

SWOT analysis of the Curricula offered by SEUA

Analysis		Internal origin		External origin	
		STRENGTHS Helpful to achieving the objective	WEAKNESSES Harmful to achieve the objective	OPPORTUNITIES Helpful to achieving the objective	THREATS Harmful to achieve the objective
Course content	Master degree	The competencies correspond with a competencies of curricula of European Higher Education Institutions	The training programs are not correspond with employers' requirements	The possibility of accreditation of educational programs at the national and international level	The limited possibility for inviting leading and foreign experts
	PhD degree	Mandatory peer review of curricula and subject programs	Insufficiently equipped laboratory facilities for curriculum	Expansion of international relations	Leakage of highly qualified young staff
Duration , months	Master degree	The learning process duration for masters correspond with a learning process duration of European Higher Education Institutions	Lack of practice during the learning process	Expansion of international relations using the inter-university agreements	Not enough interest and participation in the implementation and improvement of educational programs by employers
	PhD degree	The optimal period of study	Insufficiently equipped laboratory facilities which can be the cause of prolongation of the thesis defense	Increased demand of occupations in the labor market	The brain drain. The young specialists go away after the thesis defense
Number of credits, ECTS	Master degree	The same ETCS between SEUA and other European Higher Education Institutions	Shortage of some items in the curriculum	Continuous improvement of the conditions for education and training in line with the Bologna requirements	Lack of knowledge of students on Second Language, that may hinder their participation in the International exchange programs
	PhD degree	Years of experience in the educational process by ETCS	The ETCS for PhD are not match with ETCS for PhD in European Higher Education Institutions	The possibility of cooperation with employers on the basis of the signed contracts	Instability of the current labor market negatively affects the demand of training programs

Accreditation on the national level

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Name of institution responsible for the accreditation	National Centre for Professional Education Quality Assurance Foundation (ANQA)
Requested documents for the accreditation	<p>The TLIs intending to apply for institutional audits and/or to submit their programmes to ANQA for validation are advised to submit details of their quality assurance policy and procedures, in advance of their first submission for institutional audit/programme validation. The application should address all matters referred to in Internal Quality Assurance part of this document. It should include a quality assurance manual and such documentation as is required to demonstrate compliance with ANQA requirements, in particular in relation to the experience of the operation of the quality assurance procedures.</p> <p>While evaluating institutional and academic programme effectiveness the expert panel will take the following main documents as a point of departure:</p> <ul style="list-style-type: none"> • Licensing criteria and standards set by the Ministry of Education and Science • Institutional charter • Institutional strategic plan approved by the Governing Board • The self-assessment • Stakeholder feedback
Procedure for the accreditation	<p>According to international good practices, external QA procedures are evolving in three phases:</p> <ul style="list-style-type: none"> • Self-evaluation by the unit undergoing an external QA procedure • On site visit by a group of trained external experts • Decisions based on the results of the first two phases and publication of results
Expected duration for the accreditation process to be completed	The period of accreditation is according with set deadline.

***The HEIRs of RA can have accreditation on national level without Joint Degree