



## Clarification of Research Procedures at GMBS

This document presents a summary of the measures already implemented within the internal quality assurance system at Global Management Business School (GMBS) and serves as a detailed orientation for the MFHEA/Panel regarding the organization, management, and evaluation of research activities.

### 1. Definition and Strategic Framework of Creative Activity

Creative activity at GMBS is defined as stated in [IQAS Article 113](#), paragraph 3, as scientific and research activity, development activity, artistic activity, or other creative activity relevant to the fulfillment of the school's mission, particularly in relation to the objectives and outcomes of education. As specified in IQAS Article 114, this activity is demonstrated through the most significant outputs of lecturers, PhD students, and other creative staff. The strategic objectives and measures to achieve them are further detailed in the "GMBS Long-Term Plan", as mentioned in Chapter 3 of the [Quality Manual](#).

### 2. Process Management and Process Cards

The internal quality system at GMBS is process-driven, with all activities characterized by their inputs, outputs, and responsibilities. According to Chapter 4.4.1 of the Quality Manual, the process model identifies main, managerial, and ancillary categories.

- **Process Card (PC):** As defined in the Terms and Abbreviations of the Quality Manual, a PC is a document characterizing a particular process; if a procedure is uniform for the whole system, the PC refers to an organizational directive.
- **[PC 02 – Scientific and Research Activities:](#)** This is the primary internal organizational standard for planning and implementing research.
- **[PC 13 – Staff Quality:](#)** As specified in this Process Card, the school manages the recruitment, development, and evaluation of researchers.
- **[PC 15 – Improvement of IQMS:](#)** This card sets out the procedures for measurement, analysis, and continuous improvement of the system.

### 3. Organization and Responsibilities

The management of research is hierarchically structured to ensure accountability:

- **Vice-Rector for Quality, Accreditation, and Development:** As stated in Chapter 5.3.2 of the Quality Manual, this person is responsible for identifying, establishing, and improving quality management processes.
- **Vice-Rector for Science, Research, and Education:** As specified in IQAS Article 116, this person is the "Assessor" responsible for creative activities at the workplace. As stated in IQAS Article



121, they elaborate the Concept of Development of Science and Research, manage the project database, and organize professional events.

- Scientific Council: As described in IQAS Article 119, the council discusses the results of the evaluation of creative activities and approves the Concept of Development.
- Heads of Departments: As stated in IQAS Article 121, they manage the involvement of members in research areas to ensure sufficient performance at the workplace level.

#### **4. Linking Research Activities with the Teaching Process**

GMBS ensures that research is not isolated from education. As stated in IQAS Article 115, lecturers must transfer and implement their new scientific knowledge and results into the teaching process.

- Qualification Alignment: As specified in IQAS Article 121, the level of creative activity must match the degree of the study programme: at least an internationally significant level for advanced postgraduate degrees, an internationally recognized level for master's degrees, and a nationally recognized level for undergraduate degrees.
- Final Theses: As stated in Chapter 7.1.2 of the Quality Manual, persons supervising final theses must carry out active creative or practical activity at a level corresponding to the degree of the study programme.
- Curricular Link: As specified in Chapter 8.1.1 of the Quality Manual, there must be a clear link between education and creative activities, with the focus of the research matching the learning outcomes.

#### **5. Evaluation Methodology and Quality Levels (A+ to C)**

The quality of outputs is assessed holistically based on three pillars. As stated in IQAS Article 117, paragraph 2, the assessment evaluates originality, rigour, and impact.

- Originality: The extent to which the output makes a significant contribution to knowledge.
- Rigour: The degree of intellectual coherence and the use of robust methodologies.
- Impact: The beneficial effect on the external environment, students, and educational activities.

**As specified in IQAS Article 117, paragraph 7**, outputs are classified into levels:

- A+ (International excellence): Weights 5; threshold 4.20.
- A (Significant international level): Weights 4; threshold 3.20.
- A- (Internationally recognized level): Weights 3; threshold 2.50.
- B (Nationally recognized level): Weights 2; threshold 1.50.
- C (Poor quality/unclassified): Weights 1; score less than 1.50.

#### **6. Monitoring, Reporting, and Indicators**

Monitoring is continuous and documented through specific forms.



- Form D (Evaluation of Scientific and Research Activities): As stated in Chapter 9.1.2 of the Quality Manual, this form is processed by the head of department and the Vice-Rector for Science as a basis for evaluating study programmes.
- Employee Activity Plan (Form F PC13/01-01): As specified in Chapter 7.1.2, this form is used for the annual planning and evaluation of a lecturer's publishing, research, and pedagogical activities.
- Indicators: As stated in IQAS Article 120 IQAS, the school monitors the number of publications in Web of Science/Scopus, the amount of grant funding, mobility, awards, and student involvement in research.
- Scientific and Research Activity Report: As specified in IQAS Article 119, the monitoring results are summarized in this report, which is sent to the Academic Senate, Scientific Council, and Quality Board.

### **7. Support and Editorial Activities**

GMBS provides the necessary resources for high-quality research. As stated in IQAS Article 121, the school provides working space, equipment, and financial support for cutting-edge publications and patents.

- Editorial Board: As specified in Chapter 8.1.3 of the Quality Manual, the board coordinates activities through the Editorial Plan and is responsible for the professional quality of textbooks and monographs.
- Peer Review: As stated in Chapter 8.1.3, every work must be reviewed by at least two independent reviewers, with at least one being from outside GMBS.

### **8. Analogy for understanding:**

The research system at GMBS works like a high-performance engine. The Process Cards are the technical blueprints that ensure every part moves in sync. The evaluation levels (A+ to C) act as the dashboard, monitoring the engine's power and efficiency. The transfer of knowledge to teaching is the transmission, ensuring that the power generated by research is directly converted into the forward motion of the students' education. The Scientific Council and Vice-Rectors serve as the maintenance crew, regularly checking the Reports and Form D to ensure the engine remains at peak performance.

Through this system, GMBS ensures that research activities are structured, measurable, continuously monitored, and effectively integrated into teaching, thereby guaranteeing academic relevance, quality assurance, and sustainable development of research capacity.