



Peru No.1 (2021)

Treaty

on the Mutual Recognition of Degrees between the United Kingdom of Great Britain
and Northern Ireland and the Republic of Peru (with Exchange of Notes)

Iquitos, 19 May 2018

[The Treaty is not in force]

*Presented to Parliament
by the Secretary of State for Foreign, Commonwealth and Development Affairs
by Command of Her Majesty
May 2021*



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**TREATY ON THE MUTUAL RECOGNITION OF DEGREES BETWEEN
THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN
IRELAND AND THE REPUBLIC OF PERU**

The United Kingdom of Great Britain and Northern Ireland and the Republic of Peru, hereinafter referred to as the “Parties”,

For the purpose of strengthening the relationship between the two countries, cooperating in the education sector, and promoting bilateral academic and professional mobility;

In order to establish effective mechanisms for the mutual recognition of degrees awarded in the Republic of Peru and the United Kingdom of Great Britain and Northern Ireland;

HAVE AGREED AS FOLLOWS:

ARTICLE 1

Objective of this Treaty

The objective of this treaty is to recognise and validate degrees issued by the officially recognised and authorised higher education institutions of each party.

ARTICLE 2

Scope of Application of this Treaty

2.1. In the case of the United Kingdom of Great Britain and Northern Ireland, the degrees covered by this treaty are the Bachelor’s degree, Master’s degree and Doctoral degree awarded by Recognised Bodies, and those educational institutions for which the former *Council for National Academic Awards* was the degree awarding body between 1964 and 1993.

2.2. In the case of the Republic of Peru, the degrees covered by this treaty are the *Grado de Bachiller / Título Profesional, Título de Segunda Especialidad Profesional* (excluding medical residency programmes (*programas de residentado médico*), which are governed by separate regulations), *Grado de Maestro* and *Grado de Doctor* awarded by university higher education institutions and higher education institutions with degree awarding powers whose degrees are equivalent to those of universities listed by the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria - SUNEDU*).

2.3. The process of recognition of professional degrees and academic qualifications shall be carried out in accordance with the legislation in force in each country, following the procedures and criteria described in Annex 3 and 4 of this treaty.

2.4. This treaty shall not include degrees which cannot be recognised by the respective national legislation.

2.5. For recognition of partial or incomplete studies, any decision on credit transfer shall be the sole responsibility of the duly authorised admitting education institutions in accordance with their own policies. This treaty does not include partial or incomplete studies.

ARTICLE 3

Government Bodies in charge of implementing the Treaty and Designated Contact Points

3.1. The Ministry of Education of the Republic of Peru, through the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria* -SUNEDU), and the Department of Business, Energy and Industrial Strategy – BEIS) of the United Kingdom of Great Britain and Northern Ireland, on its own behalf and on behalf of the Devolved Administrations, shall be the Designated Government Bodies responsible for establishing the guidelines, adjustments and solution mechanisms related to this treaty.

3.2. Each Party shall keep Designated Contact Points for timely delivery of official recognition documents degrees awarded by the other Party's higher education institutions referred to in Articles 2.1 and 2.2. The Ministry of Education, through the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria* -SUNEDU), and the UK National Recognition Information Centre (UK NARIC) of the United Kingdom of Great Britain and Northern Ireland, shall be the Designated Contact Points for this purpose.

3.3. In the event that the bodies referred to in Articles 3.1 and 3.2 undergo a change of name or responsibility, or are abolished, this treaty shall remain valid and the obligations set forth herein shall continue under the responsibility of the entity or body assigned for such purpose by each government. Should such changes occur the party concerned shall inform the counterparty in a timely fashion via diplomatic notes.

ARTICLE 4

Effects of Recognition

4.1. Annexes 1 and 2 describe the higher education systems developed in both countries (including their degree structure, progression routes, accreditation and quality assurance systems) so as to provide the basis for the following statements of comparability:

- a) The *Grado de Bachiller / Título Profesional* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Bachelor degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland. The Bachelor degree from the United Kingdom of Great Britain and Northern Ireland that complies with Article 2.1 shall be considered comparable to the *Título Profesional* awarded by a university higher education institution listed by the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria - SUNEDU*)
- b) The *Título de Segunda Especialidad Profesional* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Postgraduate Diploma awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice versa.
- c) The *Grado de Maestría* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Master's degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice versa
- d) The *Grado de Doctor* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Doctoral degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice-versa.

4.2. Recognition of degrees under this treaty shall have the effects granted by each Party to its own degrees, subject to the applicable legislation.

4.3. For qualifications not covered by this agreement, the process for recognition shall be conducted on the basis of the regulations in force in each country. Details on these processes may be sought from the Designated Contact Points referenced in article 3.2.

4.4. For those degrees where practice of the respective profession requires membership of a professional association (*colegio o gremio profesional*) (in the case of Peru) or professional body/competent authority (in the case of the UK), it shall be necessary to fulfil the requirements imposed by each of these institutions.

4.5. In order to facilitate professional recognition in both countries, the Designated Contact Points for professional qualifications are mentioned in article 3.2.

ARTICLE 5

Update of Annexes

To address any possible adjustments that may be implemented within the educational systems of the two countries, the Annexes are an integral part of this treaty and can be reviewed and updated when one of the two Designated Contact Points deems it necessary by prior notification via diplomatic notes. Such changes shall be reflected in the annexes within 60 (sixty) calendar days after the receipt of said communications.

ARTICLE 6

Settlement of Disputes

6.1. Any administrative dispute concerning the interpretation or application of this treaty shall be solved by direct negotiation between the Designated Contact Points referred to in Article 3.2.

6.2. Any dispute that is not solved in line with Article 6.1 and any other dispute relating to this treaty shall be resolved by diplomatic notes and direct negotiation between the Designated Government Bodies referred to in Article 3.1.

ARTICLE 7

Coming into Force

The Parties shall notify each other through diplomatic notes on the completion of the internal legal requirements necessary for the coming into force of this treaty, which shall come into force 90 (ninety) calendar days after the receipt of the last of the diplomatic notes served by the Parties to that effect.

ARTICLE 8

Amendment and Revision

8.1. This treaty may be amended by mutual consent of the Parties, executed through the exchange of diplomatic notes. Such amendments shall come into force in accordance with the procedure set forth in Article 7.

8.2. Once an amendment comes into force, it shall become an integral part of the treaty.

8.3. There shall be a periodic process of review through the Designated Contact Points to further clarify the application of the terms of this treaty, based upon the experiences of all stakeholders involved in the recognition process.

ARTICLE 9

Term of the Treaty

This treaty shall be valid for an indefinite term; nevertheless, it may be terminated by either of the Parties by means of a diplomatic note indicating this intention. Said termination shall be effective one (1) year after the date of receipt of such notice by the other Party.

Termination of this treaty shall not affect the outcome of requests for recognition in either of the Parties submitted or completed while this treaty is in force.

Done in duplicate at Iquitos, on 19th of May 2018, in English and Spanish, both texts being equally authentic.

**For the United Kingdom of Great
Britain and Northern Ireland:**

For the Republic of Peru:

BORIS JOHNSON

NESTOR POPOLIZIO

ANNEXES TO THE TREATY ON THE MUTUAL RECOGNITION OF DEGREES
BETWEEN
THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND
AND
THE REPUBLIC OF PERU

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ANNEX 1

1. Description of the system of Higher Education in Peru.

Title of the degree programmes

A Diploma is the document that certifies the academic or professional qualifications of an individual. It must be granted and signed by the competent authorities, in accordance with the provisions set forth by each university, institute or higher education school, and consistent with the norms issued by SUNEDU. All diplomas must be issued in Spanish according to the Peruvian Constitution.

The holder's personal information must appear on the diploma as it is written on the individual's identity card, under the responsibility of the issuing entity.

For on-site courses, an academic credit is defined as at least sixteen (16) teaching hours of theory or at least twice as many hours of practice, and there are two academic semesters per year at the most.

However, taking into account the autonomy of university institutions to determine the amount of academic credits of all their study programmes, the following general parameters regarding qualifications and modalities should be considered:

➤ Undergraduate programs (from 5 to 7 years – between 10 and 14 academic semesters):

Bachiller (from 10 to 14 semesters): at least 200 academic credits, plus a research work, and knowledge of a second language, preferably English, or an indigenous language.

Professional degree (Título Profesional - Licenciatura): Requires the *Bachiller* (i.e. at least 200 academic credits) and a passing mark on a dissertation, or professional proficiency assignment. The Professional degree can only be awarded by the university which granted the preceding *Bachiller*.

It must be noted that in order to attain a professional degree, students must have finished their *Bachiller* and passed a dissertation or professional proficiency assignment. Universities may establish additional requirements.

Professional degree (Título Profesional): at least 200 academic credits.

➤ **Postgraduate programmes:**

Second professional specialisation degree

(Título de Segunda Especialidad Profesional): at least 40 academic credits and passing a dissertation or academic assignment.

Maestría: at least 48 academic credits over two semesters and passing a thesis or research work in the corresponding specialism. Mastery of a foreign or indigenous language.

Doctorado: at least 64 academic credits over six semesters and passing a thesis. Mastery of two foreign languages, one of which may be substituted by an indigenous language.

These diplomas may be issued by:

- Universities
- Other higher education institutions at university level

All diplomas issued by such institutions have the same value, regardless of the institution they are issued by.

2. How studies are organised

2.1. Long-cycle studies

Bachelor Degree (Bachiller)

Bachiller programmes (which have at least 200 academic credits) provide higher training to students so they can practise their profession in various fields that require complex skills and working hours of any technical, scientific or liberal arts profession. Students are granted a diploma that states “*Bachiller en*”

Bachiller programmes must include:

- General studies: at least 35 academic credits
- Specific and specialist studies: at least 165 academic credits
- At least five years and two academic semesters at most every year
- Requires passing a research work, and knowledge of a foreign language, preferably English or an indigenous language.

Professional Degree (*Título Profesional*)

Professional degrees require full completion of the *Bachiller* and passing a dissertation or professional proficiency assignment.

It is possible to do part of the undergraduate career online, but only 50% may be done through remote learning.

Diplomas and levels of postgraduate education

Postgraduate programmes correspond to the last level of higher education and include Specialisations (*Especialidades*), *Maestrías* and *Doctorado degrees*.

Second Professional Specialisation Degrees

A Second Specialisation (*Segunda Especialidad*) programme (40 academic credits) aims to achieve a level of qualification and competence which enables students to master the practice of their profession.

It requires previously attaining a professional degree (*Título Profesional / Licenciatura*), as well as passing at least forty (40) academic credits in two (2) academic semesters and passing a dissertation or research work. Postgraduate medical speciality training (*residentado médico*) is governed by its own regulations.

This specialisation grants students a diploma of “*Título de Segunda Especialidad Profesional en.....*”.

Master’s Degree (Maestría)

The *Maestría* requires previously attaining a *Bachiller*.

It includes at least forty-eight (48) academic credits obtained in two (2) academic semesters and passing a thesis or research work on the corresponding specialisation and mastery of a foreign or indigenous language.

Maestrías may be a Specialisation (*Especialización / professional specialisation*), or a research- or academic-oriented programme (*Maestría de Investigación / Maestría Académica*).

Students already holding a *Maestría* may apply to a Doctorate programme. *Maestría* studies grant students the qualification of “*Maestro en.....*”.

Doctoral Degree (Doctorado)

The *Doctorado* (64 academic credits) is an academic postgraduate programme which grants the highest degree in the Peruvian education system, certifying the training and competence necessary for top level independent research in a specific field of knowledge. It requires having previously obtained both a *Bachiller* and *Maestría* and passing at least 64 academic credits in six (6) semesters, and a thesis with high academic rigour and mastering two (2) foreign languages, one of which may be substituted by an indigenous language.

These studies grant students the title of “*Doctor en....*”.

2. Description of quality assurance processes in Peru.

Outline of the “Quality Assurance Policy for University Higher Education” approved through Supreme Decree N° 016-2016-MINEDU.

Relevant aspects:

- Currently Peru requires universities that provide a top-quality educational service enabling youngsters to get jobs with dignity, be productive, competitive and valued by the **labour market**; while being a part of, and promoting a **society driven by the principles of justice, solidarity, ethics and respect of differences**.
- With this objective in mind, the Peruvian State has started a process of **University Reform**. This Reform is **the State's formal commitment** to finding solutions to the great problems the university system is facing, and it is also an **opportunity for change** for this self-regulating system that has not obtained the results the young people of Peru deserve.
- Within this framework, and in compliance with article 1 of the University Law, the Ministry of Education has elaborated the Quality Assurance Policy for University Higher Education, **which is the main guiding document for the University Reform process and its gradual implementation and reflection**.
- The **overall objective** of the Policy is: “To guarantee that all the young people of the country have the opportunity to access a quality higher education service, that offers comprehensive training and continuous improvement, focusing on the achievement of a competent professional performance and on incorporating citizenship values, thus enabling an academic reflection of the country through research”.

- It also establishes and regulates the differentiated and coherent functions that allow the establishment of a University System where **all actors involved in university higher education are organized, relate among themselves and operate in a systematic manner**: 1) The State guarantees the right to a top quality education; 2) the university is the institutional mechanism that provides the educational service; and 3) society is informed and carries out a role of academic and institutional supervision.
- The Policy establishes **four Pillars of the University Reform**, which allow on one hand to order the roles of public stakeholders in the assurance of quality, and on the other hand, sets the foundations for a Quality Assurance System.
 - **Reliable and timely information**: gives visibility to stakeholders, inputs, processes and results of the provision of university higher education service, facilitates the establishment of a quality culture, and reduces considerably the asymmetry of information at university level.
 - **Promotion in order to improve performance**: set of measures, managed mainly by the State, oriented towards the promotion and consolidation of a quality culture and continuous improvement for the whole University System.
 - **Certification for continuous improvement**: constitutes a public recognition and a transparency and accountability action related to the level of quality of the provision of the higher education service.
 - **Licensing to guarantee basic conditions of quality**: verification and control of the basic quality conditions that permit the authorization and provision of the university higher education service.
- In order to accomplish the overall objective of the Policy eleven **Guidelines** have been proposed, which are the basis for the Strategic Actions:
 1. Implementing a comprehensive information system which is quick and accessible for university higher education, enabling better-decision making both for the State and society.
 2. Promoting transparency and accountability throughout the University System, as well as continuous academic and institutional oversight by society.
 3. Guarantee a systematic organisation of all stakeholders involved in University Higher Education, where everyone knows and carries out their roles with responsibility, in a conceptual, programmatic and regulatory framework, in an orderly and supervised manner.
 4. Promoting access and retention in top-quality undergraduate and post-graduate university studies, through to final completion, without distinction.
 5. Establishing synergies among the State, universities, the productive sector and organised civil society, as well as dialogue mechanisms to achieve holistic education, both professional and value-oriented, contributing towards the development of the country.
 6. Promoting the university as a social and academic institution that contributes towards solving the problems of the country, through research, within the context of an egalitarian, inclusive and democratic society.
 7. Promoting the creation of university networks with quality, relevance, social responsibility and internationalisation criteria.
 8. Guaranteeing that the public resources given to universities are used efficiently and with responsibility in order to succeed in improving the provision of university higher education service.
 9. Creating appropriate incentives in order to continuously improve the University System.
 10. Ensuring that universities have mechanisms in order to develop institutional accreditation processes and their academic programmes, in the search for excellence in providing university higher education service.

11. Ensuring that all universities and their study programmes leading to academic degrees and qualifications (*grados / títulos*) comply with basic quality conditions in order to obtain and sustain their capacity to issue degrees and diplomas (*Licenciamiento*).

- The complete text of the “Quality Assurance Policy for University Higher Education” (*Política de Aseguramiento de la Calidad de la Educación Superior Universitaria*) is available in the following link: <https://www.sunedu.gob.pe/aprueban-la-politica-de-aseguramiento-de-la-calidad-de-la-educacion-superior-universitaria/>

3. Resources to identify the Peruvian qualifications covered by this agreement and other relevant links

SUNEDU listings of recognised Higher Education Institutions:

<https://www.sunedu.gob.pe/universidades-publicas/>

<https://www.sunedu.gob.pe/universidades-privadas/>

<https://www.sunedu.gob.pe/instituciones-con-rango-universitario/>

SUNEDU process for recognition of degrees:

<https://www.sunedu.gob.pe/procedimiento-de-reconocimiento-de-grados-y-titulos-extranjeros/>

ANNEX 2

2.1 Description of the system of Higher Education in the UK¹

2.1.1 Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector and higher education corporations whose legislative arrangements are contained in the Education Reform Act 1988. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standards of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are “short cycle” qualifications within the first cycle. Higher Education is one pillar of the Credit and Qualifications Framework for Wales (CQFW)². Ofqual, the Office of Qualifications and Examinations Regulation, the Welsh Government and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) regulate a number of professional, statutory and other awarding bodies which control vocational education and training (VET) and general qualifications at all levels. These qualifications sit on the Regulated Qualifications Framework (RQF), which replaced the Qualifications and Credit Framework in 2015. Regulated learning is also recognised within the CQFW (e.g. QCF, NQF and RQF qualifications). There is a close association between the levels of the FHEQ and the RQF (as shown below), and other frameworks of the UK and Ireland.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description has been verified by representatives of the Department for Business, Energy and Industrial Strategy, the Scottish Government, the Welsh Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), and the National Recognition Information Centre for the UK (UK NARIC)

² <http://gov.wales/topics/educationandskills/qualificationsinwales/creditqualificationsframework/?lang=en>

Credit Systems

A framework of national guidelines for the use of credit, the Higher Education Credit Framework for England, was launched in 2008 in order to facilitate credit accumulation and transfer in the HE sector. A significant number of higher education institutions in England belong to one of two main credit consortia, which promote the use of credit and the sharing of good practice. Credit is also an integral part of the CQFW and the RQF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework, although higher education institutions, as autonomous bodies, have the right to decide whether to accept credit. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, enabling learning gained by students in institutions elsewhere in Europe to be recognised.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate RQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to higher education. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter higher education with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

TABLE 1

**Diagram of higher education qualification levels in
England, Wales and Northern Ireland**

Framework for Higher Education Qualifications (FHEQ)		FQ-EHEA cycle	Credit	
Typical Qualifications	Level ¹		Typical UK	Typical ECTS credit ranges ²
Doctoral Degrees (e.g. PhD, DPhil, EdD)	8	3 rd cycle	Typically not credit rated ³	Typically not credit rated ⁴
Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 nd cycle	180	60-120
Bachelor Degrees with Honours Bachelor Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 st cycle	360	180-240
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120
Higher National Certificates Certificates of Higher Education	4		120	
Entry to HE via equivalent experiential or prior learning				

Notes

¹ For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the RQF or Framework for Higher Education Qualifications.

² European Credit Transfer and Accumulation System (ECTS) credit is typically worth 2 UK credits

³ PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

⁴ A range of 90-120 ECTS is typical of most awards

2.1.2. Description of Higher Education in Scotland

Introduction

Scotland's distinctive higher education system has 19 higher education institutions (HEIs) (See <http://www.universities-scotland.ac.uk/>). The 15 universities, as well as the Open University in Scotland, a specialist art school, a conservatoire and a land-based college are funded primarily by the Scottish Further and Higher Education Funding Council (www.sfc.ac.uk).

The HEIs offer qualifications at undergraduate (Bologna first cycle) and postgraduate (Bologna second and third cycle) levels. In Scotland, the law distinguishes the power to award degrees on the basis of completion of taught programmes from the power to award research degrees. Universities have powers to award taught and research degrees. Some other HEIs have powers to award degrees while others offer programmes leading to degrees awarded by HEIs with degree awarding powers.

Lists of institutions with powers to award degrees and institutions recognised by authorities in Scotland as being able to offer courses leading to a degree of another HEI may be found at

<http://www.universities-scotland.ac.uk/uploads/campus-locations.pdf>

A small number of Degrees are available in colleges of further education by the authority of a duly empowered HEI.

Qualifications

The types of qualifications awarded at undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in the Framework for Higher Education Qualifications in Scotland which includes qualifications descriptors, developed with the higher education sector (<http://www.qaa.ac.uk>). The Framework is an integral part of a wider national framework: the Scottish Credit and Qualifications Framework that covers all forms of programmes and qualifications from school to Doctorates (see table 1 and www.scqf.org.uk).

Institutions use SCQF credit points for students entering or transferring between programmes or institutions, and use ECTS for transfers within the European area.

Admission

Requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom they believe have the potential to complete their programmes successfully. The Open University is an open entry institution.

The most common qualification for entry to higher education is the Higher or Advanced Higher or, for entrants from the rest of the UK, the General Certificate of Education at 'Advanced' level (including the "Advanced Subsidiary") or comparable qualifications. Four or five Highers are normally taken in the 5th and 6th year of secondary school or at a college of further education and studied in considerable depth, involving coursework and final examinations. Advanced Highers are taken in the 6th year. A major route into Degrees, often with transfer of credit, is from Higher National Qualifications offered in colleges of further education.

TABLE 2

The Scottish Credit and Qualifications Framework (SCQF)

SCQF Levels	SQA Qualifications			Qualifications of HEIs	SVQs/MAs
12			Professional Development Award	Doctoral degree	Professional Apprenticeship
11				Master's Degree, Integrated Master's Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship, SVQ 5
10				Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9				Bachelor / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship, SVQ 4
8		Higher National Diploma		Diploma of Higher Education	Technical Apprenticeship, SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate of Higher Education	Modern Apprenticeship, SVQ 3
6	Higher, Awards, Skills for Work Higher	National Certificate			Modern Apprenticeship, SVQ 3
5	National 5, Awards, Skills for Work National 5			National	

4	National 4, Awards, Skills for Work National 4		Progression Award		SVQ 1
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				

For the official SCQF diagram, please refer to: <http://www.scqf.org.uk/framework-diagram/Framework.htm>

2.2 Description of quality assurance processes in the UK.

The different countries of the United Kingdom have their own responsibilities for the quality assurance of higher education in publicly funded providers, but may work together in developing arrangements. These responsibilities arise from a governmental statutory duty for the funding bodies to provide for the assessment of the quality of the higher education for which they provide funding.

England and Northern Ireland

A new approach to the quality assessment of publicly funded providers will be implemented in England and Northern Ireland from the academic year (AY) 2017-18 (<http://www.hefce.ac.uk/pubs/year/2016/201603/>). During AY 2016-17, pilot activities are taking place and aspects of the new approach are being tested and developed. The previous quality assessment system is being discontinued.

The revised model was developed following a review of quality assessment undertaken by the Higher Education Funding Council for England (HEFCE), the Department for the Economy (DfE) in Northern Ireland and the Higher Education Funding Council for Wales (HEFCW). The revised approach is designed to be proportionate and risk-based. It is grounded in the mission and context of individual universities or colleges and aims to promote continuous improvement and innovation in areas that matter to students.

The operation of the new system will be managed by the Funding Bodies, which have contracted out certain activities to external organisations, including the Quality Assurance Agency (QAA): <http://www.qaa.ac.uk/>.

The core process of the new approach is a low-burden annual monitoring process for all publicly funded providers. This is the Annual Provider Review (APR), which will be undertaken entirely by HEFCE in England and the DfE in Northern Ireland and will be based on existing data collection and analysis systems.

The APR process for each provider in England and Northern Ireland will result in a quality judgement which determines whether or not it meets quality assessment requirements. Where the APR reveals evidence of a serious concern in a provider, HEFCE and the DfE will commission further investigation and review from the QAA under the Unsatisfactory Quality Scheme (UQS) (also part of the new approach). See: www.hefce.ac.uk/reg/forstudents/qualityissues/.

For further detail on APR, see:

<http://www.hefce.ac.uk/media/HEFCE,2014/Content/Regulation/QA.review/QAR%20guide%20arrangements%20from%20update.pdf>

Providers' governing bodies will also be asked to provide quality-related assurances on the quality of the student academic experience, student outcomes and the standard of awards.

Providers which have previously had less than two satisfactory quality assessment reviews from the QAA, or where a serious issue has been flagged up during the APR process (see above) will, in addition to the APR, receive a Quality Assessment Review visit from the QAA.

Wales

Under the Higher Education (Wales) Act 2015, HEFCW has regulatory powers. These include in relation to assessing the quality of education at regulated institutions. In order to become regulated, and therefore access student support funding, institutions must apply annually for a fee and access plan which requires that they satisfy requirements in relation to quality, financial sustainability and governance.

A high level framework for Wales has been developed which aligns with the principles and baseline requirements of the approach to be followed by England and Northern Ireland, with operating proposals tailored to Wales, for implementation from 2017-18. In Wales this is done under a [Quality Assessment Framework](#). This includes a baseline which aligns with that used in England and Northern Ireland, together with some Wales-specific components (Welsh language requirements, and alignment with the Credit and Qualifications Framework for Wales). Regulated institutions work closely in partnership with students to deliver the framework

Arrangements supporting the Quality Assessment Framework include:

- Annual Fee and Access Plan process
- Annual Institutional Risk Review
- Annual analysis of data, student views and other information
- Annual assurance statements from the governing body

- Triennial assurance visits from HEFCW to institutions

External quality assurance reviews, undertaken at least every six years, commissioned by regulated institutions' governing bodies from an organisation on the European Quality Assurance Register (EQAR)³.

Scotland

The academic standards of awards and the quality of the student learning experience are maintained by the HEIs using a range of processes including extensive use of external examiners. In some subject areas, Professional, Statutory and Regulatory Bodies have a role to ensure that programmes meet the needs and standards of the particular profession.

Quality and academic standards are evaluated through a partnership approach between: the HEIs representative body (Universities Scotland), the Scottish Funding Council (SFC), the National Union of Students in Scotland, the Higher Education Academy, and QAA Scotland. There has been an enhancement-led approach in place since 2003, known as the Quality Enhancement Framework and this has five elements covering:

- student partnership in quality – there is a national development service promoting student partnership in quality (see <http://www.sparqs.ac.uk/>)
- an agreed set of public information
- a national programme of Enhancement Themes (see <http://www.enhancementthemes.ac.uk/>)
- institution-led review of subjects and professional services – there is guidance on the form for this produced by SFC
- external institutional review, known as Enhancement-led Institutional Review (ELIR, see <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review>).

Further information on the QEF and the Scottish approach to quality can be found at <http://www.qaa.ac.uk/about-us/scotland>

The UK-wide Standing Committee for Quality Assessment

All four UK funding bodies are represented on the UK-wide Standing Committee for Quality Assessment which will provide UK-wide oversight of the baseline regulatory requirements and the elements of the revised Operating Model for Quality Assessment that apply across the UK. This Committee will form an important element of a UK-wide co-regulatory approach to quality assessment.

See <http://www.hefce.ac.uk/news/newsarchive/2016/Name,110713,en.html>

³ <https://www.eqar.eu/>

The Quality Assurance Agency for Higher Education (QAA) was founded in 1997, and its mission is to safeguard standards and improve the quality of UK higher education. QAA covers the four nations of the UK. It meets the diverse needs of the different higher education policies determined by each nation but itself operates as a single entity across the whole of the UK. QAA is a full member of the European Association for Quality Assurance and has been reviewed for full compliance with the European Standards and Guidelines for Quality Assurance.

QAA reviews higher education providers in the UK, under contract to funding bodies where applicable, and employs a number of review methods for the different types of UK higher education providers including higher education institutions, further education colleges and alternative providers, as well as professional programmes and international provision.

QAA conducts evidence-based peer reviews of higher education providers and publishes reports detailing the findings to provide public reassurance on academic standards, quality and the provision of public information (by providers).

<http://www.qaa.ac.uk/InstitutionReports/Pages/default.aspx>

The definitive UK quality assurance reference point, used by higher education providers and QAA in its reviews, is the UK Quality Code for Higher Education (the Quality Code). The Quality Code sets out the expectations that all UK higher education providers are required to meet and is structured in three parts:

Part A: setting and maintaining threshold academic standards (which includes national reference points and descriptors for qualifications and subjects/programmes)

Part B: assuring and enhancing academic quality

Part C: Information about higher education provision

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

Qualifications frameworks

QAA is the ‘custodian’ of frameworks and reference points for UK higher education qualifications which apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers. The relevant qualifications frameworks are provided in Part A of the Quality Code, which incorporates:

- *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ, which forms a part of the Credit and Qualifications Framework for Wales)*
- *The framework for qualifications of higher education institutions in Scotland (FQHEIS, part of the Scottish Credit and Qualifications Framework)*

The broad relationship between the qualifications and credit frameworks across the UK and Ireland is summarised in a document produced and agreed by the custodians of the frameworks. It is reviewed regularly through joint meetings of the framework owners and the most recent version, published in June 2017 is at:

<http://www.qaa.ac.uk/en/publications/documents/qualifications-can-cross-boundaries.pdf>

UK degrees

Each degree must be awarded by a legally approved degree-awarding body (known as a Recognised Body) that has overall responsibility for the academic standards and quality of the qualification. The HEIs are independent, self-governing bodies, active in teaching research and scholarship. They decide the degrees they offer; the conditions on which they are awarded and the admissions arrangements. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. There is a strong process in place to ensure that degree awarding powers and the right to be called ‘university’ (university title) are only granted to higher education providers which properly merit the powers they seek. The names of institutions with their own degree awarding powers (“Recognised Bodies”) are available for download at: <https://www.gov.uk/recognised-uk-degrees-recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as “Listed Bodies”. View the list at: <https://www.gov.uk/recognised-uk-degrees-listed-bodies>

In the UK the Privy Council is a formal body of advisers to the Queen and one of its responsibilities is the granting of degree awarding powers and university title. QAA advises the appropriate Government Department for each of the four nations, who will then make a recommendation to the Privy Council on applications for degree awarding powers. In England, this process is administered by HEFCE⁴. All applications are rigorously scrutinised

⁴ The Privy Council is not involved in applications for University title from institutions in England that are not eligible for HEFCE funding. Here, the Department for Business, Energy and Industrial Strategy is responsible for making the award in respect of such applications.

against guidance and criteria. There are different sets of guidance and criteria for the three types of degree awarding powers which also vary across the four nations of the UK:

Foundation degree awarding powers (FDAP) give further education colleges in England and Wales the right to award Foundation Degrees at level 5 of *the framework for higher education qualifications in England, Wales and Northern Ireland*

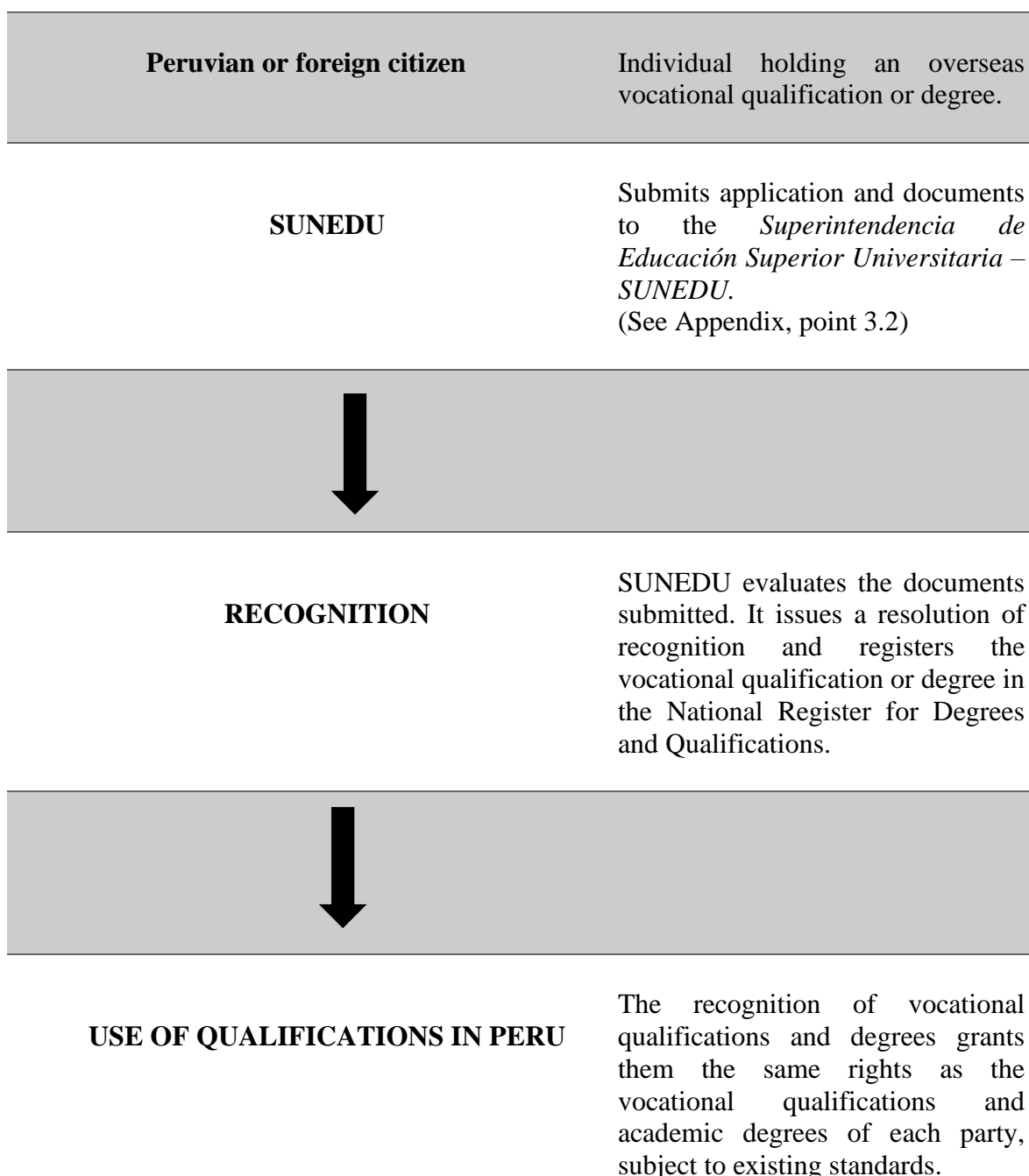
Taught degree awarding powers (TDAP) give higher education providers the right to award bachelor's degrees and other taught higher education qualifications up to level 7 of the *framework for higher education qualifications in England, Wales and Northern Ireland* and to level 11 in the *Scottish Credit and Qualifications Framework*

Research degree awarding powers (RDAP) give UK higher education providers with TDAP the right to award doctoral degrees and master's degrees where the research component (including a requirement to produce an original work) is larger than the taught component when measured by student effort. These are higher education qualifications up to level 8 of the *framework for higher education qualifications in England, Wales and Northern Ireland* and to level 12 in the *Scottish Credit and Qualifications Framework*.

For further information, see <http://www.qaa.ac.uk/assuring-standards-and-quality/daput>

ANNEX 3

3.1 Flowchart showing recognition process in Peru for qualifications which form part of this agreement



3.2 Requirements in order to apply for the recognition of a diploma obtained abroad

REQUIREMENTS	EXPLANATORY NOTES
<p>1. If the holder of the academic qualification or university degree is a Peruvian citizen, he/she must present his/her National Identity Card number. Otherwise he/she must present his/her Passport or Overseas Resident Card (Carné de extranjería) number.</p>	<p>If the process is carried out by a person other than the holder, a simple power of attorney is required, in addition to the ID number of the representative.</p>
<p>2. A Diploma that certifies the degree or vocational qualification should carry the Apostille of the Hague or be legalised by the Ministry of Foreign Affairs of the country of origin, Peruvian Consulate of the country of origin, as well as the Ministry of Foreign Affairs in Peru, as applies.</p> <p>The Diploma will be scanned and returned immediately.</p>	<p>Once SUNEDU are able to verify the authenticity of the diploma by accessing the databases of diplomas and degrees records of foreign universities or of the institutes competent in University education that granted them, the Apostille will no longer be needed.</p>
<p>3. Transcripts.</p> <p>This should have the Apostille of the Hague or be legalised by the Ministry of Foreign Affairs in the country of origin, Peruvian Consulate of the country of origin as well as the Ministry of Foreign Affairs, as applies.</p> <p>The transcript should be scanned and returned immediately.</p>	<p>This will only be requested when the diploma does not provide enough information to determine the academic qualification or professional degree, or when the applicant requires that the recognition and validation resolution contain additional information that does not usually appear in the diploma.</p>
<p>4. In the case of diplomas or transcripts produced in a language other than Spanish, an uncertified translation is required.</p>	<p>The signature and identification of the translator should be included on each page of the translation.</p>
<p>5. In order to recognise Master's and Doctorate degrees, the applicant must present the research work through which the academic qualification or professional degree was achieved, in PDF</p>	

and in the original language, or, where possible, the URL address where the research work is hosted in the digital academic repository of the university of origin.

6. Payment of the corresponding processing fee at an authorised bank.

Returning Migrant card-holders (Tarjeta del Migrante Retornado) will receive a 50% discount.

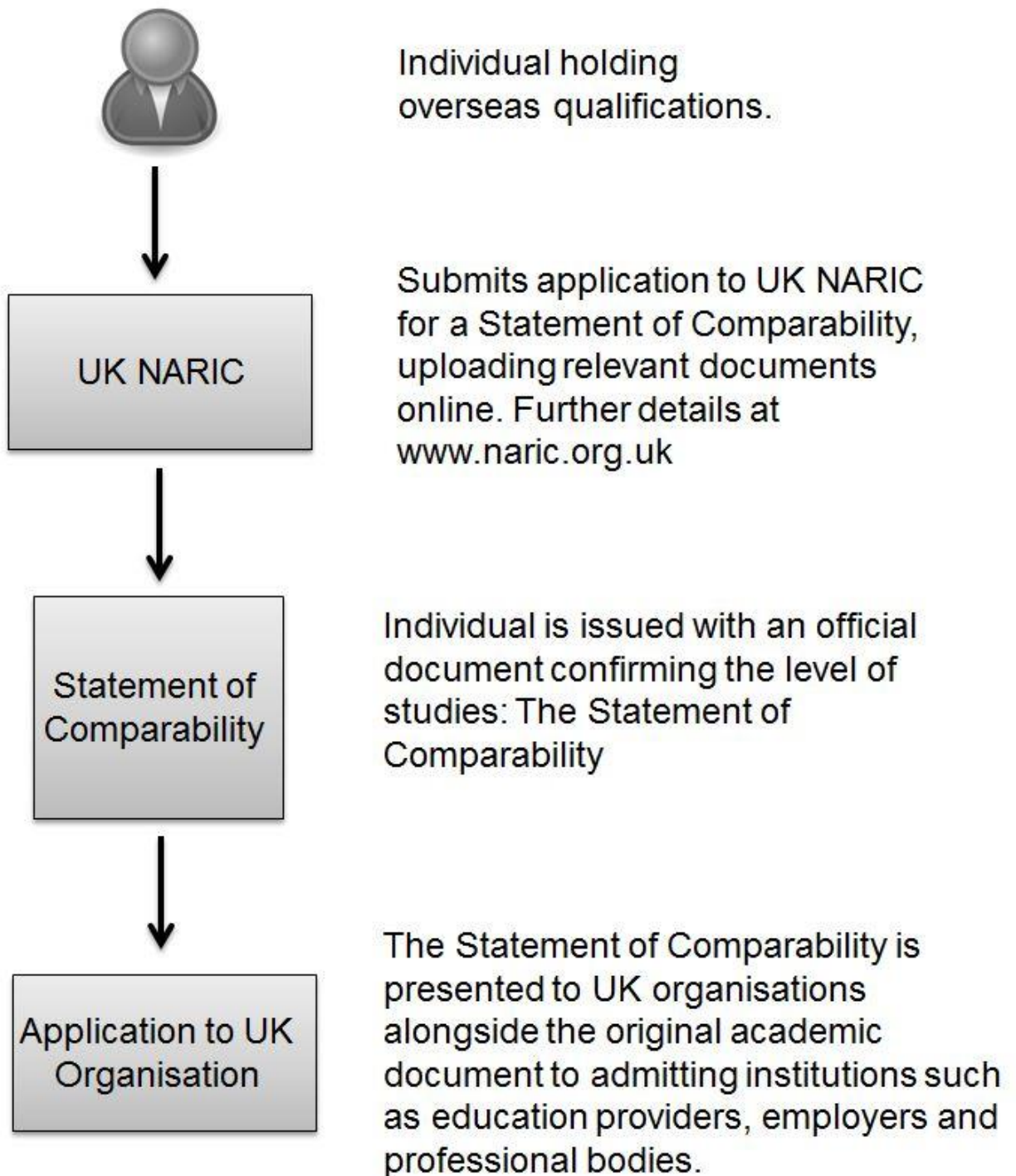
Present an uncertified copy of the Returning Migrant card (Tarjeta del Migrante Retornado).

7. Statutory declaration of the authenticity and veracity of the documents and information submitted.

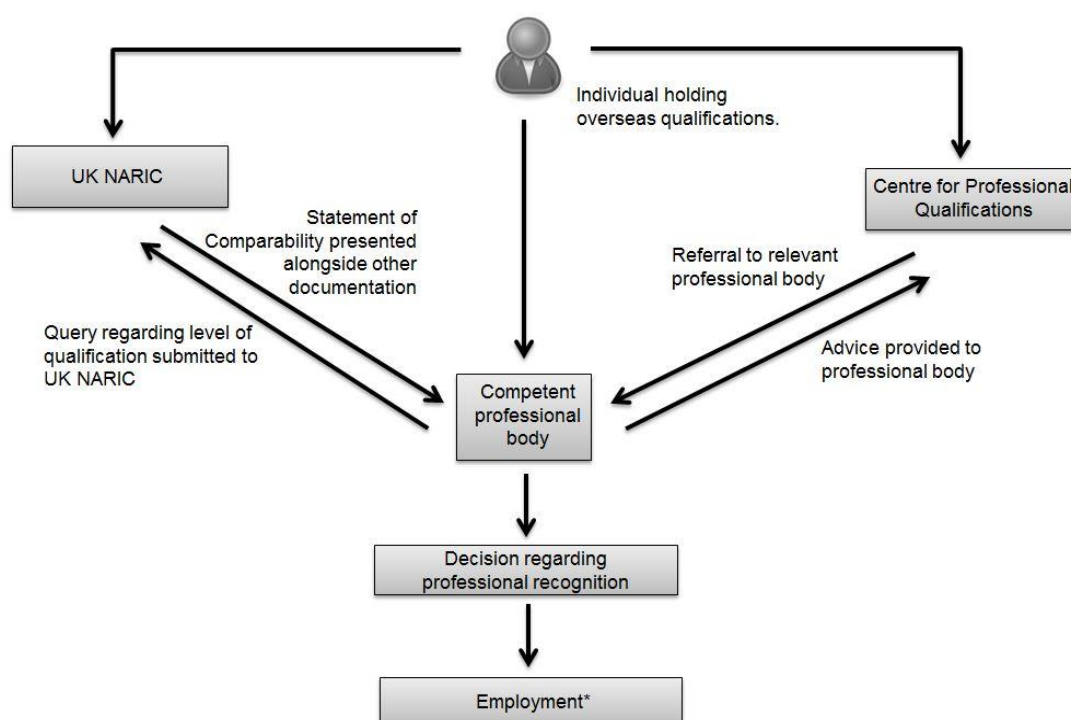
- The **evaluation period** for the Recognition of Academic Qualifications or Professional Degrees covers a period of thirty (30) business days.
-
- The relevant information for the Recognition procedure is available at the following link: <https://www.sunedu.gob.pe/procedimiento-de-reconocimiento-de-grad-os-y-titulos-extranjeros/>

ANNEX 4

4.1 Flowchart showing academic recognition process in the UK



4.2 Flowchart showing professional recognition process in the UK



* Qualifications may also be presented directly to employers for professional recognition

4.3 List of documents required for academic recognition in the UK.

The following documents, duly legalised, are required for purposes of academic recognition:

- a) The final degree certificate/diploma
- b) Academic transcript showing modules taken and grades obtained
- c) Translations of the above documents where necessary. See www.naric.org.uk for further details.

4.4 List of documents required for professional recognition in the UK.

The following documents, duly legalised, are typically required for purposes of professional recognition. *

- a) The final degree certificate/diploma
- b) Academic transcript showing modules taken and grades obtained
- c) Translations of the above documents
- d) Evidence of professional status in country of origin
- e) Evidence of background checks

*Individuals should verify documentary requirements with the relevant competent authority.

**EXCHANGE OF NOTES BETWEEN THE UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND AND THE REPUBLIC OF PERU CONCERNING THE
CORRECTION OF ERRORS IN THE TEXT OF THE TREATY ON THE MUTUAL
RECOGNITION OF DEGREES BETWEEN THE UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND AND THE REPUBLIC OF PERU**

No.1

From the Ministry of Foreign Affairs of the Republic of Peru, General Directorate of Treaties to the Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru

*Lima
30th April 2019*

Nota RE (DGT) N° 6-17/12

El Ministerio de Relaciones Exteriores de la República del Perú — Dirección General de Tratados— saluda muy atentamente a la Honorable Embajada del Reino Unido de Gran Bretaña e Irlanda del Norte en el Perú y tiene a honra referirse al “Tratado entre la República del Perú y el Reino Unido de Gran Bretaña e Irlanda del Norte sobre Reconocimiento Mutuo de Títulos Profesionales y Grados Académicos”, suscrito en la ciudad de Iquitos, República del Perú, el 19 de mayo de 2018 (en adelante, el “Tratado”)

Sobre el particular, el Ministerio de Relaciones Exteriores de la República del Perú —Dirección General de Tratados— tiene a bien informar a esa Honorable Embajada que se ha identificado la necesidad de corregir ciertos errores en el texto del Tratado.

En ese sentido, en atención a lo dispuesto en el artículo 79, numeral 1, literal b) de la Convención de Viena sobre el Derecho de los Tratados de 1969, el Ministerio de Relaciones Exteriores de la República del Perú tiene a bien adjuntar a la presente Nota una matriz con los detalles de las correcciones en ambos idiomas. Una versión consolidada del Tratado entre la República del Perú y el Reino Unido de Gran Bretaña e Irlanda del Norte incorporando las referidas correcciones está incluida en el Anexo de esta nota únicamente para efectos informativos.

Si la Honorable Embajada del Reino Unido de Gran Bretaña e Irlanda del Norte en el Perú está de acuerdo con que el Tratado quede corregido según la documentación adjunta, su respuesta afirmativa en ese sentido confirmará la aceptación de esta propuesta.

El Ministerio de Relaciones Exteriores de la República del Perú — Dirección General de Tratados— hace propicia la oportunidad para renovar a esa Honorable Embajada las seguridades de su más alta y distinguida consideración.

No.2

[Unofficial translation of No.1]

The Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— presents its compliments to the Honourable Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru and has the honour to refer to the "Treaty on the Mutual Recognition of Degrees between the United Kingdom of Great Britain and Northern Ireland and the Republic of Peru", signed in the city of Iquitos, Republic of Peru, on 19 May 2018 (hereinafter, "the Treaty").

In this regard, the Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— wishes to inform the Honourable Embassy that we have identified a need to correct certain errors in the text of the Treaty.

In accordance with the provisions of Article 79, numeral 1, subparagraph b) of the Vienna Convention on the Law of Treaties of 1969, the Ministry of Foreign Affairs of the Republic of Peru attaches to this Note a table with details of the corrections in both languages. A consolidated version of the Treaty between the United Kingdom of Great Britain and Northern Ireland and the Republic of Peru incorporating the aforementioned corrections is set out in the Annex to this Note for information only.

If the Honourable Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru agrees that the Treaty be corrected according to the attached documentation, your affirmative response in that regard will confirm the acceptance of this proposal.

The Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— provides the opportunity to renew to this Honourable Embassy the assurances of its highest and most distinguished consideration.

TRATADO Y ANEXOS ENTRE LA REPÚBLICA DEL PERÚ Y EL REINO UNIDO DE GRAN BRETAÑA E IRLANDA DEL NORTE SOBRE RECONOCIMIENTO MUTUO DE TÍTULOS PROFESIONALES Y GRADOS ACADÉMICOS

Cuadro Compartivo entre la versión firmada entre ambos países y la versión con las modificaciones propuestas (contaparte peruana)

	TRATADO FIRMADO	PROPUESTA DE MODIFICACIONES
Título	Tratado entre la República del Perú y el Reino Unido de Gran Bretaña e Irlanda del Norte sobre reconocimiento mutuo de títulos profesionales y grados académicos	Tratado de reconocimiento mutuo de títulos profesionales y grados académicos entre la República del Perú y el Reino Unido de Gran Bretaña e Irlanda del Norte
Art. 1	El objetivo del presente tratado es reconocer y conceder validez a los títulos profesionales y grados académicos, otorgados por universidades, Instituciones de educación superior universitaria e instituciones y escuelas de educación superior autorizadas y reconocidas oficialmente por ambas Partes.	El objetivo del presente tratado es reconocer y conceder validez a los títulos profesionales y grados académicos, otorgados por Instituciones de Educación Superior oficialmente reconocidas y autorizadas por ambas Partes.
Art. 3.1	3.1. El Ministerio de Educación de la República del Perú, a través de la SUNEDU y el Departamento de Negocios, Energía y Estrategia Industrial (Department of Business, Energy and Industrial Strategy – BEIS) del Reino Unido de Gran Bretaña e Irlanda del Norte, por su propia representación y en representación de las Administraciones Delegadas, son los Organismos de Gobierno Designados que se encargarán de la implementación del Tratado.	3.1. El Ministerio de Educación de la República del Perú, a través de la SUNEDU y el Departamento de Negocios, Energía y Estrategia Industrial (Department of Business, Energy and Industrial Strategy – BEIS) del Reino Unido de Gran Bretaña e Irlanda del Norte, por su propia representación y en representación de las Administraciones Delegadas, son los Organismos de Gobierno Designados que se encargarán de establecer lineamientos, modificaciones y mecanismos de solución relacionados con el presente Tratado.

Art. 3.3	3.3 En el caso en el que los organismos mencionados en los Artículos 3, numerales 1 y 2, cambien de nombre o responsabilidades o sean suprimidas, este tratado seguirá siendo válido y continuará aplicándose por la entidad u órgano que las partes designen. En dicho caso las Partes deberán comunicarse la nueva designación de forma oportuna mediante notas diplomáticas.	3.3. En el caso en el que los organismos mencionados en los Artículos 3.1 y 3.2, cambien de nombre o responsabilidades o sean suprimidos, este tratado seguirá siendo válido y las obligaciones establecidas en este documento continuarán bajo la responsabilidad de la entidad u organismo asignado para tal fin. En caso ocurran cambios, la Parte interesada deberá informar de forma oportuna a la contraparte de la nueva designación mediante notas diplomáticas.
Art. 4.1	4.1 a) El grado de Bachiller / Título Profesional otorgado en la República del Perú que cumpla con el Artículo 2.2 es considerado equivalente al Bachelor degree otorgado por una Institución Reconocida (Recognised Body) del Reino Unido de Gran Bretaña e Irlanda del Norte. El Bachelor Degree que cumpla con el artículo 2.1 es considerado equivalente al Título Profesional otorgado por una institución de educación superior universitaria listada por la SUNEDU.	4.1 a) El grado de Bachiller / Título Profesional otorgado en la República del Perú que cumpla con el Artículo 2.2 es considerado equivalente al Bachelor degree otorgado por una Institución Reconocida (Recognised Body) del Reino Unido de Gran Bretaña e Irlanda del Norte. El Bachelor degree del Reino Unido de Gran Bretaña e Irlanda del Norte. que cumpla con el Artículo 2.1 es considerado equivalente al Título Profesional otorgado por una institución de educación superior universitaria listada por la SUNEDU.
Art. 4.4	4.4 Para aquellos títulos profesionales y grados académicos donde el ejercicio de la profesión esté vinculado a la incorporación en un colegio o gremio profesional (en el caso del Perú) o una entidad profesional/autoridad competente (professional body/competent authority) (en el caso del Reino Unido), será necesario cumplir con la legislaciones respectivas	4.4 Para aquellos títulos profesionales y grados académicos donde el ejercicio de la profesión esté vinculado a la incorporación en un colegio o gremio profesional (en el caso del Perú) o una entidad profesional/autoridad competente (<i>professional body/competent authority</i>) (en el caso del Reino Unido), será necesario cumplir con la reglamentación respectiva

Art. 5	Atendiendo a los eventuales ajustes que puedan implementarse en los sistemas educativos de ambas Partes, los Anexos, podrán ser revisados y actualizados cuando una los dos Puntos de Contactos Designados lo considere pertinente, para lo cual deberá remitir una notificación mediante vía diplomática. Los Anexos se actualizarán con estos ajustes dentro de 60 (sesenta) días calendario después de la fecha de recibo de dicha comunicación.	Atendiendo a los eventuales ajustes que puedan implementarse en los sistemas educativos de ambas Partes, los Anexos son parte integral del presente Tratado y podrán ser revisados y actualizados cuando uno de los dos Puntos de Contacto Designados lo considere pertinente, para lo cual deberá remitir una notificación mediante vía diplomática. Los Anexos se actualizarán con estos ajustes dentro de 60 (sesenta) días calendario después de la fecha de recibo de dicha comunicación.
Art. 6.2	6.2 Los Puntos de Contacto Designados en el artículo 3.2 resolverán por la vía diplomática y mediante negociación directa, toda controversia no solucionada de conformidad con lo dispuesto en el numeral anterior, así como cualquier otra que pudiera surgir respecto al presente tratado.	6.2 Los Organismos de Gobierno Designados en al artículo 3.1 resolverán a través de Notas Diplomáticas y mediante negociación directa, toda controversia no solucionada de conformidad con lo dispuesto en el numeral anterior, así como cualquier otra que pudiera surgir respecto al presente tratado.
Art. 8.1	8.1 Una vez que una enmienda haya entrado en vigor, esta pasará a formar parte integral del presente tratado.	8.1 El presente tratado podrá ser enmendado por mutuo consentimiento de las Partes, a través de Notas Diplomáticas. Toda enmienda entrará en vigor de conformidad con el procedimiento establecido en el artículo 7 del presente tratado.
Art. 8.2	8.2 El presente tratado podrá ser enmendado por mutuo consentimiento de las Partes. Toda enmienda entrará en vigor de conformidad con el procedimiento establecido en el artículo 7 del presente tratado.	8.2 Una vez que una enmienda haya entrado en vigor, esta pasará a formar parte integral del presente tratado.

	ANEXOS FIRMADOS	PROPUESTA DE ANEXOS
	Índice	Índice
Anexo 1	<p>1. Descripción del sistema de Educación Superior en el Perú.</p> <p>2. Descripción de los procesos de aseguramiento de la calidad en el Perú.</p> <p>3. Recursos para identificar los títulos profesionales y grados académicos peruanos incluidos en este tratado y otros enlaces relevantes.</p>	<p>1.1 Descripción del sistema de Educación Superior en el Perú.</p> <p>1.2 Descripción de los procesos de aseguramiento de la calidad en el Perú.</p> <p>1.3 Recursos para identificar los títulos profesionales y grados académicos peruanos incluidos en este tratado y otros enlaces relevantes.</p>
Anexo 2	<p>1 Descripción del sistema de Educación Superior en el Reino Unido.</p> <p>2. Descripción de los procesos de aseguramiento de la calidad en el Reino Unido.</p> <p>3. Recursos para identificar los títulos profesionales y grados académicos del Reino Unido incluidos en este tratado y otros enlaces relevantes.</p>	<p>2.1 Descripción del sistema de Educación Superior en el Reino Unido.</p> <p>2.1.1 Descripción de Educación Superior en el Reino Unido, Gales e Irlanda del Norte.</p> <p>2.1.2 Descripción de Educación Superior de Escocia.</p> <p>2.2 Descripción de los procesos de aseguramiento de la calidad en el Reino Unido.</p> <p>2.3 Recursos para identificar los títulos profesionales y grados académicos del Reino Unido incluidos en este tratado y otros enlaces relevantes.</p>
Anexo 3	<p>1 Diagrama de flujo del proceso de reconocimiento en el Perú de los títulos profesionales y grados académicos que forman parte de este tratado</p> <p>2. Requisitos para presentar una solicitud de reconocimiento de diploma obtenido en el extranjero</p>	<p>3.1 Diagrama de flujo del proceso de reconocimiento en el Perú de los títulos profesionales y grados académicos que forman parte de este tratado</p> <p>3.2 Requisitos para presentar una solicitud de reconocimiento de diploma obtenido en el extranjero</p>

Anexo 4	<p>1. Diagrama de flujo del proceso de reconocimiento de grados académicos en el Reino Unido</p> <p>2. Diagrama de flujo del proceso de reconocimiento de títulos profesionales en el Reino Unido</p> <p>3. Lista de documentos necesarios para el reconocimiento de grados académicos en el Reino Unido.</p> <p>4. Lista de documentos usualmente necesarios para el reconocimiento de títulos profesionales en el Reino Unido.</p>	<p>4.1 Diagrama de flujo del proceso de reconocimiento de grados académicos en el Reino Unido</p> <p>4.2 Diagrama de flujo del proceso de reconocimiento de títulos profesionales en el Reino Unido</p> <p>4.3 Lista de documentos necesarios para el reconocimiento de grados académicos en el Reino Unido.</p> <p>4.4 Lista de documentos usualmente necesarios para el reconocimiento de títulos profesionales en el Reino Unido.</p>
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ANEXO 1	
1. Descripción del sistema de Educación Superior en el Perú. Denominación de los estudios	1.1. Descripción del sistema de Educación Superior en el Perú. Denominación de los programas de estudios
Cabe mencionar que, para obtener un título profesional, los estudiantes deben haber obtenido el grado de bachiller y la aprobación de una tesis o trabajo de suficiencia profesional. Las universidades podrán establecer modalidades adicionales a estas últimas.	Cabe mencionar que, para obtener un título profesional, los estudiantes deben haber obtenido el grado de bachiller y aprobado la disertación de una tesis o trabajo de suficiencia profesional. Las universidades pueden establecer requisitos adicionales a estos.
3. Descripción de los procesos de aseguramiento de la calidad en el Perú.	1.2. Descripción de los procesos de aseguramiento de la calidad en el Perú.
4. Recursos para identificar los títulos profesionales y grados académicos peruanos incluidos en este acuerdo y otros enlaces relevantes	1.3. Recursos para identificar los títulos profesionales y grados académicos peruanos incluidos en este acuerdo y otros enlaces relevantes
ANEXO 2	

<p>a. El marco de cualificaciones para la educación superior en Inglaterra, Gales e Irlanda del Norte (FHEQ, que forma parte del Marco de Créditos y Cualificaciones de Gales).</p> <p>b. El marco de cualificaciones para las instituciones de educación superior en Escocia (FQHEIS, parte del Marco Escocés de Créditos y Cualificaciones).</p>	<p>a. El marco de cualificaciones para la educación superior en Inglaterra, Gales e Irlanda del Norte (FHEQ, que forma parte del Marco de Créditos y Cualificaciones de Gales).</p> <p>b. El marco de cualificaciones para las instituciones de educación superior en Escocia (FQHEIS, parte del Marco Escocés de Créditos y Cualificaciones).</p>
<p>Títulos y Grados Académicos en el Reino Unido</p>	<p>2.3 Recursos para identificar los títulos profesionales y grados académicos del Reino Unido incluidos en este tratado y otros enlaces relevantes.</p>

TREATY ON THE MUTUAL RECOGNITION OF DEGREES BETWEEN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND AND THE REPUBLIC OF PERU

Comparative matrix between the original signed version and the proposed modified version (English translation)

	SIGNED TREATY	PROPOSED CHANGES
Art. 2.2	In the case of the Republic of Peru, the degrees covered by this treaty are the Grado de Bachiller / Título Profesional, Título de Segunda Especialidad Profesional (excluding medical residency programmes (programas de residentado médico), which are governed by separate regulations), Grado de Maestro and Grado de Doctor awarded by university higher education institutions and higher education institutions with degree awarding powers whose degrees are equivalent to those of universities listed by the National Superintendence of University Higher Education (Superintendencia Nacional de Educación Superior Universitaria - SUNEDU).	In the case of the Republic of Peru, the degrees covered by this treaty are the Grado de Bachiller / Título Profesional, Título de Segunda Especialidad Profesional (excluding medical residency programmes -programas de residentado medico-, which are governed by separate regulations), Grado de Maestro and Grado de Doctor awarded by universities, university higher education institutions and higher education institutions with degree awarding powers whose degrees are equivalent to those of universities listed by the National Superintendence of University Higher Education (Superintendencia Nacional de Educación Superior Universitaria - SUNEDU).
Art. 3.1	The Ministry of Education of the Republic of Peru, through the National Superintendence of University Higher Education (Superintendencia Nacional de Educación Superior Universitaria -SUNEDU), and the Department of Business, Energy and Industrial Strategy – BEIS) of the United Kingdom of Great Britain and Northern Ireland, on its own behalf and on behalf of the Devolved Administrations, shall be the Designated Government Bodies responsible for establishing the guidelines, adjustments and solution mechanisms related to this treaty.	The Ministry of Education of the Republic of Peru, through the National Superintendence of University Higher Education (Superintendencia Nacional de Educación Superior Universitaria -SUNEDU), and the Department for Business, Energy and Industrial Strategy – BEIS) of the United Kingdom of Great Britain and Northern Ireland, on its own behalf and on behalf of the Devolved Administrations, shall be the Designated Government Bodies responsible for establishing the guidelines, adjustments and solution mechanisms related to this treaty.
Art. 4.1 (c)	The Grado de Maestría awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Master’s degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice versa	The Grado de Maestro awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Master’s degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice versa

Art. 4.3	For qualifications not covered by this agreement, the process for recognition shall be conducted on the basis of the regulations in force in each country. Details on these processes may be sought from the Designated Contact Points referenced in article 3.2.	For qualifications not covered by this agreement in accordance with Article 1, the process for recognition shall be conducted on the basis of the regulations in force in each country. Details on these processes may be sought from the Designated Contact Points referenced in article 3.2.
Art 4.4	For those degrees where practice of the respective profession requires membership of a professional association (colegio o gremio profesional) (in the case of Peru) or professional body/competent authority (in the case of the UK), it shall be necessary to fulfil the requirements imposed by each of these institutions.	For those degrees where practice of the respective profession requires membership of a professional association (colegio o gremio profesional) (in the case of Peru) or professional body/competent authority (in the case of the UK), it shall be necessary to fulfil their respective regulations.

	SIGNED ANNEXES	PROPOSED NEW ANNEXES
	CONTENTS	CONTENTS
Annex 1	<ol style="list-style-type: none"> 1. Description of the system of Higher Education in Peru 2. Description of quality assurance processes in Peru 3. Resources to identify the Peruvian qualifications covered by this agreement and other relevant links 	<ol style="list-style-type: none"> 1.1 Description of the system of Higher Education in Peru 1.2 Description of quality assurance processes in Peru 1.3 Resources to identify the Peruvian qualifications covered by this agreement and other relevant links
Annex 2	<ol style="list-style-type: none"> 1. Description of the system of Higher Education in the UK 2. Description of quality assurance processes in the UK 3. Resources to identify the UK qualifications covered by this agreement and other relevant links 	<ol style="list-style-type: none"> 2.1 Description of the system of Higher Education in the UK <ol style="list-style-type: none"> 2.1.1 Description of Higher Education in England, Wales and Northern Ireland 2.1.2 Description of Higher Education in Scotland 2.2 Description of quality assurance processes in the UK 2.3 Resources to identify the UK qualifications covered by this agreement and other relevant links
Annex 3	<ol style="list-style-type: none"> 1. Flowchart showing recognition process in Peru for qualifications which form part of this agreement 2. Requirements in order to apply for the recognition of a diploma obtained abroad 	<ol style="list-style-type: none"> 3.1 Flowchart showing recognition process in Peru for qualifications which form part of this agreement 3.2 Requirements in order to apply for the recognition of a diploma obtained abroad

Annex 4	<ul style="list-style-type: none"> 1. Flowchart showing academic recognition process in the UK 2. Flowchart showing professional recognition process in the UK 3. List of documents required for academic recognition in the UK 4. List of documents typically required for professional recognition in the UK 	<ul style="list-style-type: none"> 4.1 Flowchart showing academic recognition process in the UK 4.2 Flowchart showing professional recognition process in the UK 4.3 List of documents required for academic recognition in the UK 4.4 List of documents typically required for professional recognition in the UK
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ANNEX 1	
1. Description of the system of Higher Education in Peru Title of the degree programmes	1.1. Description of the system of Higher Education in Peru Title of the degree programmes
It must be noted that in order to attain a professional degree, students must have finished their Bachiller and passed a dissertation or professional proficiency assignment. Universities may establish additional requirements. Professional degree (Título Profesional): at least 200 academic credits.	It must be noted that in order to attain a professional degree, students must have finished their Bachiller and passed a dissertation or professional proficiency assignment. Universities may establish additional requirements to these.
2.-How studies are organised	How studies are organised
2.1. Long-cycle studies	
ANNEX 2	
UK degrees	2.3 Resources to identify the UK qualifications covered by this agreement and other relevant links

No.3

*From the Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru to the
Ministry of Foreign Affairs of the Republic of Peru, General Directorate of Treaties*

*Lima
6th May 2019*

Note No.0052

The Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru present its compliments to the Honourable Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— and has the honour to refer to the "Treaty on the Mutual Recognition of Degrees between the United Kingdom of Great Britain and Northern Ireland and the Republic of Peru", signed in the city of Iquitos, Republic of Peru, on 19 May 2018 (hereinafter, "the Treaty").

In this regard, the Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru has the honour to confirm the reception of the Note RE (DGT) N °6-17/12 of 30th April 2019, which has the following text:

“The Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— presents its compliments to the Honourable Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru and has the honour to refer to the "Treaty on the Mutual Recognition of Degrees between the United Kingdom of Great Britain and Northern Ireland and the Republic of Peru", signed in the city of Iquitos, Republic of Peru, on 19 May 2018 (hereinafter, "the Treaty").

In this regard, the Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— wishes to inform the Honourable Embassy that we have identified a need to correct certain errors in the text of the Treaty.

In accordance with the provisions of Article 79, numeral 1, subparagraph b) of the Vienna Convention on the Law of Treaties of 1969, the Ministry of Foreign Affairs of the Republic of Peru attaches to this Note a table with details of the corrections in both languages. A consolidated version of the Treaty between the United Kingdom of Great Britain and Northern Ireland and the Republic of Peru incorporating the aforementioned corrections is set out in the Annex to this Note for information only.

If the Honourable Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru agrees that the Treaty be corrected according to the attached documentation, your affirmative response in that regard will confirm the acceptance of this proposal.

The Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— provides the opportunity to renew to this Honourable Embassy the assurances of its highest and most distinguished consideration.”

The Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru has the honour to confirm its acceptance of the proposal made by the Honourable Ministry of Foreign Affairs of the Republic of Peru —General Directorate of Treaties— concerning the corrections of certain errors in the text of the Treaty. The UK will make the corrections in the original Treaty.

The Embassy of the United Kingdom of Great Britain and Northern Ireland in Peru provides the opportunity to renew to this Honourable Ministry the assurances of its highest and most distinguished consideration.

**TREATY ON THE MUTUAL RECOGNITION OF DEGREES
BETWEEN
THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND
AND
THE REPUBLIC OF PERU**

The Republic of Peru and the United Kingdom of Great Britain and Northern Ireland, hereinafter referred to as the “Parties”,

For the purpose of strengthening the relationship between the two countries, cooperating in the education sector, and promoting bilateral academic and professional mobility;

In order to establish effective mechanisms for the mutual recognition of degrees awarded in the Republic of Peru and the United Kingdom of Great Britain and Northern Ireland;

HAVE AGREED AS FOLLOWS:

ARTICLE 1

Objective of this Treaty

The objective of this treaty is to recognise and validate degrees issued by the officially recognised and authorised higher education institutions of each party.

ARTICLE 2

Scope of Application of this Treaty

2.1. In the case of the United Kingdom of Great Britain and Northern Ireland, the degrees covered by this treaty are the Bachelor’s degree, Master’s degree and Doctoral degree awarded by Recognised Bodies, and those educational institutions for which the former *Council for National Academic Awards* was the degree awarding body between 1964 and 1993.

2.2. In the case of the Republic of Peru, the degrees covered by this treaty are the *Grado de Bachiller / Título Profesional, Título de Segunda Especialidad Profesional* (excluding medical residency programmes *-programas de residentado medico-*, which are governed by separate regulations), *Grado de Maestro* and *Grado de Doctor* awarded by universities, university higher education institutions and higher education institutions with degree awarding powers whose degrees are equivalent to those of universities listed by the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria - SUNEDU*).

2.3. The process of recognition of professional degrees and academic qualifications shall be carried out in accordance with the legislation in force in each country, following the procedures and criteria described in Annex 3 and 4 of this treaty.

2.4. This treaty shall not include degrees which cannot be recognised by the respective national legislation.

2.5. For recognition of partial or incomplete studies, any decision on credit transfer shall be the sole responsibility of the duly authorised admitting education institutions in accordance with their own policies. This treaty does not include partial or incomplete studies.

ARTICLE 3

Government Bodies in charge of implementing the Treaty and Designated Contact Points

3.1. The Ministry of Education of the Republic of Peru, through the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria -SUNEDU*), and the Department for Business, Energy and Industrial Strategy – BEIS) of the United Kingdom of Great Britain and Northern Ireland, on its own behalf and on behalf of the Devolved Administrations, shall be the Designated Government Bodies responsible for establishing the

guidelines, adjustments and solution mechanisms related to this treaty.

3.2. Each Party shall keep Designated Contact Points for timely delivery of official recognition documents degrees awarded by the other Party's higher education institutions referred to in Articles 2.1 and 2.2. The Ministry of Education, through the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria* -SUNEDU), and the UK National Recognition Information Centre (UK NARIC) of the United Kingdom of Great Britain and Northern Ireland, shall be the Designated Contact Points for this purpose.

3.3. In the event that the bodies referred to in Articles 3.1 and 3.2 undergo a change of name or responsibility, or are abolished, this treaty shall remain valid and the obligations set forth herein shall continue under the responsibility of the entity or body assigned for such purpose. Should such changes occur the party concerned shall inform the counterparty in a timely fashion via diplomatic notes.

ARTICLE 4

Effects of Recognition

4.1. Annexes 1 and 2 describe the higher education systems developed in both countries (including their degree structure, progression routes, accreditation and quality assurance systems) so as to provide the basis for the following statements of comparability:

a) The *Grado de Bachiller / Título Profesional* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Bachelor degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland. The Bachelor degree from the United Kingdom of Great Britain and Northern Ireland that complies with Article 2.1 shall be considered comparable to the *Título Profesional* awarded by a university higher education institution listed by the National Superintendence of University Higher Education (*Superintendencia Nacional de Educación Superior Universitaria* -SUNEDU)

b) The *Título de Segunda Especialidad Profesional* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Postgraduate Diploma awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice versa.

c) The *Grado de Maestro* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Master's degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice versa

d) The *Grado de Doctor* awarded in the Republic of Peru that complies with Article 2.2 shall be considered comparable to the Doctoral degree awarded by a Recognised Body of the United Kingdom of Great Britain and Northern Ireland, and vice-versa.

4.2. Recognition of degrees under this treaty shall have the effects granted by each Party to its own degrees, subject to the applicable legislation.

4.3. For qualifications not covered by this agreement in accordance with Article 1, the process for recognition shall be conducted on the basis of the regulations in force in each country. Details on these processes may be sought from the Designated Contact Points referenced in article 3.2.

4.4. For those degrees where practice of the respective profession requires membership of a professional association (*colegio o gremio profesional*) (in the case of Peru) or professional body/competent authority (in the case of the UK), it shall be necessary to fulfil their respective regulations.

4.5. In order to facilitate professional recognition in both countries, the Designated Contact Points for professional qualifications are mentioned in article 3.2.

ARTICLE 5
Update of Annexes

To address any possible adjustments that may be implemented within the educational systems of the two countries, the Annexes are an integral part of this treaty and can may be reviewed and updated when one of the two Designated Contact Points deems it necessary by prior notification via diplomatic notes. Such changes shall be reflected in the annexes within 60 (sixty) calendar days after the receipt of said communications.

ARTICLE 6
Settlement of Disputes

6.1. Any administrative dispute concerning the interpretation or application of this treaty shall be solved by direct negotiation between the Designated Contact Points referred to in Article 3.2.

6.2. Any dispute that is not solved in line with Article 6.1 and any other dispute relating to this treaty shall be resolved by diplomatic notes and direct negotiation between the Designated Government Bodies referred to in Article 3.1.

ARTICLE 7
Coming into force

The Parties shall notify each other through diplomatic notes on the completion of the internal legal requirements necessary for the coming into force of this treaty, which shall come into force 90 (ninety) calendar days after the receipt of the last of the diplomatic notes served by the Parties to that effect.

ARTICLE 8
Amendment and Revision

8.1. This treaty may be amended by mutual consent of the Parties, executed through the exchange of diplomatic notes. Such amendments shall come into force in

accordance with the procedure set forth in Article 7.

8.2. Once an amendment comes into force, it shall become an integral part of the treaty

8.3. There shall be a periodic process of review through the Designated Contact Points to further clarify the application of the terms of this treaty, based upon the experiences of all stakeholders involved in the recognition process.

ARTICLE 9

Term of the Treaty

This treaty shall be valid for an indefinite term; nevertheless, it may be terminated by either of the Parties by means of a diplomatic note indicating this intention. Said termination shall be effective within a term of one (1) year following the date of reception of such notice by the other Party.

Termination of this treaty shall not affect the outcome of requests for recognition in either of the Parties submitted or completed while this treaty is in force.

ANNEXES TO THE TREATY ON THE MUTUAL RECOGNITION OF DEGREES
BETWEEN
THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND
AND
THE REPUBLIC OF PERU

Contents:

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 1.2 Description of quality assurance processes in Peru
 1.3 Resources to identify the Peruvian qualifications covered by this agreement and other relevant links
- ANNEX 2: 2.1 Description of the system of Higher Education in the UK
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 2.2 Description of quality assurance processes in the UK
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- ANNEX 3: 3.1 Flowchart showing recognition process in Peru for qualifications which form part of this agreement
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 4.4 List of documents typically required for professional recognition in the UK

ANNEX 1

1.1 Description of the system of Higher Education in Peru

Title of the degree programmes

A Diploma is the document that certifies the academic or professional qualifications of an individual. It must be granted and signed by the competent authorities, in accordance with the provisions set forth by each university, institute or higher education school, and consistent with the norms issued by SUNEDU. All diplomas must be issued in Spanish according to the Peruvian Constitution.

The holder's personal information must appear on the diploma as it is written on the individual's identity card, under the responsibility of the issuing entity.

For on-site courses, an academic credit is defined as at least sixteen (16) teaching hours of theory or at least twice as many hours of practice, and there are two academic semesters per year at the most.

However, taking into account the autonomy of university institutions to determine the amount of academic credits of all their study programmes, the following general parameters regarding qualifications and modalities should be considered:

➤ Undergraduate programs (from 5 to 7 years – between 10 and 14 academic semesters):

Bachiller (from 10 to 14 semesters): at least 200 academic credits, plus a research work, and knowledge of a second language, preferably English, or an indigenous language.

Professional degree (Título Profesional - Licenciatura): Requires the *Bachiller* (i.e. at least 200 academic credits) and a passing mark on a dissertation, or professional proficiency assignment. The Professional degree can only be awarded by the university which granted the preceding *Bachiller*.

It must be noted that in order to attain a professional degree, students must have finished their *Bachiller* and passed a dissertation or professional proficiency assignment. Universities may establish additional requirements to these.

➤ **Postgraduate programmes:**

Second professional specialisation degree

(Título de Segunda Especialidad Profesional): at least 40 academic credits and passing a dissertation or academic assignment.

Maestría: at least 48 academic credits over two semesters and passing a thesis or research work in the corresponding specialism. Mastery of a foreign or indigenous language.

Doctorado: at least 64 academic credits over six semesters and passing a thesis. Mastery of two foreign languages, one of which may be substituted by an indigenous language.

These diplomas may be issued by:

- Universities
- Other higher education institutions at university level

All diplomas issued by such institutions have the same value, regardless of the institution they are issued by.

How studies are organised

Bachelor Degree (Bachiller)

Bachiller programmes (which have at least 200 academic credits) provide higher training to students so they can practise their profession in various fields that require complex skills and working hours of any technical, scientific or liberal arts profession. Students are granted a diploma that states “*Bachiller en*”

Bachiller programmes must include:

- General studies: at least 35 academic credits
- Specific and specialist studies: at least 165 academic credits
- At least five years and two academic semesters at most every year
- Requires passing a research work, and knowledge of a foreign language, preferably English or an indigenous language.

Professional Degree (*Título Profesional*)

Professional degrees require full completion of the *Bachiller* and passing a dissertation or professional proficiency assignment.

It is possible to do part of the undergraduate career online, but only 50% may be done through remote learning.

Diplomas and levels of postgraduate education

Postgraduate programmes correspond to the last level of higher education and include Specialisations (*Especialidades*), *Maestrías* and *Doctorado* degrees.

Second Professional Specialisation Degrees

A Second Specialisation (*Segunda Especialidad*) programme (40 academic credits) aims to achieve a level of qualification and competence which enables students to master the practice of their profession.

It requires previously attaining a professional degree (*Título Profesional / Licenciatura*), as well as passing at least forty (40) academic credits in two (2) academic semesters and passing a dissertation or research work. Postgraduate medical speciality training (*residentado médico*) is governed by its own regulations.

This specialisation grants students a diploma of “*Título de Segunda Especialidad Profesional en.....*”.

Master’s Degree (Maestría)

The *Maestría* requires previously attaining a *Bachiller*.

It includes at least forty-eight (48) academic credits obtained in two (2) academic semesters and passing a thesis or research work on the corresponding specialisation and mastery of a foreign or indigenous language.

Maestrías may be a Specialisation (*Especialización / professional specialisation*), or a research- or academic-oriented programme (*Maestría de Investigación / Maestría Académica*).

Students already holding a *Maestría* may apply to a Doctorate programme. *Maestría* studies grant students the qualification of “*Maestro en.....*”.

Doctoral Degree (Doctorado)

The *Doctorado* (64 academic credits) is an academic postgraduate programme which grants the highest degree in the Peruvian education system, certifying the training and competence necessary for top level independent research in a specific field of knowledge. It requires having previously obtained both a *Bachiller* and *Maestría* and passing at least 64 academic credits in six (6) semesters, and a thesis with high academic rigour and mastering two (2) foreign languages, one of which may be substituted by an indigenous language.

These studies grant students the title of “*Doctor en...*”.

1.2 Description of quality assurance processes in Peru

Outline of the “Quality Assurance Policy for University Higher Education” approved through Supreme Decree N° 016-2016-MINEDU.

Relevant aspects:

- Currently Peru requires universities that provide a top-quality educational service enabling youngsters to get jobs with dignity, be productive, competitive and valued by the **labour market**; while being a part of, and promoting a **society driven by the principles of justice, solidarity, ethics and respect of differences**.
- With this objective in mind, the Peruvian State has started a process of **University Reform**. This Reform is **the State's formal commitment** to finding solutions to the great problems the university system is facing, and it is also an **opportunity for change** for this self-regulating system that has not obtained the results the young people of Peru deserve.
- Within this framework, and in compliance with article 1 of the University Law, the Ministry of Education has elaborated the Quality Assurance Policy for University Higher Education, **which is the main guiding document for the University Reform process and its gradual implementation and reflection**.
- The **overall objective** of the Policy is: “To guarantee that all the young people of the country have the opportunity to access a quality higher education service, that offers comprehensive training and continuous improvement, focusing on the achievement of a competent professional performance and on incorporating citizenship values, thus enabling an academic reflection of the country through research”.
- It also establishes and regulates the differentiated and coherent functions that allow the establishment of a University System where **all actors involved in university higher education are organized, relate among themselves and operate in a systematic manner**: 1) The State guarantees the right to a top quality education; 2) the university is the institutional mechanism that provides the educational service; and 3) society is informed and carries out a role of academic and institutional supervision.
- The Policy establishes **four Pillars of the University Reform**, which allow on one hand to order the roles of public stakeholders in the assurance of quality, and on the other hand, sets the foundations for a Quality Assurance System.
 - **Reliable and timely information**: gives visibility to stakeholders, inputs, processes and results of the provision of university higher education service, facilitates the establishment of a quality culture, and reduces considerably the asymmetry of information at university level.
 - **Promotion in order to improve performance**: set of measures, managed mainly by the State, oriented towards the promotion and consolidation of a quality culture and continuous improvement for the whole University System.

- **Certification for continuous improvement:** constitutes a public recognition and a transparency and accountability action related to the level of quality of the provision of the higher education service.
 - **Licensing to guarantee basic conditions of quality:** verification and control of the basic quality conditions that permit the authorization and provision of the university higher education service.
- In order to accomplish the overall objective of the Policy eleven **Guidelines** have been proposed, which are the basis for the Strategic Actions:
 1. Implementing a comprehensive information system which is quick and accessible for university higher education, enabling better-decision making both for the State and society.
 2. Promoting transparency and accountability throughout the University System, as well as continuous academic and institutional oversight by society.
 3. Guarantee a systematic organisation of all stakeholders involved in University Higher Education, where everyone knows and carries out their roles with responsibility, in a conceptual, programmatic and regulatory framework, in an orderly and supervised manner.
 4. Promoting access and retention in top-quality undergraduate and post-graduate university studies, through to final completion, without distinction.
 5. Establishing synergies among the State, universities, the productive sector and organised civil society, as well as dialogue mechanisms to achieve holistic education, both professional and value-oriented, contributing towards the development of the country.
 6. Promoting the university as a social and academic institution that contributes towards solving the problems of the country, through research, within the context of an egalitarian, inclusive and democratic society.
 7. Promoting the creation of university networks with quality, relevance, social responsibility and internationalisation criteria.
 8. Guaranteeing that the public resources given to universities are used efficiently and with responsibility in order to succeed in improving the provision of university higher education service.
 9. Creating appropriate incentives in order to continuously improve the University System.
 10. Ensuring that universities have mechanisms in order to develop institutional accreditation processes and their academic programmes, in the search for excellence in providing university higher education service.
 11. Ensuring that all universities and their study programmes leading to academic degrees and qualifications (*grados / títulos*) comply with basic quality conditions in order to obtain and sustain their capacity to issue degrees and diplomas (*Licenciamiento*).
 - The complete text of the “Quality Assurance Policy for University Higher Education” (*“Política de Aseguramiento de la Calidad de la Educación Superior Universitaria”*) is available in the following link: <https://www.sunedu.gob.pe/aprueban-la-politica-de-aseguramiento-de-la-calidad-de-la-educacion-superior-universitaria/>

1.3 Resources to identify the Peruvian qualifications covered by this agreement and other relevant links

SUNEDU listings of recognised Higher Education Institutions:

<https://www.sunedu.gob.pe/universidades-publicas/>

<https://www.sunedu.gob.pe/universidades-privadas/>

<https://www.sunedu.gob.pe/instituciones-con-rango-universitario/>

SUNEDU process for recognition of degrees:

<https://www.sunedu.gob.pe/procedimiento-de-reconocimiento-de-grados-y-titulos-extranjeros/>

ANNEX 2

2.1 Description of the system of Higher Education in the UK¹

2.1.1 Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector and higher education corporations whose legislative arrangements are contained in the Education Reform Act 1988. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standards of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are “short cycle” qualifications within the first cycle. Higher Education is one pillar of the Credit and Qualifications Framework for Wales (CQFW)². Ofqual, the Office of Qualifications and Examinations Regulation, the Welsh Government and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) regulate a number of professional, statutory and other awarding bodies which control vocational education and training (VET) and general qualifications at all levels. These qualifications sit on the Regulated Qualifications Framework (RQF), which replaced the Qualifications and Credit Framework in 2015. Regulated learning is also recognised within the CQFW (e.g. QCF, NQF and RQF qualifications). There is a close association between the levels of the FHEQ and the RQF (as shown below), and other frameworks of the UK and Ireland.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description has been verified by representatives of the Department for Business, Energy and Industrial Strategy, the Scottish Government, the Welsh Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), and the National Recognition Information Centre for the UK (UK NARIC)

² <http://gov.wales/topics/educationandskills/qualificationsinwales/creditqualificationsframework/?lang=en>

Credit Systems

A framework of national guidelines for the use of credit, the Higher Education Credit Framework for England, was launched in 2008 in order to facilitate credit accumulation and transfer in the HE sector. A significant number of higher education institutions in England belong to one of two main credit consortia, which promote the use of credit and the sharing of good practice. Credit is also an integral part of the CQFW and the RQF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework, although higher education institutions, as autonomous bodies, have the right to decide whether to accept credit. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, enabling learning gained by students in institutions elsewhere in Europe to be recognised.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate RQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to higher education. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter higher education with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

TABLE 1

**Diagram of higher education qualification levels in
England, Wales and Northern Ireland**

Framework for Higher Education Qualifications (FHEQ)		FQ-EHEA cycle	Credit	
Typical Qualifications	Level ¹		Typical UK	Typical ECTS credit ranges ²
Doctoral Degrees (e.g. PhD, DPhil, EdD)	8	3 rd cycle	Typically not credit rated ³	Typically not credit rated ⁴
Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 nd cycle	180	60-120
Bachelor Degrees with Honours Bachelor Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 st cycle	360	180-240
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120
Higher National Certificates Certificates of Higher Education	4		120	
Entry to HE via equivalent experiential or prior learning				

Notes

¹ For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the RQF or Framework for Higher Education Qualifications.

² European Credit Transfer and Accumulation System (ECTS) credit is typically worth 2 UK credits

³ PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

⁴ A range of 90-120 ECTS is typical of most awards

2.1.2. Description of Higher Education in Scotland

Introduction

Scotland's distinctive higher education system has 19 higher education institutions (HEIs) (See <http://www.universities-scotland.ac.uk/>). The 15 universities, as well as the Open University in Scotland, a specialist art school, a conservatoire and a land-based college are funded primarily by the Scottish Further and Higher Education Funding Council (www.sfc.ac.uk).

The HEIs offer qualifications at undergraduate (Bologna first cycle) and postgraduate (Bologna second and third cycle) levels. In Scotland, the law distinguishes the power to award degrees on the basis of completion of taught programmes from the power to award research degrees. Universities have powers to award taught and research degrees. Some other HEIs have powers to award degrees while others offer programmes leading to degrees awarded by HEIs with degree awarding powers.

Lists of institutions with powers to award degrees and institutions recognised by authorities in Scotland as being able to offer courses leading to a degree of another HEI may be found at

<http://www.universities-scotland.ac.uk/uploads/campus-locations.pdf>

A small number of Degrees are available in colleges of further education by the authority of a duly empowered HEI.

Qualifications

The types of qualifications awarded at undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in the Framework for Higher Education Qualifications in Scotland which includes qualifications descriptors, developed with the higher education sector (<http://www.qaa.ac.uk>). The Framework is an integral part of a wider national framework: the Scottish Credit and Qualifications Framework that covers all forms of programmes and qualifications from school to Doctorates (see table 1 and www.scqf.org.uk).

Institutions use SCQF credit points for students entering or transferring between programmes or institutions, and use ECTS for transfers within the European area.

Admission

Requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom they believe have the potential to complete their programmes successfully. The Open University is an open entry institution.

The most common qualification for entry to higher education is the Higher or Advanced Higher or, for entrants from the rest of the UK, the General Certificate of Education at 'Advanced' level (including the "Advanced Subsidiary") or comparable qualifications. Four or five Highers are normally taken in the 5th and 6th year of secondary school or at a college of further education and studied in considerable depth, involving coursework and final examinations. Advanced Highers are taken in the 6th year. A major route into Degrees, often with transfer of credit, is from Higher National Qualifications offered in colleges of further education.

TABLE 2

The Scottish Credit and Qualifications Framework (SCQF)

SCQF Levels	SQA Qualifications		Qualifications of HEIs	SVQs/MAs
12			Professional Development Award	Professional Apprenticeship
11				Professional Apprenticeship, SVQ 5
10				Professional Apprenticeship
9				Technical Apprenticeship, SVQ 4
8		Higher National Diploma		Technical Apprenticeship, SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Modern Apprenticeship, SVQ 3
6	Higher, Awards, Skills for Work Higher	National Certificate		Modern Apprenticeship, SVQ 3
5	National 5, Awards, Skills for Work National 5		National Progression Award	Modern Apprenticeship, SVQ 2
4	National 4, Awards, Skills for Work National 4			SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

For the official SCQF diagram, please refer to: <http://www.scf.org.uk/framework-diagram/Framework.htm>

2.2 Description of quality assurance processes in the UK

The different countries of the United Kingdom have their own responsibilities for the quality assurance of higher education in publicly funded providers, but may work together in developing arrangements. These responsibilities arise from a governmental statutory duty for the funding bodies to provide for the assessment of the quality of the higher education for which they provide funding.

England and Northern Ireland

A new approach to the quality assessment of publicly funded providers will be implemented in England and Northern Ireland from the academic year (AY) 2017-18 (<http://www.hefce.ac.uk/pubs/year/2016/201603/>). During AY 2016-17, pilot activities are taking place and aspects of the new approach are being tested and developed. The previous quality assessment system is being discontinued.

The revised model was developed following a review of quality assessment undertaken by the Higher Education Funding Council for England (HEFCE), the Department for the Economy (DfE) in Northern Ireland and the Higher Education Funding Council for Wales (HEFCW). The revised approach is designed to be proportionate and risk-based. It is grounded in the mission and context of individual universities or colleges and aims to promote continuous improvement and innovation in areas that matter to students.

The operation of the new system will be managed by the Funding Bodies, which have contracted out certain activities to external organisations, including the Quality Assurance Agency (QAA): <http://www.qaa.ac.uk/>.

The core process of the new approach is a low-burden annual monitoring process for all publicly funded providers. This is the Annual Provider Review (APR), which will be undertaken entirely by HEFCE in England and the DfE in Northern Ireland and will be based on existing data collection and analysis systems.

The APR process for each provider in England and Northern Ireland will result in a quality judgement which determines whether or not it meets quality assessment requirements. Where the APR reveals evidence of a serious concern in a provider, HEFCE and the DfE will commission further investigation and review from the QAA under the Unsatisfactory Quality Scheme (UQS) (also part of the new approach). See: www.hefce.ac.uk/reg/forstudents/qualityissues/.

For further detail on APR, see:

<http://www.hefce.ac.uk/media/HEFCE,2014/Content/Regulation/QA,review/QAR%20guide%20arrangements%20from%20update.pdf>

Providers' governing bodies will also be asked to provide quality-related assurances on the quality of the student academic experience, student outcomes and the standard of awards.

Providers which have previously had less than two satisfactory quality assessment reviews from the QAA, or where a serious issue has been flagged up during the APR process (see above) will, in addition to the APR, receive a Quality Assessment Review visit from the QAA.

Wales

Under the Higher Education (Wales) Act 2015, HEFCW has regulatory powers. These include in relation to assessing the quality of education at regulated institutions. In order to become regulated, and therefore access student support funding, institutions must apply annually for a fee and access plan which requires that they satisfy requirements in relation to quality, financial sustainability and governance.

A high level framework for Wales has been developed which aligns with the principles and baseline requirements of the approach to be followed by England and Northern Ireland, with operating proposals tailored to Wales, for implementation from 2017-18. In Wales this is done under a [Quality Assessment Framework](#). This includes a baseline which aligns with that used in England and Northern Ireland, together with some Wales-specific components (Welsh language requirements, and alignment with the Credit and Qualifications Framework for Wales). Regulated institutions work closely in partnership with students to deliver the framework

Arrangements supporting the Quality Assessment Framework include:

- Annual Fee and Access Plan process
- Annual Institutional Risk Review
- Annual analysis of data, student views and other information
- Annual assurance statements from the governing body
- Triennial assurance visits from HEFCW to institutions

External quality assurance reviews, undertaken at least every six years, commissioned by regulated institutions' governing bodies from an organisation on the European Quality Assurance Register (EQAR)³.

Scotland

The academic standards of awards and the quality of the student learning experience are maintained by the HEIs using a range of processes including extensive use of external examiners. In some subject areas, Professional, Statutory and Regulatory Bodies have a role to ensure that programmes meet the needs and standards of the particular profession.

Quality and academic standards are evaluated through a partnership approach between: the HEIs representative body (Universities Scotland), the Scottish Funding Council (SFC), the National Union of Students in Scotland, the Higher Education Academy, and QAA Scotland. There has been an enhancement-led approach in place since 2003, known as the Quality Enhancement Framework and this has five elements covering:

- student partnership in quality – there is a national development service promoting student partnership in quality (see <http://www.sparqs.ac.uk/>)
- an agreed set of public information
- a national programme of Enhancement Themes (see

³ <https://www.eqar.eu/>

<http://www.enhancementthemes.ac.uk/>)

- institution-led review of subjects and professional services – there is guidance on the form for this produced by SFC
- external institutional review, known as Enhancement-led Institutional Review (ELIR, see <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review>).

Further information on the QEF and the Scottish approach to quality can be found at <http://www.qaa.ac.uk/about-us/scotland>

The UK-wide Standing Committee for Quality Assessment

All four UK funding bodies are represented on the UK-wide Standing Committee for Quality Assessment which will provide UK-wide oversight of the baseline regulatory requirements and the elements of the revised Operating Model for Quality Assessment that apply across the UK. This Committee will form an important element of a UK-wide co-regulatory approach to quality assessment.

See <http://www.hefce.ac.uk/news/newsarchive/2016/Name,110713,en.html>

The Quality Assurance Agency for Higher Education (QAA) was founded in 1997, and its mission is to safeguard standards and improve the quality of UK higher education. QAA covers the four nations of the UK. It meets the diverse needs of the different higher education policies determined by each nation but itself operates as a single entity across the whole of the UK. QAA is a full member of the European Association for Quality Assurance and has been reviewed for full compliance with the European Standards and Guidelines for Quality Assurance.

QAA reviews higher education providers in the UK, under contract to funding bodies where applicable, and employs a number of review methods for the different types of UK higher education providers including higher education institutions, further education colleges and alternative providers, as well as professional programmes and international provision.

QAA conducts evidence-based peer reviews of higher education providers and publishes reports detailing the findings to provide public reassurance on academic standards, quality and the provision of public information (by providers).

<http://www.qaa.ac.uk/InstitutionReports/Pages/default.aspx>

The definitive UK quality assurance reference point, used by higher education providers and QAA in its reviews, is the UK Quality Code for Higher Education (the Quality Code). The Quality Code sets out the expectations that all UK higher education providers are required to meet and is structured in three parts:

Part A: setting and maintaining threshold academic standards (which includes national reference points and descriptors for qualifications and subjects/programmes)

Part B: assuring and enhancing academic quality

Part C: Information about higher education provision

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

Qualifications frameworks

QAA is the ‘custodian’ of frameworks and reference points for UK higher education qualifications which apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers. The relevant qualifications frameworks are provided in Part A of the Quality Code, which incorporates:

- *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ, which forms a part of the *Credit and Qualifications Framework for Wales*)
- *The framework for qualifications of higher education institutions in Scotland* (FQHEIS, part of the *Scottish Credit and Qualifications Framework*)

The broad relationship between the qualifications and credit frameworks across the UK and Ireland is summarised in a document produced and agreed by the custodians of the frameworks. It is reviewed regularly through joint meetings of the framework owners and the most recent version, published in June 2017 is at:

<http://www.qaa.ac.uk/en/publications/documents/qualifications-can-cross-boundaries.pdf>

2.3 Resources to identify the UK qualifications covered by this agreement and other relevant links

Each degree must be awarded by a legally approved degree-awarding body (known as a Recognised Body) that has overall responsibility for the academic standards and quality of the qualification. The HEIs are independent, self-governing bodies, active in teaching research and scholarship. They decide the degrees they offer; the conditions on which they are awarded and the admissions arrangements. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. There is a strong process in place to ensure that degree awarding powers and the right to be called ‘university’ (university title) are only granted to higher education providers which properly merit the powers they seek. The names of institutions with their own degree awarding powers (“Recognised Bodies”) are available for download at: <https://www.gov.uk/recognised-uk-degrees-recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as “Listed Bodies”. View the list at: <https://www.gov.uk/recognised-uk-degrees-listed-bodies>

In the UK the Privy Council is a formal body of advisers to the Queen and one of its responsibilities is the granting of degree awarding powers and university title. QAA advises the appropriate Government Department for each of the four nations, who will then make a recommendation to the Privy Council on applications for degree awarding powers. In England, this process is administered by HEFCE⁴. All applications are rigorously scrutinised against guidance and criteria. There are different sets of guidance and criteria for the three types of degree awarding powers which also vary across the four nations of the UK:

Foundation degree awarding powers (FDAP) give further education colleges in England and Wales the right to award Foundation Degrees at level 5 of *the framework for higher education qualifications in England, Wales and Northern Ireland*

Taught degree awarding powers (TDAP) give higher education providers the right to award bachelor's degrees and other taught higher education qualifications up to level 7 of the *framework for higher education qualifications in England, Wales and Northern Ireland* and to level 11 in the *Scottish Credit and Qualifications Framework*

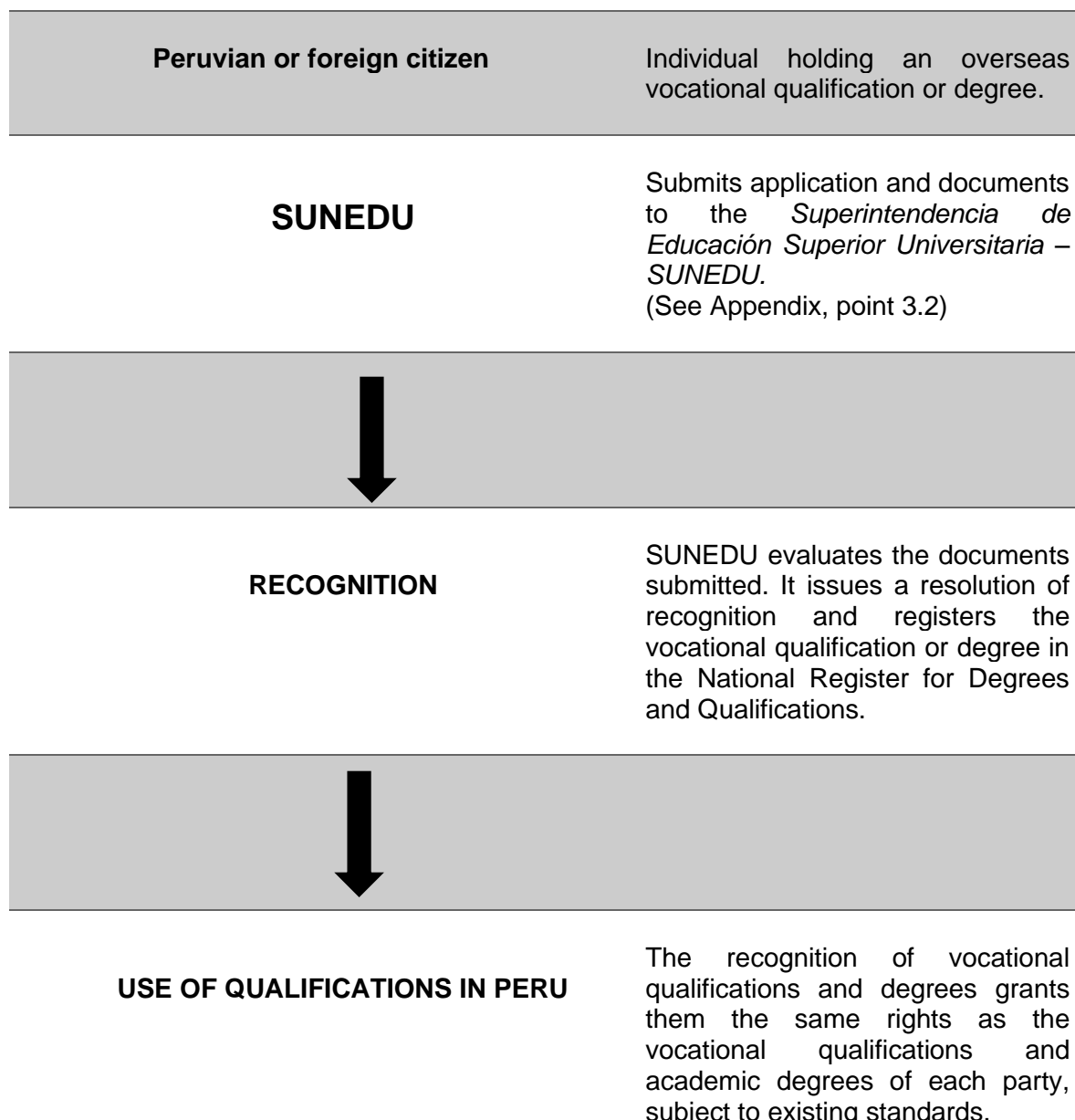
Research degree awarding powers (RDAP) give UK higher education providers with TDAP the right to award doctoral degrees and master's degrees where the research component (including a requirement to produce an original work) is larger than the taught component when measured by student effort. These are higher education qualifications up to level 8 of the *framework for higher education qualifications in England, Wales and Northern Ireland* and to level 12 in the *Scottish Credit and Qualifications Framework*.

For further information, see <http://www.qaa.ac.uk/assuring-standards-and-quality/daput>

⁴ The Privy Council is not involved in applications for University title from institutions in England that are not eligible for HEFCE funding. Here, the Department for Business, Energy and Industrial Strategy is responsible for making the award in respect of such applications.

ANNEX 3

3.1 Flowchart showing recognition process in Peru for qualifications which form part of this agreement



3.2 Requirements in order to apply for the recognition of a diploma obtained abroad

REQUIREMENTS	EXPLANATORY NOTES
1. If the holder of the academic qualification or university degree is a Peruvian citizen, he/she must present	If the process is carried out by a person other than the holder, a simple power of attorney is

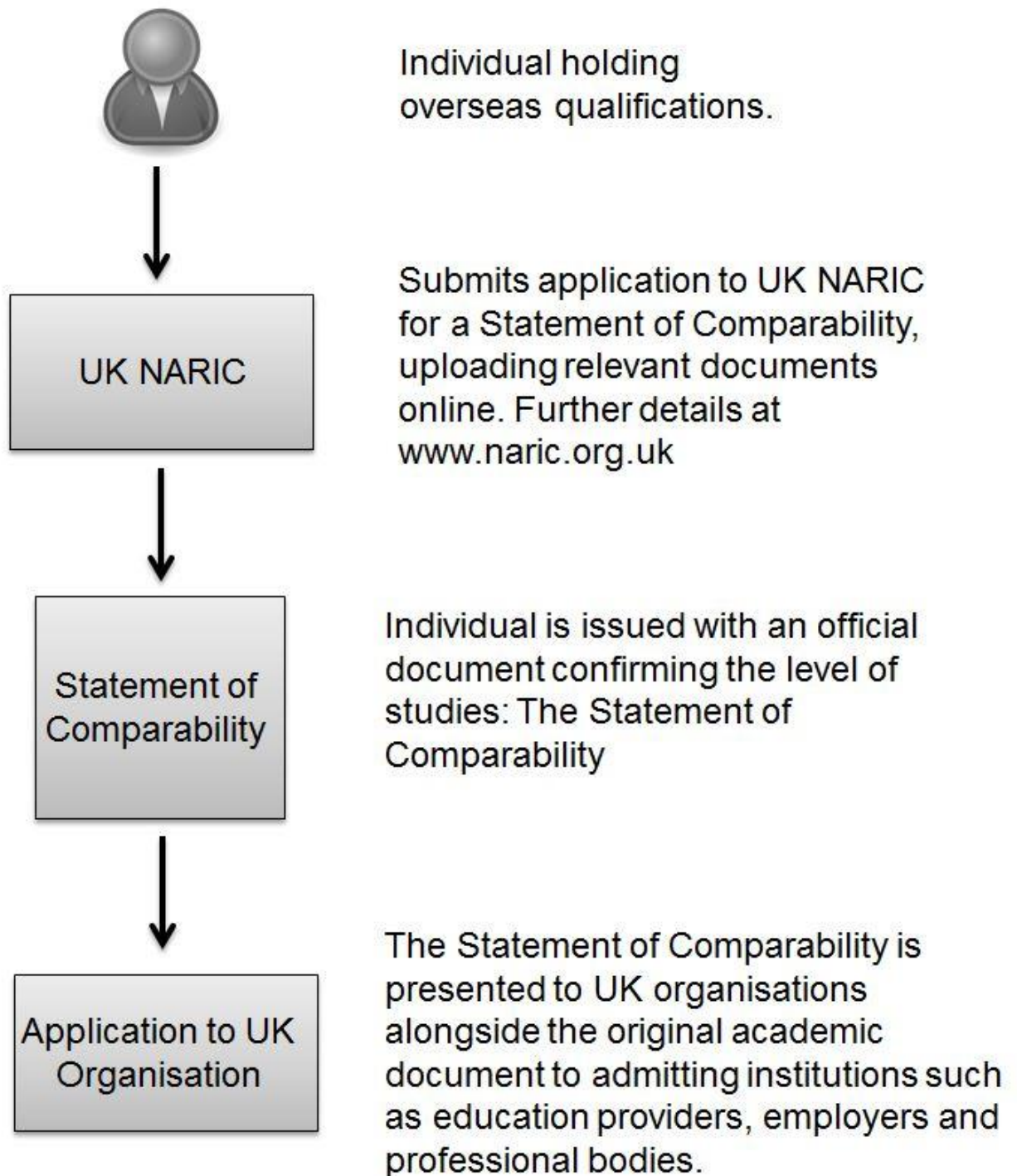
<p>his/her National Identity Card number. Otherwise he/she must present his/her Passport or Overseas Resident Card (Carné de extranjería) number.</p>	<p>required, in addition to the ID number of the representative.</p>
<p>2. A Diploma that certifies the degree or vocational qualification should carry the Apostille of the Hague or be legalised by the Ministry of Foreign Affairs of the country of origin, Peruvian Consulate of the country of origin, as well as the Ministry of Foreign Affairs in Peru, as applies.</p> <p>The Diploma will be scanned and returned immediately.</p>	<p>Once SUNEDU are able to verify the authenticity of the diploma by accessing the databases of diplomas and degrees records of foreign universities or of the institutes competent in University education that granted them, the Apostille will no longer be needed.</p>
<p>3. Transcripts.</p> <p>This should have the Apostille of the Hague or be legalised by the Ministry of Foreign Affairs in the country of origin, Peruvian Consulate of the country of origin as well as the Ministry of Foreign Affairs, as applies.</p> <p>The transcript should be scanned and returned immediately.</p>	<p>This will only be requested when the diploma does not provide enough information to determine the academic qualification or professional degree, or when the applicant requires that the recognition and validation resolution contain additional information that does not usually appear in the diploma.</p>
<p>4. In the case of diplomas or transcripts produced in a language other than Spanish, an uncertified translation is required.</p>	<p>The signature and identification of the translator should be included on each page of the translation.</p>
<p>5. In order to recognise Master's and Doctorate degrees, the applicant must present the research work through which the academic qualification or professional degree was achieved, in PDF and in the original language, or, where possible, the URL address where the research work is hosted in the digital academic repository of the university of origin.</p>	
<p>6. Payment of the corresponding processing fee at an authorised bank.</p> <p>Returning Migrant card-holders (Tarjeta del Migrante Retornado) will receive a 50% discount.</p>	<p>Present an uncertified copy of the Returning Migrant card (Tarjeta del Migrante Retornado).</p>

7. Statutory declaration of the authenticity and veracity of the documents and information submitted.

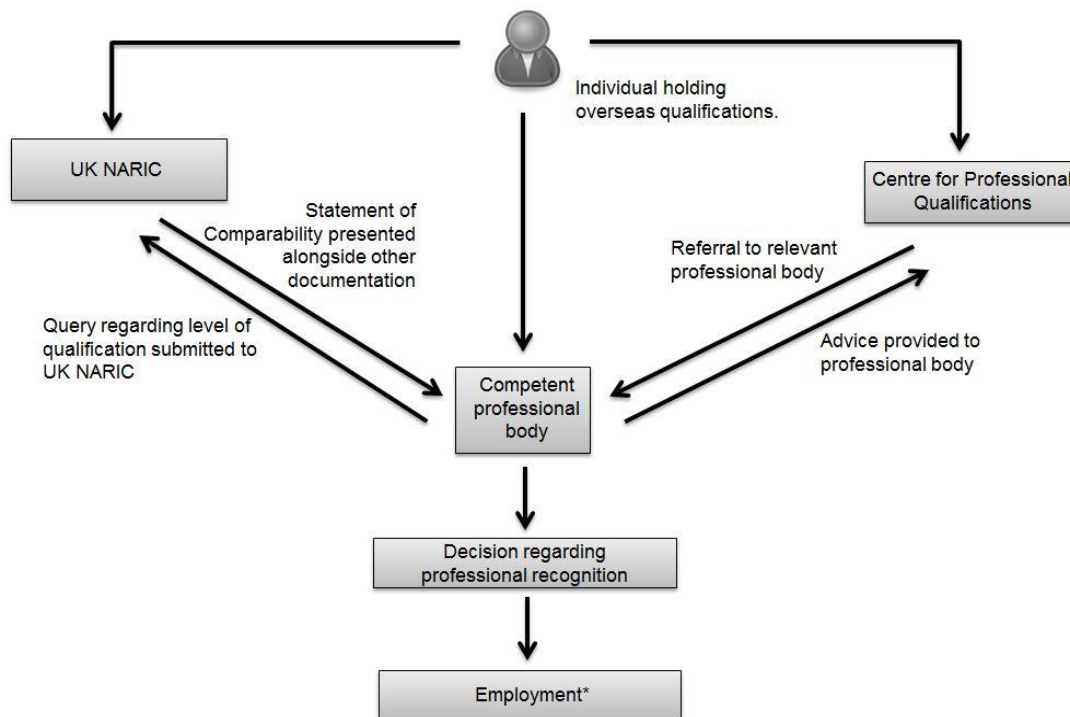
- The **evaluation period** for the Recognition of Academic Qualifications or Professional Degrees covers a period of thirty (30) business days.
-
- The relevant information for the Recognition procedure is available at the following link: <https://www.sunedu.gob.pe/procedimiento-de-reconocimiento-de-grad-os-y-titulos-extranjeros/>

ANNEX 4

4.1 Flowchart showing academic recognition process in the UK



4.2 Flowchart showing professional recognition process in the UK



* Qualifications may also be presented directly to employers for professional recognition

4.3 List of documents required for academic recognition in the UK.

The following documents, duly legalised, are required for purposes of academic recognition:

- a) The final degree certificate/diploma
- b) Academic transcript showing modules taken and grades obtained
- c) Translations of the above documents where necessary. See www.naric.org.uk for further details.

4.4 List of documents required for professional recognition in the UK.

The following documents, duly legalised, are typically required for purposes of professional recognition.*

- a) The final degree certificate/diploma
- b) Academic transcript showing modules taken and grades obtained
- c) Translations of the above documents
- d) Evidence of professional status in country of origin
- e) Evidence of background checks

*Individuals should verify documentary requirements with the relevant competent authority.

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