the positive effect?**

The introduction of the system in cycles	3	8%
Progress toward the harmonization between civil engineering programmes across Europe	21	55%
A better response to the needs of the labour market	5	13%
The increased emphasis put on the quality assurance	3	8%
The promotion of the mobility of students	5	13%
Other	1	3%



**3. If the answer to the question 1 is NO, which are the reasons that caused the negative effect?**

The introduction of the system in cycles	1 2	16%
Poor relevance for the labour market of the first degree	5 1	68%
Other	1 2	16%



**4. If the answer to the previous question 1 is POSITIVE AND NEGATIVE, which are the reasons of your evaluation?**

Poor relevance for the labour market of the first degree	74	32%
Progress toward the harmonization between civil engineering programmes across Europe	55	24%
The promotion of the mobility of students	38	17%
The introduction of the system in cycles	21	9%
The increased emphasis put on the quality assurance	21	9%
A better response to the needs of the labour market	17	7%
Other	3	1%

**5. In almost all European countries, the “continental system”, consisting of 5-year integrated programmes more theoretically oriented, run in parallel with the 3 or 3,5 year programme, more oriented toward practical aspects of civil engineering, was replaced by the two-tier system of 3+2, 4+2, 3,5+1,5**

**type. Which of the two systems is more suitable for the education of civil engineers?**

the continental system	<b>114</b>	65%
the two-tier system	<b>62</b>	35%

**6. With respect to the previous question, which of the two system is more appropriate for the needs of the construction industry?**

the continental system	<b>112</b>	63%
the two-tier system	<b>66</b>	37%

**7. In what follows, is given a list of generic competences.**

Select from the 12 generic competences 5 you consider to be the most important for a young graduate of the first cycle.

Capacity for applying knowledge in practice	<b>134</b>	16%
Basic knowledge of the field of study	<b>110</b>	13%
Capacity to learn	<b>104</b>	12%
Ability to work in a team	<b>90</b>	10%
Capacity to adapt to new situations	<b>88</b>	10%
Elementary computing skills (word processing, database, other utilities)	<b>64</b>	7%
Capacity for generating new ideas (creativity)	<b>63</b>	7%
Capacity for analysis and synthesis	<b>62</b>	7%
Critical and self critical abilities	<b>49</b>	6%
Knowledge of a second language	<b>46</b>	5%
Interpersonal skills	<b>29</b>	3%
Oral and written communication in the native languages	<b>23</b>	3%

