

A Question of Faculty Assessment in Management Education: A Model of Faculty Accreditation

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ABSTRACT

Accreditation is the process of monitoring, assessing and evaluating the standards and quality of the education a student receives at a college, university, or other institution of higher learning. Accreditation provides belief to the students that the education they are paying for is valuable and worthwhile. There are various organisations in India and internationally which accredit institution and their programmes ¹. Faculty profile and their research publications help the institution to get accredited. In India where we have currently 4800 business schools producing over 140,000 management graduates every year (Cygnus, 2010) ². Imagine the number of management faculty who are part of these institutions as facilitators of management education. When the question comes of accreditation, in India there is only one organisation, that is, AIMA, which accredits management faculty for their due service in management ³. The proposal is to facilitate additional dialogue of standards and rigorous evaluation criteria within the context of maintaining high academic contribution by faculty. The faculty is academically qualified, but one also looks at professionally qualified to have overall high quality standards in all the academic components. The accreditation principle lies on the platform that, apart from degree, multiple categories of academic activities and/or outcomes that may support qualification including professional activity, professional development, intellectual contributions, *et al.* are the key to demonstrate the credentials as quality faculty.

This paper emphasises that with the accreditation of institutes and programmes, there is also a strong need of faculty accreditation at a larger level, with other reputable organisations, committees, and competent authority on higher education taking the initiative of accrediting management faculty, which establish and certifies them as a quality teacher in the field of management education. The present paper will elaborate upon the need for accreditation for management faculty. A model will be developed for accrediting management faculty for

Karnataka state. It also looks into procedure and process how the accreditation can be done and the methodology to be followed.

KEYWORDS: Accreditation, Performance Measurements, Evaluation

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INTRODUCTION

There is lot of debate and discussion in improving education system and the delivery of education pedagogy across the globe. All discussions end at one conclusion, that is, if the education system has to be improved, and areas like infrastructure, facilities, library, and faculty in-put need to be addressed.

There are several survey's which speak about ranking of B-Schools based on certain parameters like infrastructure, knowledge delivery, corporate interface, placements, pedagogy approach and others. The ranking is also based on intellectual generation, focusing on paper publication, paper presentation, book published, patents and copyright registered⁴. Even audits are also conducted from time to time to verify standard maintained in these areas. Surveys also focus on facilities available like canteen, recreational facilities, health-care, wi-fi, laptops, apart from industrial visits, corporate guest faculty, soft skills training, student - faculty exchange, tie-up-MOU and so on. Further, when the discussions are focused in area of faculty, focus is on PhD degree, paper presentation, foreign visits, students-faculty ratio, MDP's, formal feedback, apart from post-doctoral work. The most crucial area like "Accreditation of Faculty" is never brought to the table of discussion. If we look at the surveys and ranking of any B-School, there has not been a point of "accreditation" of the faculty as a criterion. When, every other area in education requires accreditation and ISO certification including publications in ISBN and ISSN journals, why then, faculty accreditation is not on the agenda. If NET/SET, M.Phil, and PhD are the requirement to certify faculty has the requisite qualification, including eligibility for consideration as Dean/Director of B-School, then accreditation should be a step further for professional qualification along with academic qualification.

ACCREDITATION: THE PARADOX FOR EXCELLENCE

A laymen's understanding of accreditation is the establishment of the status, legitimacy or appropriateness of an institution, [programme](#) (i.e. composite of modules) or module of study. The Council for Higher Education Accreditation (CHEA, 2001)⁵ describes accreditation as the process of external quality review used in higher education to scrutinise colleges, universities, and higher education programmes for quality assurance and quality improvement. Success of any educational school results in an accredited institution and/or programme. The Higher Education Funding Council for England (HEFCE 2010)⁶ has a narrower definition; that is, accreditation is the approval of a higher education course by an authorised body. Chernay's (1990)⁷ definition is rather more specific: accreditation assures the educational community, the general public, and

other agencies or organisations that an institution or programme: (a) has clearly defined educationally appropriate objectives, (b) maintains conditions under which their achievement can reasonably be expected, (c) is in fact accomplishing them substantially, and (d) can be expected to continue to do so. Similarly, the Universal Council for Online Education Accreditation (2003)⁸ states that accreditation is a system or process for providing public confidence and a tool for improvement used by educational institutions. It promises a basic level of quality in an educational institution through a process that examines a school's faculty, course content, recruiting practices, admission procedures, and more. The purpose of accreditation is to ensure quality education programmes through the use of standards and rigorous evaluation criteria; to stimulate institutions toward higher levels of quality and efficiency; and to provide a system for public trust and accountability. UK universities, for example, prioritise professional accreditation, which states that it is a process of certifying the quality and standards of educational provision carried out by institutions, and judging the suitability of provision in institutions for conferring professional status on the holders of degree qualifications from those institutions (UMIST, 2001).⁹

IMPORTANCE OF ACCREDITATION

Accreditation is the tool to evaluate the standards and quality of the education a student receives at a college, university, or other institution of higher learning¹⁰. Due to the process of accreditation, students and families can trust that the education they are paying for is valuable and worthwhile. Accreditation speaks about one's reputation and highest discipline in academic field. While a student who attends an accredited college or university is well on his or her way to receive a quality education, students should remember that a college or university's accreditation does not automatically guarantee a student's success. It is up to the individual student to make the most out of the education he or she is receiving. But if many students attending a college or university are not successful and do not demonstrate a high level of educational performance, an accreditation organisation may need to step in to examine the effectiveness of the institution and evaluate what aspects can be improved. In fact, if one divides equally the stake-holders in providing the quality education deliverables, then faculty forms the major percentage in this segment. All the knowledge workers (faculty) have to leverage learning curve and intellectual capital for growth. This only is possible with quality inputs by faculty.¹¹

THE STAKE HOLDERS ADVANTAGE

As a student: Accreditation provides assurance that the programme in which you are enrolled or are considering enrolling is engaged in continuous review and improvement of its quality, that it meets nationally endorsed standards in the profession, and that it is accountable for achieving what it sets out to do.

As a faculty member: Accreditation provides a formal process for ongoing evaluation and improvement of the programme and faculty development outcomes, a process by which faculty, students and administration can work together in advancing the educational institution's mission.

As a management teacher: Accreditation provides a forum in which educators and practitioners of management can exchange ideas on future needs of the profession and ways in which to best address these needs in professional education and training.

As a member of the public: Accreditation ensures public accountability of a programme or an institution -- that it has the means and demonstrates the outcomes for its educational process that are consistent with its goals and objectives (American Psychological Association, 2010).¹²

GAP ANALYSIS

In India where we have currently 4800 business schools producing over 140,000 management graduates every year (Cygnus), and imagine the number of management faculty who are part of these institutions and facilitators of management education. They become a very important parameter when an institution is accredited, but then what about their recognition as a management faculty. This is where researchers felt that there is a need, that some more organisations like AIMA or a similar competent authority in Higher Education should initiative recognising management faculty by adopting a procedure and analysing them on certain parameters which evaluates them for their expertise in management teaching, thus, confirming an accredited professional status.

Further, such recognised faculty can add more value to the institutions when they are getting accredited. And this is where accreditation of faculty will recognise their ability to provide quality education as this is the area where Indian institutes are struggling. It is also proposed that the institutes should also get extra weightage during accreditation by NBA/NAAC or other international bodies for having more number of accredited teachers in their schools/departments. This accreditation of management faculty should be recognised in India and worldwide as an honoured award to faculty credit. Infact, the ranking agencies and the NBA/NAAC should stress high points/scores on accredited teachers certification while grading/ranking the B-Schools.

PRESENT PRACTICES OF ACCREDITATION

There are various ways through which accreditation is done, and areas include Institution, Programmes, Academic environment, Student Development, Faculty Development and Pedagogy/Pedagogical tools, and the like. The quality is accredited by recognised institutes like NAAC or NBA. NAAC accredits institutions of higher education in the country and NBA provides accreditation to the technical colleges under AICTE, apart from the international accreditation agencies that award accreditation for professional programmes and academic units in particular fields of study.¹³

FACULTY ACCREDITATION

Business schools imparting quality education can only excel and produce competent future managers who can take on challenges to perform in the changing business environment. Quality management education is measured by accreditation bodies and it is true that differentiating factor for a good management institute is only the quality faculty reflected in the holistic development of students. It is absolutely essential for any management institute to be abreast of the happenings in the present business environment, and quality faculties are the drivers for it. Infact, most of the B-Schools are driven by well qualified-well trained faculty, who go beyond their academic qualification and reflect professional qualification.

Therefore, the 3 most essential principles for faculty accreditation include:

- Un-questionable integrity for academic excellence
- Quality academic contribution with continuous improvement,
- To match the delivery and set patterns to benchmark the Foreign University

NEED FOR FACULTY ACCREDITATION

Seriously there is a need for accreditation of the faculty in the education sector. Accreditation is the professional status awarded to the faculty for exceeding the stated standards in academic performance. This accreditation specifies that, in addition to Masters and Doctorate; you are certified and an accredited teacher in your area of expertise. Now look at the other side, there could be less assurance that, faculty with masters and doctorates need not necessarily be best

teachers. Moreover, there are examples and instances proving the existence of a best teacher without a formal Doctorate Degree. In light of this observation, accreditation of teachers with specially designed process of evaluating the educational and research contribution of faculty to the educational field, especially management teacher is the need of the hour. Apart from academically qualified, one should be professionally qualified. Infact, while looking at Dean/Director level, faculty accreditation should be one criteria for shortlisting the candidates for the position, per se.

Apart from AIMA, there is no other organisation which has this formal system and process of faculty accreditation in India. The need is high, and with a fool proof system and procedure, India will have the best of best management teachers through accreditation certification.

Thus, when we say faculty accreditation, we necessarily mean:

- Exceeding stated standards of quality performance in academics and other related academic areas.
- Production of intellectual contributions and professional development.
- The need for maintaining academic qualification and also professional qualification.
- Upon entering at very senior leadership roles and higher levels in academics (Dean/Director), an accredited teacher on the resume will stand out more to the employer than one of questionable integrity.

MODEL OF FACULTY ACCREDITATION

The standing of faculty academic credentials is evaluated through NET/SET, PhD, publications, *et al.* A step further should be the accreditation of faculty for eligibility for higher positions in the academic field. Faculty should be seen as somebody involved in the overall development of the students, institution as well as the community. They are the change agents in any society. Therefore, evaluating faculty for accreditation should be holistic considering their contribution in all the areas, which effect economic development of the nation.

The holistic approach of faculty accreditation should comprise mainly of four areas:

Teaching → Discovery → Services → Knowledge Intergration
(arrow getting deleted) kindly insert the arrow after Teaching

Faculty for accreditation process will be judged in each of these four areas (within the context of superior accomplishment).

- a. A record of superior accomplishment in the scholarship of TEACHING should contain clear and compelling evidence related to academic development: (i) instruction; and (ii) student development and learning, which may include teaching, best practices adopted, course development or introduction, case development, monograph and the publication of text books.
- b. A record of superior accomplishment in the scholarship of DISCOVERY should contain clear and compelling evidence related to: (i) scholarly works (objective, subjective, and/or artistic); and (ii) scholarly activities (new knowledge and research). This may also include publications, project and Ph.D guidance, member of advisory board of journals, reviewers of papers, patents, copyrights, editor of professional journals, editorial review board member, associate editor, and others.
- c. A record of superior accomplishment in the scholarship of KNOWLEDGE INTEGRATION should contain clear and compelling evidence related to: (i) curricular development, including placing the nominee's discipline in larger interdisciplinary and cross-disciplinary contexts; and (ii) meaningful connections between a nominee's discovery and teaching. This may include collaborative work by nominee for consultancy, corporate networking or board member and international visiting assignments, collaborations, post doctoral work, advisory board on international journals and other such assignments.
- d. A record of superior accomplishment in the scholarship of SERVICE should contain clear and compelling evidence related to: the application of knowledge and expertise in the broader contexts of (i) institution; (ii)

community/society; and (iii) professional service. This may include administration responsibility and positions held, member of any functional committee of the institute and other academic excellence areas like fellowships, associateships, awards/scholarships, certifications, membership to professional bodies, international conferences held, instituting a 'Chair', andso on.

THE MODEL: A PROPOSED SYSTEM

A fool proof procedure and system should be in place. Based upon holistic approach of faculty accreditation, a model has been proposed here for accreditation of management faculty in Karnataka state.

A nominee's record of superior accomplishment must demonstrate clear and compelling evidence of the nature, level, and/or degree of a nominee's: (i) involvement/ participation; (ii) effectiveness/success; (iii) impact/achievement; and (iv) recognition/ acknowledgement in the areas of teaching, discovery, knowledge integration, and service. The nature, level, and/or degree of this evidence must also be reflective of his/her institution's type/mission.

ELIGIBILITY

All those faculty/teacher, which are part of teaching in management schools, with PhD from the recognised university, are eligible for the Professional Accreditation Teacher (PAT) certification. Further, a teaching experience of 5 years at PG level should be mandatory. Teaching at PG level should be counted as experience or equally with corporate experience at middle management level.

The assessment criteria scale and sub parameter could be designed as specified below:

Table 1: Professional Accreditation Teacher (PAT) Model

Sl No.	Area	Sub Area/Measures	Initiatives	Points obtained
1	Academic Development 300 points	1.1. Teaching Best Practices adopted (150) 1.2. Course Development/Introduction(40) 1.3. Case development(40) 1.4. Monographs(20) 1.5. Text books(30) 1.6. Executive Education(20)		
2	Administration and positions 50 points	2.1. Responsibility held(15) 2.2. Position held(10) 2.3. Committees(10) 2.4. Board Member(10) 2.5. Support in Instituting a Chair of Excellence (5)		
3	Intellectual Contribution 200 points	3.1. Research Publication(50) 3.2. Projects(40) 3.3. PhD guidance(30) 3.4. PhD Awarded(25) 3.5. Advisory Board on Journals, including Editor(15) 3.6. Reviewers of papers(10) 3.7. Patents and copyrights(20) 3.8. Working papers(10)		
4	MOU/Collaboration, and Consultancy 100 points	4.1. Consultancy(20) 4.2. Corporate network(10) 4.3. Training held in academics(20) 4.4. Training held for corporate(10)		

		4.5. Industry based projects(10) 4.6. Academic Area projects(30)		
5	International Assignment and Network 150 points	5.1. Visiting Assignments(30) 5.2. Collaboration(20) 5.3. Post-Doctoral(40) 5.4. Fellowship(20) 5.5. Scholarship(10) 5.6. Conference and Workshops organised(30)		
6	Social Responsibility towards Nation 100 points	6.1. Association with NGO's(20) 6.2. Social impact projects(30) 6.3. Work at School level(30) 6.4. Economic Development Activity(20)		
7	Other Academic Excellence areas 100 points	6.1. Associateships(15) 6.2. National. State Awards(35) 6.3. Certifications(20) 6.4. Membership to Professionals Bodies(10) 6.5. Positions in any Organisation (10) 6.6. Cultural/ Sports promotion(10)		

The minimum points to get through qualifying preliminary stage to next stage could be 50% of the maximum marks (1000) based upon the review of nomination application filed by the nominee for the award of accreditation (**as per Table 1**).

SELECTION PROCESS

High level committees should be part of the selection process. In India, the stake holders for management education are UGC, AICTE, NBA, NACC, and local affiliated University, including deemed and autonomous. The committee may have representatives and experts from these councils. On macro thinking, representatives from National/ State, Knowledge Council/

Commission, Council for higher council, State Innovative Council, IIM, IIT, AIU, National Mission on Education, National Institute of Advanced Studies, AIMA, Local Management Association, NASCCOM, NHRD, AIMS-Association of Indian Management Schools, National Labour Institute, IIAS, and University Representatives also form part of the selection team/Board. Further, a call can also be taken from corporate houses that have done significant/ noteworthy academic work which includes Infosys Leadership Institutes, WIPRO, et al. There could also be International Faculty team / panel.

The selection process shall comprise of two major stages:

Stage 1: Peer Review Process: The eligible candidates are short listed based on the parameter as defined in Table 1 by a peer review panel, comprising of independent reviewers selected from the above mentioned high level committee.

Peer reviewers will select the nominees for second stage after the blind review by:

- Considering nominees' accomplishments within the context of the filed application by the nominee (The total points 501+ onwards.).
- Reviewers use criteria from nomination guidelines as basis for evaluation; beyond these criteria, use their discretion in distinguishing between nominees.

Stage 2: Final Review Process: This stage should comprise of two processes, which includes presentation and interview.

I. Presentation

There could be 20 minute presentations on the subject of expertise by the candidate. The presentation could focus on the specialisation in which the candidate wishes to get accredited, and the maximum points assigned are 50.

II. Interview

An interview with the panel of experts, chaired by a chair person and composed of members of academic community, leaders of business community and government chosen from the above mentioned high level committee. The panel of experts should reflect the specialisation of the person for meaningful interaction and engagement discussion. This could be for 20 minutes leading to the final selection for accreditation, and the maximum points assigned are 50.

ACCREDITED TEACHER

The Committee/Council/ Panel would decide on the number of accreditation each year that it would be awarding. Amongst the shortlisted candidates, after going through both the steps of selection, a list would be put up amongst the top candidates based on the decided number of accreditation to be given for faculty each year. Total consolidate marks obtained in all the steps will be the final count for Professional Accreditation Teacher– PAT certification. Once it is certified, it holds recognition as long as the individual feels the need to have re- accreditation. Otherwise, the process should be held once and the certificate with” No expiry” date.

While awarding, the criteria could be finalised based on the percentage of points secured/ gained/obtained:

<u>Category</u>	<u>Percentage</u>	<u>Final certification</u>
Best in Class	91-100%	High Honours
Excellent	80-90%	A- Distinction
Above Average	60-79%	B- Distinction
Average	40-59%	A-Merit
Poor	20-39%	B-Merit
Zero based	00-19%	C-Merit

POST ACCREDITATION UTILITY

Accreditation of faculty is to certify the person’s quality and standard of knowledge, in line with PCMM Model that is visible in the corporate world. PCMM speaks about the People Capacity Maturity Model required by a person at each stage of work and position to deliver work.

The accredited faculty is eligible and preference may be given to be part of several academic excellence areas, like:

- 1) Member of Board of Studies and Board of Examiners
- 2) Member, Paper steers for different courses

- 3) Eligible to guide Project work of MBA
- 4) Eligible to get grants and research funding from University
- 5) Eligible to be part of Board/Member/knowledge commission or any other state level board
- 6) Eligible to be part of member, LIC Committee of university, any other ad-hoc committee
- 7) Corporate may call accreditation teachers for offerings of MDP, Consultancy, and design of training tools and programmes

DIRECTORY

A directory may be published as part of database. Since, UGC is planning to have a directory of eligible persons as database for “VC” position, on similar lines, a database of accredited teacher certification may be formulated, and called Professional Accredited Teacher - PAT certification.

FEES

Nominal fees may be charged for the entire process. The expenses incurred in terms of processing application form, directory publication, certification of accreditation, posting on website, and so on will be part of charges. There could be an annual international conference in the area of management education of alumina of PAT, with wide held discussions, *per se*.

END NOTE: QUALITY OF FACULTY - A BIG TASK

Over the years, with several students opting for management education, the number is expected to increase further in the coming years. Acknowledging the importance of B-Schools in shaping-up management professionals for the Indian Inc, it is vital to look at high quality of faculty. The very objective of setting the entire process of accreditation is to focus on high standards and quality output of faculty. An accreditation is a step towards ensuring ongoing academic excellence and professional status of faculty, *per se*. The face value of accreditation globally can also increase the brand equity of the person, in terms of international visibility.

Since, NET, PhD, paper publication in ISBN / ISSN, are part of continuous evaluation of faculty work in India, accreditation is an attempt in this regard. Accreditation will signify the brand equity of the person in the academic field. Since, accreditation certification is part of most academic institutes elsewhere, one needs to look at this process as another attempt to prove the

academic credentials of the professionally qualified faculty. Infact, all the higher positions in academic institutes should stress the requirement of accredited certification.

FUTURE SCOPE OF RESEARCH

The present model is given for the recognition of management faculty in the Karnataka state. The same model when successfully implemented in Karnataka can also be replicated at all India level in various states.

END NOTES

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