



GUIDE OF THE EDUCATION SYSTEM OF PERU AND ASPECTS TO BE TAKEN INTO ACCOUNT FOR THE RECOGNITION OF HIGHER EDUCATION TITLES IN COLOMBIA

INTRODUCTION

The Colombian Ministry of National Education (***Ministerio de Educación Nacional - MEN***) has been working on the creation of guides of educational systems from different countries. These instruments may make the where and what to study decision-making process easier, as well as illustrate the process and requirements for the recognition of higher education degrees in Colombia.

The Office of Higher Education Quality at MEN (***Dirección de Calidad de la Educación Superior del MEN***) examined the guides of foreign educational systems which are already published on this website. In the exercise, the need of bringing the technical language of education closer to the citizen was highlighted, as well as to generating an interactive instrument. In this order of ideas, MEN, in agreement with the Colombian Association of Universities (***Asociación Colombiana de Universidades – ASCUN***), updated and redesigned these guides.

For the creation of this guide, information from various official sources was consolidated, originating a practical and relevant instrument for the citizen. Pertinent information on four central aspects is therefore included: (1) a description the higher education system; (2) the quality assurance of institutions and higher education programs; (3) the legality of higher education programs and institutions; and, 4) steps for the recognition of higher education degrees obtained abroad.

All the information here presented includes the different accessibility requirements of tools and web products, facilitating the access for people in a condition of



disability. This work was made possible by the invaluable teamwork with the National Institute for the Blind (*Instituto Nacional para Ciegos – INCI*).

HIGHER EDUCATION SYSTEM OF PERU

During the last decades, the Republic of Peru has experienced an increase in the number of universities, as well as a process of expansion of higher education academic programs. Accordingly, the State began taking measures to ensure the quality of the academic offer. Against this backdrop, the Moratorium Law was approved in 2012, prohibiting the creation of new universities in a period of five years and, with this, a process of reform in the higher education system in Peru began. Then, 2018 Law 30759, extended the moratorium for two additional years. Currently, at the beginning of 2021, the Congress of the Republic of Peru, is debating a third moratorium law.

In 2014, the University Law (Law 30220) was approved, regulating public, private, national and foreign universities under various principles, such as quality, autonomy and internationalization. This Law established the rules for the creation, licensing, and academic organization of universities, while it also created the National Superintendence of University Education - SUNEDU, a specialized public agency attached to the Ministry of Education, responsible for the licensing of the university higher education service and the verification of compliance with the basic quality and control conditions, public resources and benefits provided through the legal framework, guided by educational purposes and quality improvement.

In 2015, the Quality Assurance Policy for University Higher Education (Política de Aseguramiento de la Calidad de la Educación Superior Universitaria) was stated as the main guiding document for the university reform. This document set out the guidelines and strategic actions to ensure that university students find quality in higher education. However, it was amended by the recent 2020 "National Higher and



Technical-Productive Education Policy - PNESTP" (Política Nacional de Educación Superior y Técnico-Productiva – PNESTP), which is the guiding document for the reform process, its continuous improvement and consolidation, which includes strategic actions at all levels of higher education, including university education, as well as education provided by institutions and faculties of higher education that award the bachelor's degree in the name of the Nation, and are equivalent to those awarded by universities.

On the other hand, with the promulgation of 2016 Law 30512, the foundations were established for the restructuring and improvement of the quality of technological and pedagogical higher education. Accordingly, the Peruvian State has implemented a system of quality assurance in both university education and higher technological and pedagogical education, the starting point of which is the institutional licensing procedure, to ensure that institutes and schools of technological and pedagogical higher education comply with the basic conditions of quality, understood as minimum requirements for the provision of educational service.

Law 30512 regulates the creation, licensing, academic regime, management, supervision and supervision of Higher Education Institutes (Institutos de Educación Superior - IES) and Higher Education Schools (Escuelas de Educación Superior - EES) public and private, so that they provide quality training for the integral development of people, satisfying the needs of the nation, the labor market and the educational system; in articulation with the productive sectors, enabling the development of science and technology, as well as regulating the public careers of teachers from such educational institutions.

Higher education is the second stage of an educational system that consolidates the integral formation of people, producing knowledge, developing research, professional innovation and training. Access to higher education requires completion of basic education.



Higher education institutions

One of the particularities of the educational system in Peru is that the academic offer is led by a wide variety of educational institutions. That is why it is considered pertinent to explain about each one, based on the information contained in the 2018 National Classifier of Programs and Institutions of Higher, Pedagogical, Technological and Productive Technical Education (Clasificador Nacional de Programas e Instituciones de Educación Superior Universitaria, Pedagógica, Tecnológica y Técnico Productiva 2018, INEI and SUNEDU).

Technical and Productive Education Centres: centres that offer education aimed at the acquisition of occupational and entrepreneurial skills in a perspective of sustainable and competitive development. They are intended for persons seeking integration or reintegration into the labor market, and for students in basic education.

Institutes of Higher Education (Institutos de Educación Superior - IES): educational institutions of the second stage of the national educational system, with emphasis on applied training. IES provide training of a technical nature, grounded in the nature of a knowledge that guarantees the integration of theoretical and instrumental knowledge in order to achieve the skills required by the productive sectors for employment. They also offer specialization studies, professional development in specific areas and other continuing training programmes, and issue the respective certificates. IES award the degree of technical baccalaureate and diplomas of technician and technical professional in the name of the Nation. They may also provide certificates of technical studies and technical assistance on behalf of the Nation.

Higher Education Schools (Escuelas de educación Superior - EES): They are educational institutions for specialized training in the fields of teaching, science and technology, with an emphasis on applied training. Graduates of the **EES** will be able



to obtain the academic degree of baccalaureate and the professional title, which will allow them to access directly to postgraduate studies. This group includes other institutions and schools of higher education covered by the Third Final Complementary Provision of the 30220 University Law (Tercera Disposición Complementaria Final de la Ley Universitaria N°30220).

EESs are sub divided into:

Higher Education Pedagogical Schools (Escuelas de Educación Superior Pedagógica -EESP): centres specializing in initial teacher training. EESPs may award the bachelor's degree in education.

Higher Technological Education Schools (Escuelas de Educación Superior Tecnológica - EEST): They provide specialized training with scientific foundations and development of applied research. EESTs may award the degree of technical baccalaureate, the degree of technical technician and technical professional, as well as the degree of professional level.

It should be noted that EESPs and EESTs require the prior licensing granted by the Ministry of Education to provide the professional level education service.

Universities: Institutions that provide higher education after students have completed the regular basic education. They offer professional formation, cultural diffusion, intellectual and artistic creation, and scientific and technological research. The following chart seeks to be indicative of the levels of higher education offered in Peru, showing which institutions have this academic offer:



Programs	Type of educational institutions				
	IES and IEST	EES		Artistic education schools	Universities
		EEST	EESP		
Technical professional	X	X			
Undergraduate / Professional / Second specialty		X	X	X	X
Masters					X
Doctorate					X

Source: based on Table N° 4: Level of education in relation to the IESs offered by the 2018 National Classifier of Programs and Institutions of Higher Education, Pedagogical, Technological and Technical Productive (Clasificador Nacional de Programas e Instituciones de Educación Superior Universitaria, Pedagógica, Tecnológica y Técnico Productiva 2018 de INEI, SUNEDU, MINEDU y MTPE).

The year 2020 has been marked by an unprecedented global emergency due to COVID-19, which has challenged governments to adapt their legislation in different sectors, including education. In the case of Peru, SUNEDU approved measures aimed at guaranteeing the continuity and quality of university higher education services through 2020 resolution N° 105 of the Board of Directors, on the provision of educational services, as it follows:

1. The academic programs that are offered under indoors modality are structured teaching-learning processes, designed and developed, mainly in a physical environment conditioned for it, having the basic conditions of quality. In these scenarios, information and communication technologies and/or virtual learning environments can be used as a complement, supporting up to 20% of virtual credits. There must be compatibility between the types of content, expected competences, teaching methodology, form of evaluation and modality of the courses that make use of virtual environments. This type of classroom modality is applied to rural areas, in compliance with health standards and biosecurity protocols for the monitoring and control of Covid-19.
2. The academic programs offered under a semi-classroom modality are structured, designed and developed teaching-learning processes, with a



strong integration between specially adapted physical environments with virtual learning environments that make use of materials, resources and methodologies specially designed to achieve learning objectives. In these programs, the academic management of the process is adapted to both environments and, in turn, they integrate each other. They support between more than 20% and up to 70% of virtual credits. There must be compatibility between the types of content, expected competences, teaching methodology, form of evaluation and modality of the courses that make use of virtual environments.

3. The academic programs that are offered under the distance modality are structured teaching-learning processes, designed and developed mainly in virtual learning environments that make use of materials, resources and methodologies specially designed to achieve academic objectives, where interactions between students and teachers are separated in space, throughout or much of the process.
4. In these programs, the academic management of the process is adapted to virtual environments. They can be used to support or complement physical environments specially conditioned for the process. The programs allow between 100% of virtual credits up to less than 30% of credits in classroom. There must be compatibility between the types of content, expected competences, teaching methodology, way of evaluation and modality of the courses that make use of virtual environments. Undergraduate studies cannot exceed 80% of virtual credits, with the exception of those that are specially designed for an adult population older than 24 years.

Indoors credits: all types of credits corresponding to teaching or non-teaching activities that are carried out in indoors environments.

Virtual credits: all types of credits corresponding to teaching or non-teaching activities carried out in a virtual environment.



- Access to higher education

- *Admission tests:*

Admission to the university is carried out by means of a public tender, with the definition of places and, at most, once per cycle. The competition consists of a knowledge examination as the main mandatory process and an optional complementary skills and attitude assessment. The statutes of each university set out the modalities and rules governing the regular admission process and enrolment system available to students. Applicants who reach a vacant position are admitted to university, in strict order of merit.

- Regarding admission to the medical residence, regulated by Law 30543 - Law on the National Medical Residence System -, it is important to note that the national competitive examination for admission to the medical residence is the only way to get enrolled in second specialization programs that are managed by medical faculties. Access to the residence is coordinated by the Regional Council of Medical Residents – (Consejo Regional de Residentado Médico – CONAREME), and executed by the medical faculties in a single, annual and decentralized process. The requirements for applying to a vacancy for a medical residence are as follows:
 1. Have the professional title of surgeon.
 2. Be registered and authorized by the Medical College of Peru.
 3. Have complied with the Rural and Urban Marginal Health Service (Servicio Rural y Urbano Marginal de Salud - SERUMS).

- Degrees and titles

The attainment of degrees and titles is carried out in accordance with the academic requirements that each educational institution establishes in its respective internal regulations, without prejudice to complying with the provisions of the legal framework of the university system. It should be noted that different types of higher education



institutions can provide and, consequently, issue university-level degrees and titles. Thus, in addition to universities, the University Act recognizes 50 higher education institutions and schools qualified to issue degrees equivalent to those awarded by universities (Third Final Complementary Provision of the Act - Tercera Disposición Complementaria Final de la Ley).

In a complementary way, the Law on Institutes and Schools of Higher Education and the Public Career (Ley de Institutos y Escuelas de Educación Superior y de la Carrera Pública) of their teachers establishes that both the Schools of Higher Pedagogical Education (EESP) and the Schools of Higher Technological Education (EEST) - referred to as a whole "Higher Education Schools" (EES) - may also issue professional-level degrees and titles granting access to postgraduate studies.

On the other hand, it should be noted that degrees and titles of technical rank are awarded by the Institutes of Higher Education (IES) as well as by EESTs.

Their minimum requirements are as follows:

Diploma in technical baccalaureate: It provides the student with skills that enable him or her to perform effectively in a given job space, doing predetermined work processes and procedures with limited autonomy, supervising his or her activities and tasks as dependents, considering the technical and material resources required in the production of goods or services. A student who graduates from this level can join the labor market, deepening his knowledge in a technical field or continuing his training at higher levels. At this level, study programmes are developed with a minimum of one hundred and twenty (120) credits, a minimum of 2550 pedagogical hours and knowledge of a foreign language or an aboriginal language. It enables the completion of complementary studies to obtain the degree of bachelor or specialist, and is awarded by the IES and EESTs.



Technical Professional Qualification: It requires having obtained the degree of technical baccalaureate in addition to a job with professional application or an exam of professional sufficiency.

Bachelor's degree: The candidate must have undergone undergraduate studies, as well as a research work and proven knowledge of a foreign language, or native language. The period of study must cover at least two hundred (200) credits, distributed in general and specialty subjects.

Professional Title: It requires the bachelor's degree and the approval of a thesis or paper demonstrating professional sufficiency or an equivalent project. Accredited universities may establish additional modalities to the latter. It provides students with competencies that enable them to perform in the workplace in varied and complex roles in different contexts. It has autonomy in decision-making and strategic planning, leadership capacity for achieving results, with a level of analysis and synthesis, and oral and written communication.

The professional title (also called bachelor's degree) does not constitute a certificate of degree but it is associated to this one, being granted exclusively by the university in which the bachelor's degree has been obtained. This degree is a requirement for qualification in professional colleges, which are competent bodies to regulate the professional practice.

Second Professional Specialty Degree: It requires a bachelor's degree or another equivalent professional degree related to the specialty, to have successfully undergone studies of a minimum duration of two academic semesters with a minimum content of forty (40) credits, as well as the approval of a thesis or academic work.

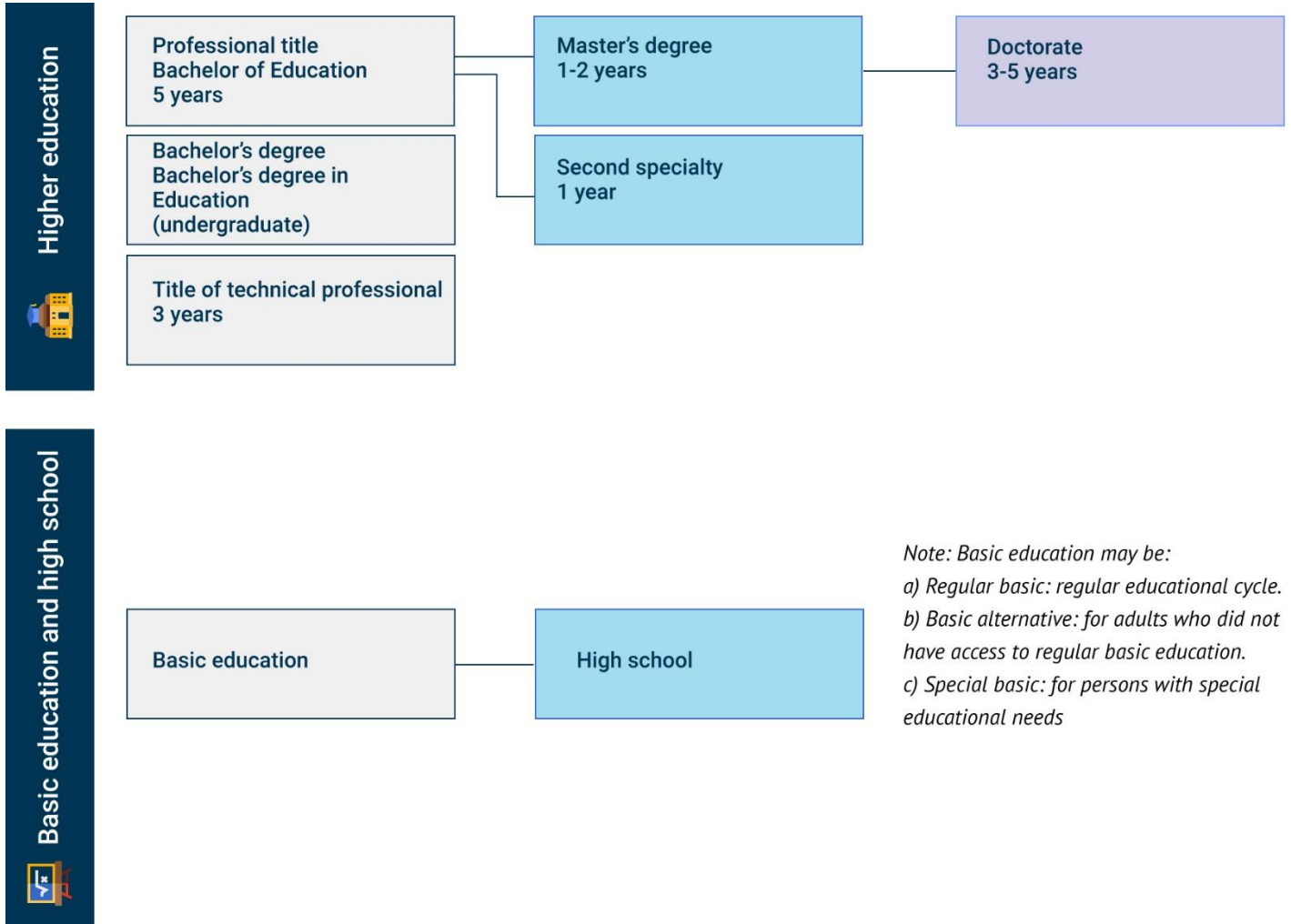


Master's degree: It requires having obtained the bachelor's degree, the support of a thesis or research work in the respective specialty, having approved studies of a minimum duration of two (2) academic semesters, with a minimum content of forty-eight (48) credit and command of a foreign or native language.

Doctorate: It requires having obtained the degree of Masters, the approval of the respective studies with a minimum duration of six (6) academic semesters, with a minimum content of sixty-four (64) credits and a thesis of the highest academic rigor and original character, as well as the mastery of two foreign languages, one of which can be replaced by a native language.



Structure of the Peruvian Education System



Source: Based on Law 30220 (University Law), in the 2018 National Classifier of Programs and Institutions of Higher Education, Pedagogical, Technological and Productive Technical and the Ministerial Resolution N°178- (Clasificador Nacional de Programas e Instituciones de Educación Superior Universitaria, Pedagógica, Tecnológica y Técnico Productiva 2018 - MINEDU).



1.1 Comparative chart of educational levels in Peru and Colombia

It is important to know the particularities of each of the educational levels, both in Peru and in Colombia. Therefore, the following chart presents a comparative analysis of both systems. In this comparison, higher education levels are referred:

- Level 8: Doctoral level or equivalent.
- Level 7: Master's level, specialization or equivalent.
- Level 6: Tertiary education degree or equivalent.
- Level 5: Short-cycle tertiary education.

Comparative chart: educational levels in Peru and Colombia

CINE – UNESCO LEVELS	NAMING OF LEVELS PERÚ	YEARS	NAMING OF LEVELS COLOMBIA	YEARS
8	Doctorate	3-5	Doctorate	4-5
7	N/A	N/A	Medical surgical specialization	1-5
7	N/A	N/A	Medical specialization	2
7	Master's degree	1-2	Master's degree	2
6	Second professional specialties. In case of medical residence, it is governed by local rules	1	University specialization	1
6	*1st academic degree: Bachelor	5	University degree	4-5
6	Undergraduate university (5 years). Except psychology and law, which take 6 years. Medicine takes 7 years.	4	N/A	N/A
5	Teaching degrees		Technological specialization	<1



5	N/A	1	Technical specialization	1
5	N/A	3	Technologist	3
5	Technical and professional baccalaureate	N/A	Professional technician	2

* Source: Based on Law 30220 (University Law), in the 2018 National Classifier of Programs and Institutions of Higher Education, Pedagogical, Technological and Productive Technical and the Ministerial Resolution N°178- (Clasificador Nacional de Programas e Instituciones de Educación Superior Universitaria, Pedagógica, Tecnológica y Técnico Productiva 2018 - MINEDU).

* When the student completes all undergraduate subjects, he or she obtains the bachelor's degree, which allows him or her working in Peru. Once the thesis is presented and accepted, the bachelor's degree can be undertaken, thus leading to postgraduate education, if desired.

It is important to highlight the time reference corresponding to educational levels and their comparison with international standards:

a) Academic credits: In both Colombia and Peru, the estimated time of academic activity of the student according to the academic competencies, which the program is expected to develop, are expressed in units called academic credits.

Academic credit in Peru: For indoors university studies, an academic credit is defined as a minimum of 16 hours of theory or double the hours of practice. Academic credits of other forms of study are assigned with equivalence to the teaching load defined for indoors studies (Law N° 30220, article 39).

At the level of institutes and higher education schools, it applies the same concept as in universities (Ley de Institutos y Escuelas de Educación Superior y de la Carrera Pública de sus Docentes - Law on Institutes and Schools of Higher Education and the Public Career of their Teachers N°30512, article 11).

Academic credit in Colombia: It is a unit of measurement of the student's academic work, indicating the effort to be made to achieve learning results. It is



equivalent to 48 hours for an academic period. Institutions should determine the ratio between the direct relationship with the teacher and the independent practice of the student, justified according to the learning process and learning outcomes expected for the programme.

Institutions must express in academic credits all training activities that are part of the curriculum (2019 Decree 1330, article 2.5.3.2.4.1).

- a) **CINE-UNESCO:** The International Standard Classification of Education (Clasificación Internacional Normalized de la Educación - CINE), proposed by the United Nations Educational, Scientific and Cultural Organization - UNESCO, is a reference framework for collecting, compiling and analyzing internationally comparable statistics in the field of education.

LEGALITY OF HIGHER EDUCATION PROGRAMMES AND INSTITUTIONS

Regarding the legality of institutes and higher education schools and their programmes, these are regulated by the Law on Institutes of Higher Education Schools and the Public Career of their Teachers (Law No 30512), its regulations (Supreme Decree N°010-2017-MINEDU) and the technical standard "Basic Quality Conditions for the Licensing Procedure of Higher Education Institutes" (Condiciones Básicas de Calidad para el Procedimiento de Licenciamiento de los Institutos de Educación Superior) (Vice-ministerial Resolution N° 020-2019-MINEDU).

The licensing is the verification and control of the basic quality conditions that allow authorizing the provision of higher education service in Peru. This process is mandatory and is carried out by the National Superintendence of Higher University Education (Superintendencia Nacional de Educación Superior Universitaria - SUNEDU). This is a mechanism for protecting the individual and social well-being of



citizens seeking access to the university system. This includes the constant review of compliance and the establishment of sanctions to ensure that no institution provides university education service below this threshold.

Only institutions or higher education programs that have obtained a license or operating authorization, granted by the SUNEDU, may request external evaluation for accreditation purposes or the recognition of accreditation by national or international accreditation bodies.

Here is the list of graduate universities in Peru:

<https://www.sunedu.gob.pe/lista-de-universidades-licenciadas/>

This is the university information system, which includes universities and graduate programs:

<http://tuni.pe/>

These are the graduate technology institutes and schools:

<http://www.minedu.gob.pe/superiortecnologica/consulta-instituto.php>

QUALITY ASSURANCE

Since the promulgation of Law 30220 (University Law), the bases for the quality assurance of university higher education have been established. One of the fundamental processes established was accreditation, which is reiterated in the National Higher and Technical-Productive Education Policy (Supreme Decree N° 012-2020 - Política Nacional de Educación Superior y Técnico-Productiva - MINEDU), aiming at accreditation with excellence standards.



Accreditation is the public and temporary recognition of the educational institution, area, programme or professional career that has voluntarily participated in a process of evaluation of its pedagogical, institutional and administrative management, demonstrating the achievement of the standards set out in the respective technical document. To date, the National System of Evaluation, Accreditation and Certification of Educational Quality (Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa - SINEACE) is the institution in charge of this process.

Accreditation of study programmes is granted for a period of two to six years, depending on the number of criteria met.

Higher education institutions and programmes with high quality accreditation can be consulted here:

https://app.sineace.gob.pe/RegistroNacional/appAcreditacion_new.aspx

On the other hand, there is also the certification, which is a public and temporary recognition awarded as a seal of quality to competent people or institutions, based on norms or standards. SINEACE regulates certifications and authorizes certification bodies regarding skills acquired within and outside the education system.

Certification is a voluntary process, such as accreditation. However, health professionals (technical and university levels) and university education and law professionals are required to certify their competencies, according to regulations of Law 28740, Law on the National Evaluation System, Accreditation and Certification of Educational Quality (Ley del Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa). University professionals are certified by their corresponding professional association, which must also be authorized as a certification body by SINEACE.



For further information on the certification of competences in each profession or occupation, please visit this link:

<https://www.gob.pe/institucion/sineace/campañas/1226-certifica-tus-competencias-y-demuestra-que-tu-sisabes>

To find out about the production sectors in which skills are certified, please visit the following link:

https://cdn.www.gob.pe/uploads/document/file/1032950/Normas_de_competencias_Sineace.pdf

**ELEMENTS TO BE TAKEN INTO ACCOUNT IN ORDER TO INITIATE THE
PROCESS OF RECOGNITION OF HIGHER EDUCATION DEGREES
OBTAINED IN PERU**

2019 Resolution 10687 of the Ministry of National Education (***Resolución 10687 de 2019, del Ministerio de Educación Nacional***) regulates the recognition of higher education diplomas awarded abroad, validating the quality assurance systems from the countries where the diplomas were issued.

The recognition of higher education diplomas in Colombia is part of the Quality Assurance System for Higher Education (***Sistema de Aseguramiento de la Calidad de la Educación Superior***) which guarantees that, as well as what happens with our national offer, that from other countries has been officially recognized by the states where such certificates were issued.

IMPORTANT: If the undergraduate degree is in law, accounting, education or the health sciences area, additional requirements must be verified. They are stipulated in chapters one and two of 2019 Resolution 10687 by the Ministry of National Education (***Resolución 10687 de 2019 del Ministerio de Educación Nacional***),



available at the following link: https://www.mineducacion.gov.co/1759/articles-401316_archivo_pdf.pdf

Elementos para realizar el proceso de reconocimiento de título

It is not obligatory to advance the process of recognition of higher education diplomas obtained in other countries. This might only be necessary in the following cases:

1. For regulated professions where professional associations require recognition.
2. For persons wishing to work in the public sector as contractors or civil officials.
3. In the case of public tenders, where the specifications indicate so as necessary.
4. For teachers of public education institutions to be placed in the hierarchy.

In order to study in Peru and subsequently obtain recognition of the title in Colombia, the following must be taken into account:

1. Studies must have been advanced in a higher education institution recognized by the Republic of Peru.
2. Have the respective apostille or legalization chain in the documents.

The apostille is a certification by which the Peruvian government, through the Ministry of Foreign Affairs, legalizes the authenticity of the signature and the title with which the Peruvian official who signs a document issued in the country has a legal effect before a country that is a member of the Hague Convention.

The general requirements for apostille in Peru are:



- The Ministry of Foreign Affairs of Peru only apostilles documents issued by Peruvian authorities.
- Only original documents and/or certified copies with the signature of the competent authority previously registered are apostilled.
- If the country to which the document is to be submitted requires its translation, it will also have to be apostilled.
- The documents must have the prior signatures required by the Ministry of Foreign Affairs, before being apostilled.

To consult the list of documents that can be apostilled, their costs and specific requirements, you can visit the following link:

https://cdn.www.gob.pe/uploads/document/file/401612/LEGALIZACION_Y_APOSTILLA.pdf

For more information on the apostille in Peru, please visit the following link:

<http://portal.rree.gob.pe/sitepages/apostilla.aspx>

The different validation criteria must be taken into account, according to the programme and the higher education institution that grants it.

If you have a degree issued by a higher education institution in Peru, and you need recognition in Colombia, the following questions and answers can help you understand the process:

- When is it necessary to recognize a foreign higher education degree? The answer to this question can be found at the following link:
<https://www.mineducacion.gov.co/portal/convalidations/Convalidations-Education-Superior/350670:Know-the-process>
- What is the difference between homologation and recognition? The answer to this question can be found at the following link:



<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/355353:Preguntas-Frecuentes>

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- In case of doubt, who can help? The answer to this question can be found at the following link:
<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/355353:Preguntas-Frecuentes>
- What are the steps for the recognition of higher education diplomas? The answer to this question can be found at the following link:
<https://www.gov.co/ficha-tramites-y-servicios/T366>
- What are the costs of the process of validation of higher education diplomas? The answer to this question can be found at the following link:
<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/350995:Cost-and-duration>

In case of more questions regarding the process, the following link might help:
<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/355353:Preguntas-Frecuentes>

Consulted sources

- Ley Universitaria de Perú, Ley N° 30220
http://www.minedu.gob.pe/reforma-universitaria/pdf/ley_universitaria.pdf#:~:text=La%20presente%20Ley%20tiene%20por,investigaci%C3%B3n%20y%20de%20la%20cultura.
- Política de aseguramiento de la calidad de la educación superior universitaria. Decreto Supremo N° 016-2015-MINEDU
<https://www.gob.pe/institucion/minedu/normas-legales/118310-016-2015->



- Catálogo nacional de la oferta formativa de la educación superior tecnológica y técnico-productiva 2018
<http://www.minedu.gob.pe/superiortecnologica/pdf/catalogo-nacional-de-la-oferta-formativa-de-la-educacion-superior-tecnologica-y-tecnico-productiva-2018.pdf>

- Clasificador nacional de programas e instituciones de educación superior universitaria, pedagógica, tecnológica y técnico-productiva, 2018.
https://www.inei.gob.pe/media/Clasificador_Nacional_de_Ocupaciones_2015-I.pdf

- Modelo de licenciamiento de programas en las modalidades semi presencial y a distancia
https://cdn.www.gob.pe/uploads/document/file/1323976/res-105-2020-sunedu-cd-anexo-01_modelo-de-licenciamiento-de-programas-en-las-modalidades-semipresencial-y-a-distancia.pdf

- Disposiciones para la prestación del servicio educativo superior universitario bajo las modalidades semi presencial y a distancia, establece el modelo de licenciamiento de programas para dichas modalidades y modifica el reglamento del procedimiento de licenciamiento institucional. Resolución del consejo directivo N° 105-2020-SUNEDU/CD
<https://www.sunedu.gob.pe/resolucion-del-consejo-directivo-no-105-2020-sunedu-cd-em/>

- Ley general de educación, Ley N° 28044
<https://www.spsd.org.pe/wp-content/uploads/2016/09/Ley-28044-Ley-General-de-Educaci%C3%B3n.pdf>