

University Harmonization in the European Territory? The Case of Psychology and Biology

Gustavo Eduardo Toledo-Lara

Universidad Isabel I

gustavo.toledo@ui1.es

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1. INTRODUCTION

One of the main difficulties in order to develop the university European harmonization is the fact that the educational curriculum is not uniform in the whole Europe. There are differences as to the number of credits ECTS in the qualifications, the results of the students are not expressed with the same scale, let alone the fact that not all the universities of the signatory countries have adopted the process of Bologna as a model to continuing. This brings as a consequence that the search harmonization of the university systems is still a hanging task, simultaneously major political will is necessary to try to assure a better development of this reform. In synthesis, in this article an analysis of the conditions of the university harmonization in the European territory is carried out, examining the declarations of the European secretaries in charge of the university sector, the criteria of the process of Bologna and the result of the study of 55 European universities, from the analysis of the degrees of Psychology and of Biology. In this regard, the application of the process of Bologna in both cases and evidently the impact of this initiative for the whole region must be tested.

2. METHODOLOGY

In the first phase, we shall approach the documentary analysis to look at the documents of the European secretaries of the university area. The above mentioned documents are framed in the process of Bologna and establish a series of aspects and ideological and procedural criteria with a view to applying on the part of the signatory countries, the actions conducive to the harmonization of the university life to the *EEES*. As the first aim, we consider constructing a comprising counterfoil of the governing principles of the process of Bologna, which implies an analytical reading of these documents. Then it is essential to analyze the implementation of the criteria of the process of Bologna, for which the degrees of psychology and of biology are used as a theoretical sample. The aspects observed in every University were the following ones: 1) scale of used qualification, 2) degree of implantation of Bologna in the 1 ° and 2 ° cycle, 3) academic range of hours / course, 4) Range of hours / credit established for the qualifications, 5) n ° of ECTS in the degrees of Psychology and Biology, and 6) Use of the results of learning. For the obtaining of this information, there were examined the teaching aids of the degrees of every qualifications and of every university previously notable

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3. THE CONTEXT OF THE UNIVERSITY REFORM IN EUROPE

The university reform that is analyzed in this work is definitely linked by the term "harmonization". This means that the university systems of the signatory countries must apply in his university institutions a set of common criteria that assure the synchronization of procedures in order to assure the mobility of the members of the University.

Whereas the productive European sector needs human talent qualified depending on his priorities, the University needs to reaffirm as university that transmits values and culture, but that, in addition, forms the citizens and promotes the research. Policies should be implemented as long as University continues to be what it is: an institution that could adapt to the times. In this respect, it seems that the process of the university European harmonization has also received certain ideological influences of those reforms of economic cut, stimulated by the World Bank, the World Organization of the Trade and the Organization for the Cooperation and the Development. The economic pressure worldwide, the increase of the presence of the new technologies, the search of the adequacy of a university model with a view to the requirements of the future society of the 21st century, and the sense pro-European of the different sectors that exist in Europe, were the most prominent elements that led to try to constitute a university system that was capable of congregating to the countries under certain principles, in order to construct a harmonized university system.

One of the facts that determined the bases of the consensus concerning the conception of the University and the knowledge, was the so-called " Magna Charta Universitatum " (1988). Up to the present, the following documents have been approved coinciding with the meetings of the European secretaries of the countries members: Magna Charta Universitatum (1988), Declaration of The Sorbona (1998), Declaration of Bologna (1999), Communiqué of the meeting of the European secretaries for the higher education, Prague (2001), Communiqué of the meeting of the European responsible for the higher education, Berlin (2003), Communicated of the meeting of the European responsables for the higher education, Bergen (2005), Communicated of London (2007), Communicated of the meeting of the European responsables for the higher education, Lovaina (2009) Declaration of Budapest and Vienna on *EEES* (2010), Communiqué of Bucharest (2012), and Declaration of Yerevan (2015). Nowadays the *EEES* possesses 47 signatory countries.

4. RESULTS AND DISCUSSION

With regard to the degree of implementation of Bologna in the 1 ° and 2 ° cycle, in 33 countries is 90%, whereas 8 countries possess one 70/80 %. It is of indicating that the adoption of the process of Bologna on the part of the countries does not imply that in all the universities or degrees the above-mentioned process is developed, for example, in UK and Italy not all the universities implement the process of Bologna, also in the same university there are degrees that can exist with or without adoption of Bologna. On the scale of qualification used to represent quantitatively the result of the learning in the analyzed qualifications, in Europe the unique established boss does not exist, though 11 countries there have adopted the scale from 0 to 10 (being 10 the maximum qualification). Other opposing scales are the following ones: 0/5 (being 5 the maximum qualification) 5 countries, 0/20

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(being 20 the maximum qualification) 4 countries. Qualitative scale, 3 countries (Sweden, Slovakia and Malta), and the rest of the countries possess a variety of scales.

According to the orientations reminded in Europe, habitually the load of work of a student is between 1500 and 1800 hours per year or academic course, with which, a credit is the equivalent to 25/30 working hours. Therefore, 60 credits ECTS correspond to an academic full-time year applicable to all the levels that shape the system of high education. Nevertheless, inside the countries members of the process of Bologna there does not exist an accord. Has agreed that the qualifications of the first cycle normally include 180/240 credits ECTS, nevertheless, uniformity does not exist as for this disposition. There is demonstrated that to European level a trend exists marked in designing these degrees with less than 240 ECTS, that is to say, between 165 and 198 ECTS, with which, of 47 countries members of the process of Bologna, 28 of them have established that at least these degrees have a duration about three years, that is to say, 59,57 % with regard to the total. These proportions suggest that really, the degrees have a duration of three years, but not they all have the same quantity of credits ECTS, with which, it is possible to affirm that not all the qualifications are formed equally, do not even work of the same way. Neither are members of the *EEES* with identical study plans between the countries.

