



UNIVERSIDAD AZTECA

Doctor of the University

Dr.Univ.

in

Competence Studies

Competence Based Studies Programme

Programme Syllabus

2017



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Objectives of the Programme

The modular Universidad Azteca Doctor of the University programme in Competence has as a general aim of provision of an academically rigorous education designed provide opportunity for self-development in relation to career enhancement and as life-long learners.

Doctoral candidates may specialize in areas such as Social and Economic Sciences, Health Sciences, Education, Psychology, Engineering Management, Health Care Management, Informatics, Environmental Policy, Environmental Technology, Environmental Management, Environmental Science.

The programme offers students the opportunity to develop their own capabilities, skills and competencies within a supported environment.

Prior Learning Assessment

You may be closer to earning a degree than you think! Wouldn't it be great if your professional knowledge and certifications counted toward your degree, helping you earn it faster and saving you money in the process? Take your experience and all you have learned, and use it to earn college credit through Prior Learning Assessment.

We provide the opportunity, using your professional expertise, skills, knowledge and life experience, to earn a university own (grado propio) Bachelor's, Master's or Doctorate degree.

Universidad Azteca is convinced that learning does not take place exclusively in the classroom. A person's professional learning may be translated into college-level credit. This learning can be evaluated in terms of required and/or elective courses from specific degree programmes. At our nationally recognised private university, we value the college-level and university-level knowledge you may have acquired outside the traditional college classroom. You have already done the learning! Using the University's Portfolio Assessment programme, students demonstrate that what they already know is equivalent to what they would have learned in an equivalent college course. Although you may have college level learning from multiple sources, you will only use those credits that best meet the degree that you have designed. To be eligible for prior learning credits, you must be enrolled in our degree programme. You will be asked to create a portfolio that describes and demonstrates how your previous learning equates to the learning outcomes of specific courses within the degree programme.

The Universidad Azteca Bachelor comprising 3 full study years requires a EQF level 6 qualification. The Bachelor comprising 4 full study years requires a EQF level 7 qualification.

Graduates of Universidad Azteca grado propio Bachelor degree programmes qualify for admission to grado propio Master programmes of our University and selected partner universities.

The prior learning assessment grado propio Master programmes of Universidad Azteca are ideal for qualified professionals earning a university degree based on their qualifications, licenses, skills and



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experience and who do not need an accredited or recognised degree rather than a university own degree awarded by a recognised university to demonstrate their individual level of education in a given area or field of expertise. A grado propio or university own degree reflects that the graduate has earned a degree at postsecondary education level awarded by an officially recognised university.

Graduates of our Universidad Azteca grado propio Master degree programmes qualify for admission to grado propio Doctor programmes of our University and selected partner universities.

Universidad Azteca, seeking to differentiate between official and university own doctorates, has introduced the Doctor of the University (Dr.Univ), the Doctor of Science (Dr.Sc) and the Doctor of Letters (Dr.Litt) as well as the Doctor of Business Administration which are awarded, with the other higher official doctorates reserved for formally examined academic scholarship.

A Doctor of the University degree, awarded as grado propio by Universidad Azteca, is a terminal academic degree for which the University has waived the usual requirements, such as matriculation, residence or online-presence, study, and the passing of sit-examinations. The degree is a doctorate and often conferred as a way of honouring a distinguished person's contributions to a specific field, or to society in general. The degree typically is not recognised in the same stature as the standard "earned" doctorate by employers, and should not be represented as such, it should rather be seen as an academic award.

The Doctor of the University is awarded by the Universidad Azteca under the terms of its charter, may be considered to have technically the same standing as the official doctorate, and to grant the same privileges and style of address, except where explicitly stated that it is a university own degree without RVOE.

The Doctor of the University is a professional recognition that provides an independent quality assurance reference for highly qualified professionals from all fields, for those who strive for personal excellence, and who become a motivating example in their communities. The Doctor of the University is a recognized mark of professional ability, outstanding professional career, services to the human kind and international achievements.

In practice, however, such degrees may not be considered of the same standing as doctoral degrees earned by the standard academic processes of courses and original research, nevertheless, based on the University's evaluation, the recipient has demonstrated an appropriate level of academic scholarship that would ordinarily qualify him or her for the award of an official degree. The Doctor of the University degree is sometimes considered honorary, although it is only conferred on an individual who has already achieved a comparable qualification at another university or by attaining an office requiring the appropriate level of scholarship. Under certain circumstances a degree may be conferred on an individual for both the nature of the office they hold and the completion of a dissertation.

Competence means the ability to do something well and to a required standard examined by the Commission to be sufficiently qualified for the award Doctor of the University in Competence



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Universidad Azteca will appoint a panel of examiners who will consider the case and prepare a report recommending whether or not the degree be awarded. These, also, are properly considered substantive rather than honorary degrees. These ad eundem degrees are earned degrees, not honorary, because they recognise formal learning or contributions at doctoral level.

The primary objectives of the doctoral programme are to: Enable the student to achieve an appropriate level of academic competence. Achieve personal development and to develop critical awareness of benefit to themselves and to their organization. Develop skills of initiation, implementation and analysis in a range of contexts. Develop capability in the analysis and evaluation of complex issues and situations.

The specific objectives of the program will vary according to the chosen named award and will include the: Development of knowledge at an advanced level. Development of skills of analysis, research and policy formulation and implementation. Unification of theoretical analysis and practice through a variety of contexts appropriate to the study area.

Admission requirements

The entry requirements are a graduate degree of at least 240 ECTS credits in total, an MBA, MSc, or similar Masters degree, or equivalent qualifications at level 7 MMC (EQF), or in a functional field by examination awarded by a professional body. We may also ask for significant experience in a area-related position involving responsibility for decision-making issues.

Doctor of the University

All Doctorates of University are terminal degrees, similar to a professional research doctorate. The Doctorate requires coursework and research beyond the Masters degree requiring a dissertation or journal publication that contributes to practice. The portion of the programme, consisting of coursework and examination, is equivalent to that of a PhD. The part of the programme, consisting of independent research and the writing of a thesis, is geared towards more applied research in the given study area, with the research making a direct contribution to professional practice. The doctorate requires a significant thesis, dissertation or final comprehensive project including a formal defence and approval by nominated examiners or an officially sanctioned and qualified doctoral review committee.

The degree is conferred when all coursework, testing, and written portfolio are completed and reviewed and approved by the jurors of the examination commission.



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Duration and workload of a course

Successful completion of a course with a workload of 6 ECTS credits is estimated to be approximately 150 hours. Students should allocate approximately eight hours a week for reading, personal study, completion of reflection activities and submission of assignments. There is one marked assignment per module. Courses are offered on a part-time basis and are designed to be completed within four months. The asynchronous e-learning mode of the programme allows students to proceed at their own pace. Official study time for the professional doctorate programme is two years (120 ECTS).

Study language

The programme is conducted in English or German. English or German proficiency is required for the doctoral programme.

Student Support

The programme is administered and provided by Universidad Azteca European Programmes. Students are eligible for Universidad Azteca European Programmes student support regarding tutoring and assistance in the programme.

Tuitions

Tuitions vary by the duration of programme (short or regular) and the single or dual degree options. For applicable tuitions, please, see the tuitions sheet of the programmes of Universidad Azteca European Programmes.

Tuitions are due in full with enrolment for the complete programme.

Refund policy

Tuitions are due in full with enrolment. Once the programme has started (tuitions collected) no tuitions will be repaid. Students, who do not pay tuitions after admission are not enrolled.

Degree Regulations

The applicable degree regulations for doctoral degree programmes of Universidad Azteca apply.



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What Is a Competence Studies Degree?

PLA Programme

Universidad Azteca provides a viable alternative for many working professionals who cannot afford the time away from jobs and families required, or the expenses dictated by traditional universities. Our University recognizes that "prior learning"—through previous study, work, or personal experiences—may be equivalent to college-level credit. Universidad Azteca is committed to the belief that students deserve credit for college-level learning no matter how it was acquired. Every person's experience is distinct, and the portfolio process allows you to package your specific set of skills. Subjects of submitted portfolios include professional studies, advanced studies, business administration, science and arts. Many people have developed learning outside of the traditional classroom and this knowledge is as valuable as knowledge gained through more formal learning situations. Through an online prior learning assessment programme, you can earn college credit for your previous studies and life experience. Whether you learned through another educational programme, through independent study, or through experience, we can award you credit. Credit is granted for verifiable learning. This learning can be identified and assessed in a variety of ways to determine if college credit should be awarded. The evaluation of prior learning and the development of an individualized degree programme go hand in hand and credit is awarded when it fits appropriately into a student's degree programme. The Prior Learning Assessment Portfolio is a collection of qualifications, skills and knowledges, and supporting evidence which documents how your prior job, volunteer, military, corporate training, or other relevant experience aligns to the learning objectives of specific academic courses or programmes. Reviewed by expert faculty member subject matter experts, these portfolios provide an accepted basis for awarding credit for prior college-level learning gained outside the traditional classroom. Application to the PLA process does not guarantee credits will be applied.

Our students are able to earn credits toward their degree through our Prior-Learning Assessment (PLA) programme, significantly expediting degree completion and reducing tuition costs. Portfolio provides a unique way to document college-level learning through previous experience. There is no limit to the amount of credit a student can earn through prior learning assessment. At our University we value experiential learning and will assist you with the development of a portfolio that addresses as many subjects and courses for which students are capable of demonstrating their knowledge. A portfolio enables you to identify and articulate this knowledge and, potentially, earn credit for it. Students learn the process of identifying areas of course-equivalent learning and portfolio development skills through the Portfolio. Once you have studied a course as part of a previous qualification, you are not required to take a particular course or module of our University degree. Prior learning can be evaluated and validated against particular learning outcomes of courses or modules within your degree syllabus. An academic subject specialist will consider your earlier learning, and will confirm the credit value if the learning is relevant to your programme of study.

Making a claim involves producing evidence of the learning you have achieved so you can start your new learning from where you are now. You can only claim for prior learning that is relevant to your proposed award. This evidence must demonstrate that your learning is equivalent to the learning of



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the individual units that make up the degree for which you have been registered. The sort of evidence depends on the type of prior learning for which credit is being claimed.

Prior Learning Assessment (PLA) is a process of identifying and measuring previous learning that has the potential to receive academic credit and could reduce the amount of courses to take to complete a degree programme.

College credit for life experience is defined by the U.S. Department of Education as credit earned by students for what they have learned through independent study, noncredit adult courses, work experience, portfolio demonstration, previous licensure or certification, or completion of other learning opportunities (military, government, or professional). In France the system of PLA, called VAE, is highly developed and applied, where all degree levels Bachelor, Master and Doctor are subject to official degree award by public universities.

It is a method of higher education supported by UNESCO guidelines and by the European Qualifications Framework EQF as well as by National Qualifications Frameworks in various countries, and regulated or legally possible in many national study systems and legal frameworks, including Mexico. In Mexico a University with official recognition (RVOE) and incorporated into the national education system can also offer the university own programmes and award degrees without official recognition (RVOE) as long as the students are made fully aware of this fact. The degrees are awarded legally and can be used in most jurisdiction globally and may also be professionally recognised individually by employers or certification agencies. Grado propio or university own degrees are a common feature in the international higher education landscape and widespread.

According to CAEL “Prior Learning Assessment (PLA) is the process of earning college credit for college-level learning acquired from other sources, such as work experience, professional training, military training, or open source learning from the web.” CAEL postulates: “When people receive college credit for what they have learned from life and work experiences, they earn their degrees and credentials faster, saving money on tuition. They also learn the value of their experience, which gives them confidence to complete their degrees.”

The goal of recognition of prior learning is to promote the progress of studies and to enable students to take an individual study path. PLA is based on a working life and competence-oriented curriculum. Students have the opportunity to apply for the recognition of prior learning if they possess the kind of competence that meets the aims of their curriculum.

Many higher education institutions will award credit to potential students for knowledge they have gained through prior experiences. Colleges might look at your professional portfolio, skills you developed through work or even knowledge related to your military service. Different schools handle prior learning credits differently.

During your lifetime, you will have acquired various skills, competencies and experiences. This learning – which may have taken place outside of formal education and training – is valuable regardless of where or when it was obtained. You may have acquired skills or knowledge from a combination of training conducted while at work, experience you gained in the workplace, short courses or from community work in a relevant field. PLA permits you to gain credits within formal



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degree qualifications offered by the University based on the level and extent of your knowledge. Your prior learning will be measured against specified prescribed learning outcomes.

There are various forms of experience that lead to college level learning. These include your professional career, training, community and volunteer work, self-directed learning projects, personal life experiences and much more. Many degree students, especially mature students, already know and understand some of the things that are taught on their degree. Portfolio Assessment is a collection of materials compiled to demonstrate previous college-level learning relevant to a student's degree plan. The knowledge you've gained from a variety of areas such as corporate and on-the-job training, military training, community service, parenting, volunteer work, seminars, home management, workshops, travel study and independent research can be evaluated for credit toward your bachelor's degree through the Prior Learning Assessment programme.

Universidad Azteca offers numerous options for you to apply prior learning toward your degree coursework. Whether you're enrolled in an Associate, Bachelor's, Master's, or doctorate programme, you're eligible to have your prior learning assessed.

PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives. Students can acquire learning from a variety of sources outside the traditional classroom, and they can earn appropriate credit in their work towards a degree for verifiable college level learning acquired through life or work experience, not for the experience itself. Students who acquire the level of knowledge that meets the expectations and the learning outcomes of a specific course may get credit for that course, provided the students can demonstrate proficiency in that specific course.

Students interested in portfolio assessment should first review their degree plan and discuss possible portfolio opportunities with their academic advisor. Requests for credit through assessment of prior learning must differ substantially in title, content and documentation from course credit achieved or attempted.

The prior learning assessment grado propio programmes of the Universidad Azteca are ideal for qualified professionals earning a university degree based on their qualifications, licenses, skills and experience and who do not need an accredited or recognised degree rather than a university own degree awarded by a recognised university to demonstrate their individual level of education in a given area or field of expertise. A grado propio or university own degree reflects that the graduate has earned a degree at postsecondary education level awarded by an officially recognised university.

The Universidad Azteca offers a number of assessment options that might be appropriate for students who have acquired college-level learning from prior study or experience. Our University applies the university own standards, combining the following guidelines and frameworks: ACUERDO NÚMERO 286 (Mexican Secretary of Public Education), the French VAE: Validation des Acquis de l'Expérience, and the Irish HETAC Standards for PLA, and the US CAEL standards. Ireland and France



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are countries explicitly allowing for the recognition of prior learning at all three academic levels including EQF level 8.

This process assesses learning as interdisciplinary that corresponds to the content of courses taught at university; learning which can be documented by certificates, letters of recommendation, CEU (Continuing Education Unit) transcripts, it assesses learning that corresponds to coursework from any accredited college or university or recognised learning programme, which can be documented.

The first stage in the assessment process is the determination of whether the learning has already been evaluated as part of an assessment of prior learning programme. If it is determined that credit has already been so evaluated, applicable credit is awarded based on the prior evaluations of the corresponding evaluators and no individual assessment is conducted. The University accepts any official validation of prior learning conducted in accordance with the laws of the country where the validation was issued, particularly the European Validation Framework, Canadian, Australian, US (California Prior Learning Assessment & Recognition (PLAR) Manual; Excelsior College Flexible Assessment; Thomas Edison State College Assessment of Prior Learning Handbook; Empire State College Credit by Evaluation; Ohio State University Portfolio Assessment; Charter Oak State College Portfolio Assessment), and similar standards based on CAEL recommendations are accepted.

The second stage in the assessment process is the determination of whether the learning claimed by the student can be evaluated by a combination of any of the university own degrees for which our University awards credit.



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University own degrees and awards

The university own degrees are not to be confused with the officially recognised programmes and degrees with RVOE offered by the University and can be earned via the following ways:

Option 1) Recognition of Transfer Credits.

Option 2) Professional Certification.

Option 3) Validation of Prior Learning.

Option 4) Validation of Degree.

Título propio or Grado propio or University-own degree programmes are a common academic and professional offer of numerous universities worldwide and are based on the respective applicable study laws. They are regulated in Austria as “Universitätslehrgänge”, “Fachhochschullehrgänge”, “Hochschullehrgänge”, in Italy, Spain (Arto. 34 Ley Organica de Universidades) and France they are known as “own degrees”, to name but a few.

The Mexican Constitution and the General Law of Education (Ley General de Educación) entitle a private Institution of Higher Education (IES particular) to offer programmes with RVOE, „Reconocimiento de Validez Oficial de Estudios“ or „Official Recognition of the Validity of Studies“, which is a programmatic accreditation, and also entitle recognised private universities to offer programmes and award degrees without programmatic RVOE in accordance with Article 59 of the General Law of Education.

The regulatory authority SEP has confirmed to the Rector of the University, that Universidad Azteca is entitled to offer national and international programmes without RVOE and award university own degrees, however, students need to be made fully aware of this circumstance.

Título propio degrees are awarded by the University sui generis and are based on Article 59 of the General Law of Education (Mexico).

University own degrees are, therefore, legally awarded by the respective university, and despite they lack official recognition of the validity of studies, a degree may be recognised as professional specialisation and competence by Professional, Regulatory and Statutory Bodies and Guilds, independent and non-governmental credential evaluators as well as individual employers. Some university own degrees may also be accepted for credit transfer to official study programmes (e.g. in Austria, or DEA in Spain). Some university own degrees are recognised for regulated professions (e.g. MBA in Austria for licensed Management Consultants), others like the DEA in Spain and France qualify for admission to doctoral research without further coursework.

In either case, a título propio or university own degree reflects that the graduate has earned a degree at postsecondary education level awarded by an officially recognised university.



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Modalities

Recognition of transfer credits

Professional certification

Validation of prior learning

Graduation examination / By Thesis

Universidad Azteca has developed a professional and academic certification programme and awards the university own „título propio“ degrees to persons meeting the corresponding degree requirements.

Students' prior learning is recognised regardless of how, where and when they have acquired it. The aim is that students can evaluate their competence in relation to the competence goals of their courses. Students are responsible for demonstrating, proving and providing adequate information on their competence.

The recognition of prior learning can take place through credit transfer or be based on evidence. We use different methods for recognising prior learning:

Transfer credits recognition

As a recognized university focusing on the needs of professional students, we accept transfer of credit from other institutions. All graduate and undergraduate students admitted to the University are eligible to apply for prior learning credit. However, a portfolio is evaluated only after transfer credits have been evaluated.

Automatic assessment of prior learning

There are certain qualifications which we will recognise as prior learning automatically, having assessed the courses of these qualifications and considering them to be acceptable for validation in the context of a given academic degree.

Universidad Azteca values professional experience and learning experience in order to transfer professional certifications into academic credit for a number of our online degree programmes. We offer transfer credit to members of professional organizations and to individuals who hold the professional certifications. Industry-recognized certifications, work-based trainings, and professional licenses might provide you additional opportunities for earning academic credit. There are a number of industry-standard certifications that have been evaluated as aligned to specific course competencies. Because you've already demonstrated your knowledge by earning your certification, all you need to do is submit the required documentation that verifies that you possess the current professional certification. Once approved, credit for the course is counted toward your degree.



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To be considered for automatic accreditation you must make a formal application and provide the necessary evidence when you apply for your programme. The following programmes will recognise and accredit specific prior learning, achieved for qualifications awarded by specified institutions or professional bodies.

Level 6 EQF qualifications – award of a Bachelor’s degree

Level 7 EQF qualifications – award of a Master’s degree

Level 8 EQF qualifications – award of a Doctor degree

Individual assessment of prior learning

You may also apply for other courses you have studied to be recognised as prior learning on an individual - i.e. discretionary - basis. You need to include this in your programme application. The University offers credit recognition and opportunities for professional and experiential learning. Your previous learning may be recognised and validated if you have successfully completed a programme of study which compares in level, content and standard to a course or module of your degree programme. You will need to provide us with evidence of your previous learning.

Not all learning takes place inside a classroom. Universidad Azteca respects your life experience and recognizes that college-level learning often takes place outside of academic settings. Individualized Prior learning Assessment is the process by which students are able to explain and document their college-level learning and be assessed by an expert evaluator. The knowledge, skills and experience you have gained through training courses, employment, professional development courses, voluntary work, private study and previous attendance at college and university could be counted toward your degree. This learning is often unrecognised because it has never been formally assessed or because the course was not completed. This learning can be recognised and given credits that count to your degree. Prior Learning credit can be awarded for college-level learning students have already acquired from work, training, and life experiences. Prior Learning Assessment (PLA) is a method of documenting a student’s experiences and to learn more about the knowledge gained from those experiences. The Universidad Azteca does not grant credit for experience alone. The student must demonstrate an understanding of theory and application as they pertain to a specific set of competencies. Our Prior Learning model is based on “competencies” rather than on course “equivalents,” and the credit awarded can be applied to your degree programme. The competency model allows you to have your college-level learning recognized. For any of your learning from work, training, and life experiences to be considered for credit, you will need to assemble a portfolio that explains and documents the experiences and what you learned from them (i.e., what “competencies” you have acquired). A key component of the portfolio is your “self-assessment” of learning, which explains the learning that occurred through the experiences. Your portfolio will then be evaluated to determine whether credit can be awarded for undergraduate or graduate-level competencies. Many students bring a wealth of prior learning to their studies, and we offer the option to convert this learning into academic credit through appropriate documentation, self-reflection, and evaluation by a qualified faculty member.



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Course Examination

Prior learning can be recognised either in full or partially. Partial recognition means that the student must supplement his or her competence in the manner determined by the degree programme.

Through Course Examination, you can earn credit by passing the equivalent of a final exam. Credit can be earned for almost any course for which the University can prepare and administer a suitable examination or assessment. Alternative methods, such as exams, are a convenient, affordable option for students to earn academic credit for some courses in their degree programme.

Duration

PLA for a complete degree programme lasts at least six months, a student will prepare a portfolio in as little as three months, but most take six months or longer. At the end of those 6 months, students may need to spend additional time completing their portfolios; the amount of time spent in the process can vary. The University assesses all applications for PLA to ensure the required learning and competency outcomes for a particular course have been achieved. The process of preparing a portfolio varies substantially from one student to the next. Students who make the portfolio a top priority often finish the project within one semester, even if the portfolio is a large one. The time involved will depend on work responsibilities, family obligations, volunteer activities. Other factors include the number of years to be covered, the number of experiences submitted, and the availability of verification documents. The processing time depends on the complexity of your application and the academic staff workload at the time. It also depends on you submitting a complete and signed application. Incomplete applications will be returned to you for correction. Under normal circumstances you could expect to know the outcome of your application within eight weeks. If you haven't received notification within this period contact your faculty or department.

Validation tuition and fees

The University offers affordable flat rate tuitions for the entire programme awarding the university own Bachelor, Master and Doctor degree based on PLA. There is a one-time validation tuition fee per degree pursued in your programme.

Tuitions and fees (non-refundable) for the grado propio online programmes provided in English are invoiced in EURO and due with enrolment



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STUDY PLAN

DOCTORATE IN COMPETENCE BASED STUDIES

Doctor Universitario en Estudios de Competencia (Doctor of the University in Competence Studies)

TYPE AND WORKLOAD OF PROGRAMME

TYPE: Universidad Azteca internal award, university own programme acc. Art. 59 General Law of Education.

LEVEL: Third cycle, level 8 MMC university own award.

WORKLOAD: 120 ECTS

AWARDING UNIVERSITY AND TARGET GROUP

AWARDING UNIVERSITY: Universidad Azteca, Chalco, Mexico.

UNIVERSITY DEPARTMENT IN EUROPE: Universidad Azteca European Programmes.

TARGET GROUP: Doctoral students interested in doctoral study in Environmental Studies with Universidad Azteca pursuing the completion of the doctoral programme by competence based professional doctorate examination.

SPECIALISATION: Competence studies at level 8 MMC (EQF)

DISCIPLINES: Social and Economic Sciences, Health Sciences, Education, Psychology, Engineering Management, Health Care Management, Informatics, Environmental Policy, Environmental Technology, Environmental Management, Environmental Science.

STUDY LANGUAGE: English, German, Spanish

ADMISSION REQUIREMENT: Master or equivalent degree and postgraduate coursework or qualifications for credit transfer to the programme or research experience.

Modality and Course Team

MODALITY: e-learning and distance education modality.

COURSE TEAM: Prof. Dr. Gerhard Berchtold, Prof. Dr. Friedrich Luhan, Prof. Dr. Felipe Fernández Rivadulla.



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Study Plan

Transfer credits – Elective courses (72 ECTS)	Test mode	ECTS
Transfer from doctoral programme / level 8 EQF	Credits Transfer	CT
Recommended credits from professional qualifications	Validation - Recogniton	RC
Advanced Standing from individual skills, knowledge, experience and practice, demonstrated by Portfolio	PLA Portfolio - Examination	EC
Mandatory APL Module (18 ECTS)	Test mode	ECTS
PLA Portfolio Project	Presentation	18
Rigorousum Examination (30 ECTS)	Test mode	ECTS
PLA Portfolio	Presentation and defense	30
WORKLOAD	Test mode	ECTS
ECTS	Defence / Rigorousum	120

CT credits transfer

RC recommended credits

EC earned credits in the programme

Qualification: Level 8 of Mexican Qualifications Framework MMC



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APPLICATION

The application process is conducted in the following sequences:

1. Prospective student asks for application form for a given programme of study.
2. Prospective student fills out the application form in word format and remits the scan of the application form with handwritten signature by email, including the following attachments (we accept only PDF for scans, and JPG for the photo):
 - a. Application form signed as scan (PDF, black/white)
 - b. Scans (PDF, b/w, legible!) of all relevant higher education credentials and qualifications (degrees, diplomas, certificates, with all transcripts). If those original credentials are not in English, Spanish or German, pls, provide an English translation.
 - c. Curriculum vitae, highlighting the academic and professional background. (doc or PDF)
 - d. Scan of the passport (or ID card) page with personal data and photo. (PDF in colour)
 - e. Passport style facial photo of applicant (colour, JPG)
3. NOTICE: Only complete applications will be considered for evaluation.
4. The University conducts an evaluation report and reserves the right to charge the applicant for this service.
5. The University issues the evaluation report and in case of possible admission issues an invoice to the student for the tuitions and fees of the given programme.
6. Student accepts evaluation report and pays the full tuition and fees in order to enrol.
7. Payment of tuitions activates the enrolment of the given student. Once a student is enrolled and discontinues a programme, no tuition payment is refunded.



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Qualification

Examination Criteria (Dublin Descriptors):

Qualifications that signify completion of the third cycle are awarded to students who:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Terms:

The word 'professional' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification. The word 'competence' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.

The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.



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Third Cycle Qualifications

Cycle	Knowledge and understanding:
3 (Doctorate)	[includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field..
	Applying knowledge and understanding:
3 (Doctorate)	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication ..

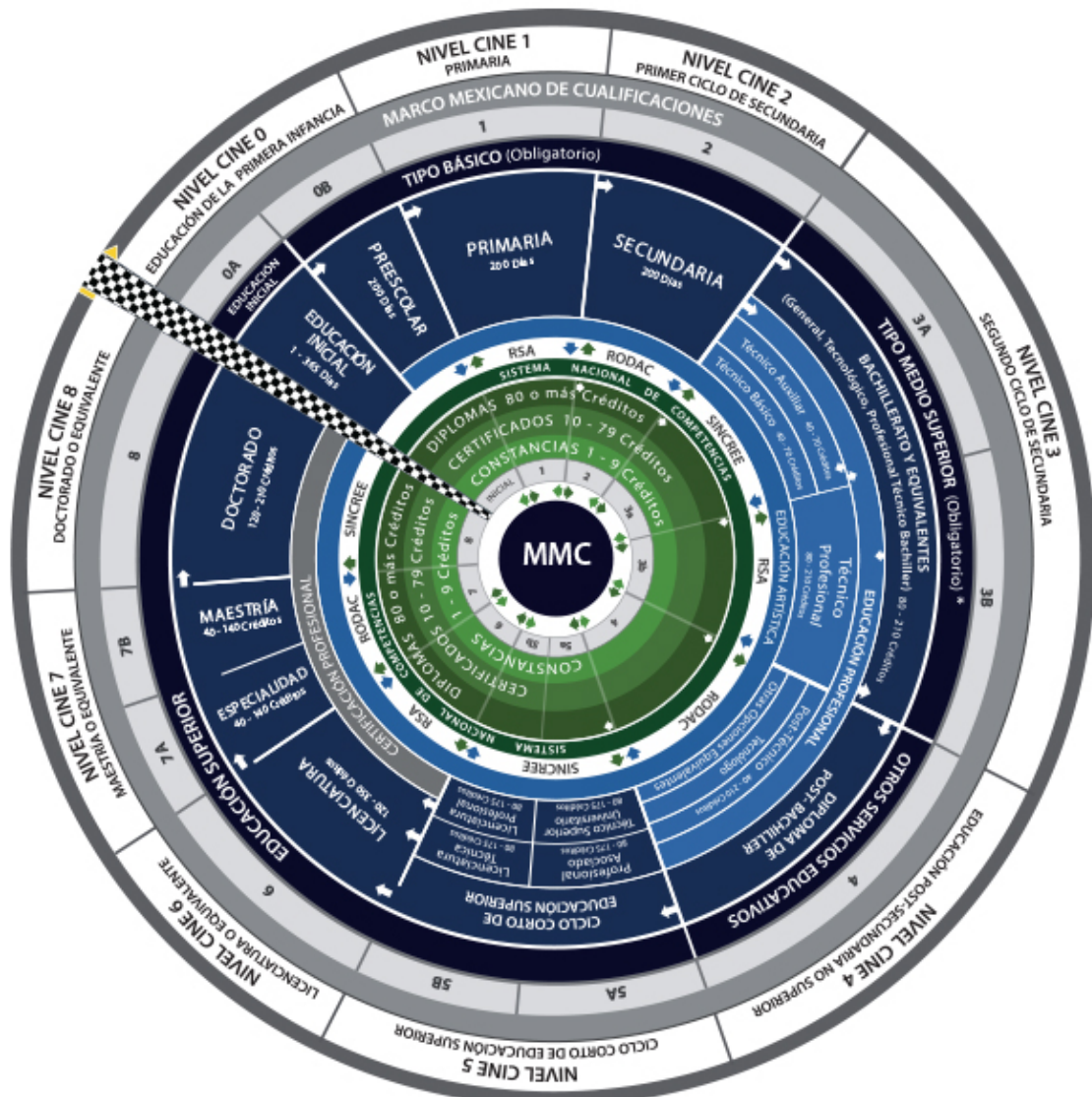
	Making judgements:
3 (Doctorate)	[requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas..
	Communication
3 (Doctorate)	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope)..
	Learning skills ..
3 (Doctorate)	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement ..



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Mexican Qualifications Framework (MMC)

Qualification: Level 8 of Mexican Qualifications Framework MMC





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What is the relationship between the EQF and the framework for the European Higher Education Area?

At the European level, the development of qualifications frameworks began with a qualifications framework for one education sector: The Framework for Qualifications of the European Higher Education Area (QF-EHEA) has been formed since 1999 (Bologna Declaration; the Dublin descriptors were adopted in 2005); whereas, the development of the EQF started in 2005. The two frameworks clearly have similarities and overlapping areas: both are meta-frameworks, cover a broad scope of learning and are designed to improve transparency with regard to qualifications within Europe. They are both associated with quality assurance and use the concept of 'best fit' to determine levels. Both also have clear aspirations to support lifelong learning and labour mobility.

Despite these obvious similarities between the two frameworks, differences can also be observed with regard to their aims and the descriptors used. The QF-EHEA intends to harmonise systems whereas the EQF intends to relate systems to each other:

One central objective of the Bologna process is to harmonise the European higher education systems by introducing common degree structures (three-cycles degree system).

The EQF, on the other hand, is not an instrument for harmonising qualifications or parts of qualifications systems but it is intended to function as a type of translation device to make relationships between qualifications and different systems clearer.

To link these two meta-frameworks, the EQF asserts compatibility with the QF-EHEA. A main reason for drawing the higher levels of the EQF directly on the EHEA descriptors is to avoid the development of two isolated frameworks. Thus, the learning outcomes of certain EQF levels correspond to the cycle descriptors of the QF-EHEA. There is a clear cross-referencing at levels 5 to 8. Thus, the QF-EHEA's respective cycle descriptors – developed by the Joint Quality Initiative, as part of the Bologna process – are understood to be compatible with the descriptors for levels 5 to 8 of the EQF. Although different descriptors are used, both frameworks have a common view of the dimensions of progression regarding knowledge, skills (application) and professional conduct.

However, since the EQF is an overarching framework and seeks to include different forms of learning (not only learning in higher education but also more professional oriented qualifications), the descriptors are broader, more generic and have to be more encompassing than the Dublin descriptors applied to define the levels for the QF-EHEA. This means that the levels can be seen as equivalent, although the level descriptors are not the same. Consequently, EQF levels 5 to 8 can be compatible not only with qualification degrees acquired in formal way by studying in a higher education institution, but also with vocational qualifications awarded through formal, non-formal or informal learning.

In the QF-EHEA, learning outcomes are understood as descriptions of what a learner is expected to know, to understand and to do at the end of the respective cycle.

The Dublin descriptors refer to the following five dimensions: 'knowledge and understanding', 'applying knowledge and understanding', 'making judgements', 'communication' and 'learning skills'. Whereas the first three dimensions are mainly covered by the knowledge and skills dimensions in the EQF, the EQF does not explicitly refer to key competences such as communication, or meta-competences, such as learning to learn. These are partly included in an inherent manner in all the columns, but can mainly be assumed in the competence column.

Although the descriptors defining levels in the EQF and the Dublin descriptors differ, the EQF level descriptors fully integrate the Bologna descriptors and are thus compatible to these.



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RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

on the establishment of a European Credit System for Vocational Education and Training (ECVET)

(Text with EEA relevance)

EN C 155/14 Official Journal of the European Union 8.7.2009

DEFINITIONS

For the purposes of this recommendation, the following definitions shall apply:

- (a) 'Qualification' means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
- (b) 'Learning outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
- (c) 'Unit of learning outcomes' (unit) means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;
- (d) 'Credit for learning outcomes' (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
- (e) 'Competent institution' means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
- (f) 'Assessment of learning outcomes' means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- (g) 'Validation of learning outcomes' means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
- (h) 'Recognition of learning outcomes' means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
- (i) 'ECVET points' means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

ECVET — PRINCIPLES AND TECHNICAL SPECIFICATIONS

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and



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regulations applicable in the Member States and is based on the following principles and technical specifications: 1. **Units of learning outcomes** A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

2. **Transfer and Accumulation of learning outcomes, ECVET partnerships**

In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

3. **Learning agreement and personal transcript**

For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU.

4. **ECVET points**

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.

For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them. Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary, the ECVET points to be taken into



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account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles. Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified, and the corresponding units, carry the same ECVET points as the reference, since the same learning outcomes are being achieved.

ECTS and the European Higher Education Area (Bologna Process)

ECTS is the credit system for higher education used in the European Higher Education Area, involving all countries engaged in the Bologna Process. ECTS is one of the cornerstones of the Bologna process by the *establishment of a system of credits as a proper means of promoting the most widespread student mobility*. ECTS contributes to other Bologna objectives: ECTS credits are a key element of the Bologna Framework for Qualifications, compatible with the European Qualifications Framework for lifelong learning (EQF). According to the Bologna Qualifications Framework ECTS credits are used in formulating national qualifications frameworks for higher education, which may contain more detailed national credit arrangements. ECTS is also increasingly used by institutions in other continents and thus plays a role in the growing global dimension of the Bologna Process.

The European Qualifications Framework for lifelong learning (EQF)

The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.

The Recommendation formally entered into force in April 2008. It sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF, and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level.

The EQF will relate different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

The eight reference levels are described in terms of learning outcomes. The EQF recognises that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study. Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.



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**RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL
of 23 April 2008**

**on the establishment of the European Qualifications Framework for lifelong learning
HEREBY RECOMMEND THAT MEMBER STATES:**

1. use the European Qualifications Framework as a reference tool to compare the qualification levels of the different qualifications systems and to promote both lifelong learning and equal opportunities in the knowledge-based society, as well as the further integration of the European labour market, while respecting the rich diversity of national education systems;
2. relate their national qualifications systems to the European Qualifications Framework by 2010, in particular by referencing, in a transparent manner, their qualification levels to the levels set out in Annex II, and, where appropriate, by developing national qualifications frameworks in accordance with national legislation and practice;
3. adopt measures, as appropriate, so that, by 2012, all new qualification certificates, diplomas and “Europass” documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level;
4. use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning in accordance with the common European principles agreed in the Council conclusions of 28 May 2004, paying particular attention to those citizens most likely to be subject to unemployment or insecure forms of employment, for whom such an approach could help increase participation in lifelong learning and access to the labour market;
5. promote and apply the principles of quality assurance in education and training set out in Annex III when relating higher education and vocational education and training qualifications within national qualifications systems to the European Qualifications Framework; (...)

Definitions

For the purposes of the Recommendation, the definitions which apply are the following:

(...)

(g) “knowledge” means the outcome of the assimilation of information through learning.

Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;

(h) “skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

(i) “competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

EQF Level 8

The learning outcomes relevant to Level 8 are

- knowledge at the most advanced frontier of a field of work or study and at the interface between fields.



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Regulations

Academic Degree

1) In compliance with the provisions of the Ley General de Educación, applicable to Universidad Azteca in Mexico, after passing the examination of the thesis the following academic degrees are conferred by Universidad Azteca:

- Spanish Doctorate: **Doctor Universitario en Estudios de Competencia**, abbreviated „Dr.Univ.“
- Translation as English diploma: Doctor of the University in Competence Studies, abbreviated as “DCS”.

2) The sui-generis degree of Universidad Azteca is legally awarded university academic degree in accordance with Article 59 Ley General de Educación and not a degree awarded with RVOE according to Article 60 of the law.

3) The University excludes any responsibility for the lawful use of the academic degrees or recognition of the studies acc. to Paragraphs 2 outside of Mexico, being regulated by national provisions in third countries, however, the University generally expects the application of multilateral and bilateral agreements and recommendations of UNESCO.

Distance Learning Mode

1) Notification: the International Doctoral Programme is a distance education programme only to be completed by means of electronic media of tele-communications and e-learning directly on the University in Mexico and its international extensions.

2) Mexican study law applies to Universidad Azteca. Place of delivery and court jurisdiction is Mexico City, Mexico.

Universidad Azteca European Programmes

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