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# QS World University Rankings - previous methodology

8 months ago · Updated

This page refers to the QS World University Rankings for the 2023 edition and earlier.

The set of indicators for our World University Ranking and their weights are shown below, linking to their fuller descriptions in our [methods section](#).

<a href="#">Academic Reputation</a>	40%
<a href="#">Employer Reputation</a>	10%
<a href="#">Faculty Student Ratio</a>	20%
<a href="#">Citations per Faculty</a>	20%
<a href="#">International Faculty Ratio</a>	5%
<a href="#">International Student Ratio</a>	5%

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To be eligible for this ranking, institutions must fulfil our [Eligibility Criteria](#).

Then, to be analysed by each rankings indicators, an institution should meet the following four criteria.

1	Regional Bar	If an institution is eligible to appear in any of our <a href="#">regional rankings</a> , it must demonstrate performance in the Top 50% of that regional ranking before being considered for the World University Ranking.
2	New Entrants	A new entrant should be in the global Top 30% in academic reputation.
3	Paper Threshold	For the QS World University Rankings, an institution should have at least 100 papers indexed by Scopus and published over a 5-year window. Only papers of relevant paper types and after affiliation cap is applied are considered.
4	Small Size	<p>If an institution is of <a href="#">small size</a> (fewer than 5,000 students), then we look at the performance in Academic Reputation, Employer reputation and Citations per Faculty. More specifically, we need at least one of following conditions to be met for the last few editions:</p> <ul style="list-style-type: none"><li>• to be in the top 1,000 by all the indicators in the triple</li><li>• to be in the top 900 by all indicator pairs in the triple</li><li>• to be in the top 800 by any indicator in the triple</li></ul>

Note that "being analysed" does not necessarily mean "being published" (see [Inclusion Criteria](#)).

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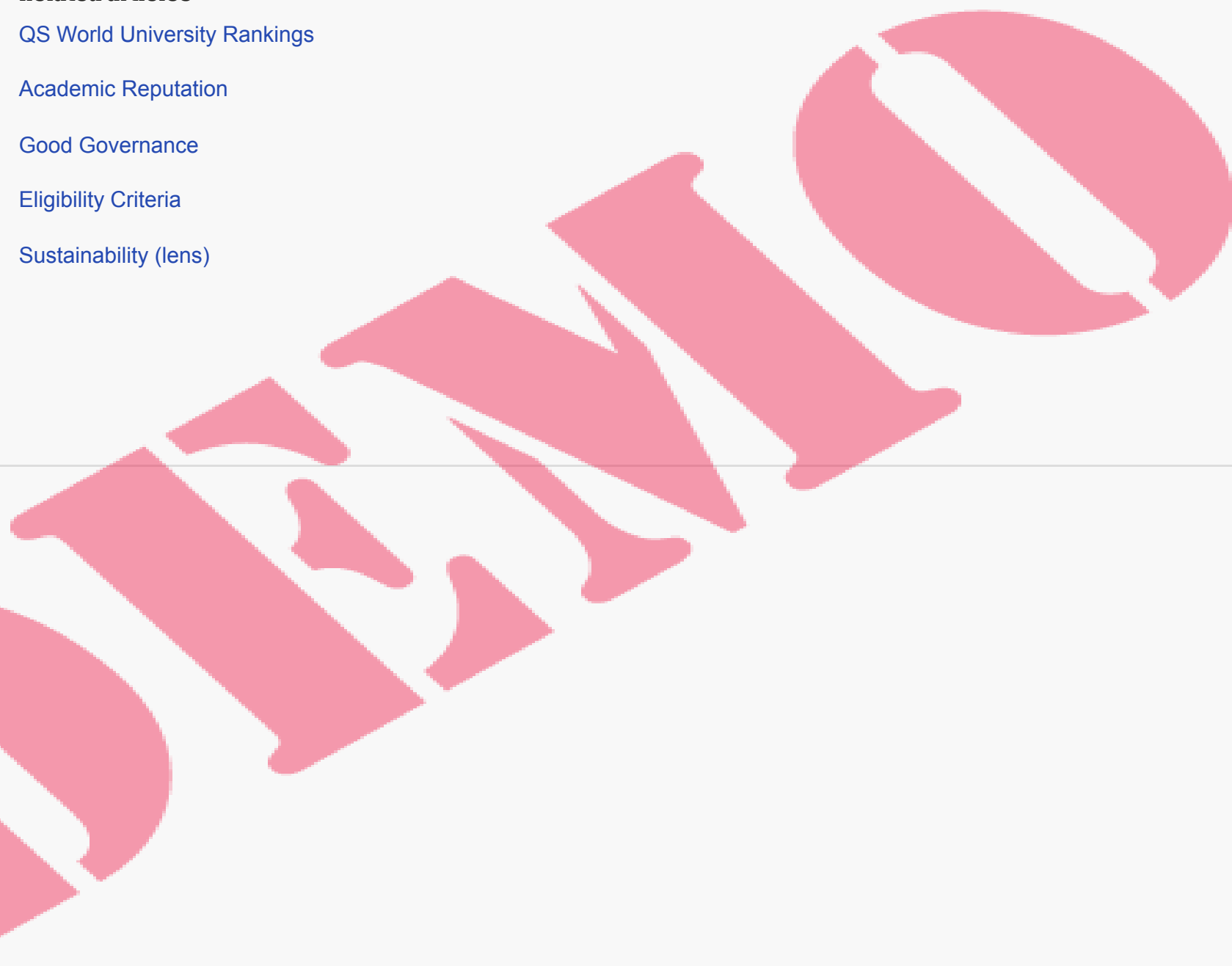
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# Business Rankings: Graduate Employment Rate

2 years ago · Updated

This indicator is the percentage of the graduating class who are under employment after the following periods of time, as required by MBA CSEA.

- For MBA programs: 3 months after graduation
- For business masters: 6 months after graduation

The data is collected from institutions on an annual basis and the reporting period is July to June of the previous academic year a

The data must be submitted to the [MBACSEA standards](#).

The data is [normalized by z-scores](#).

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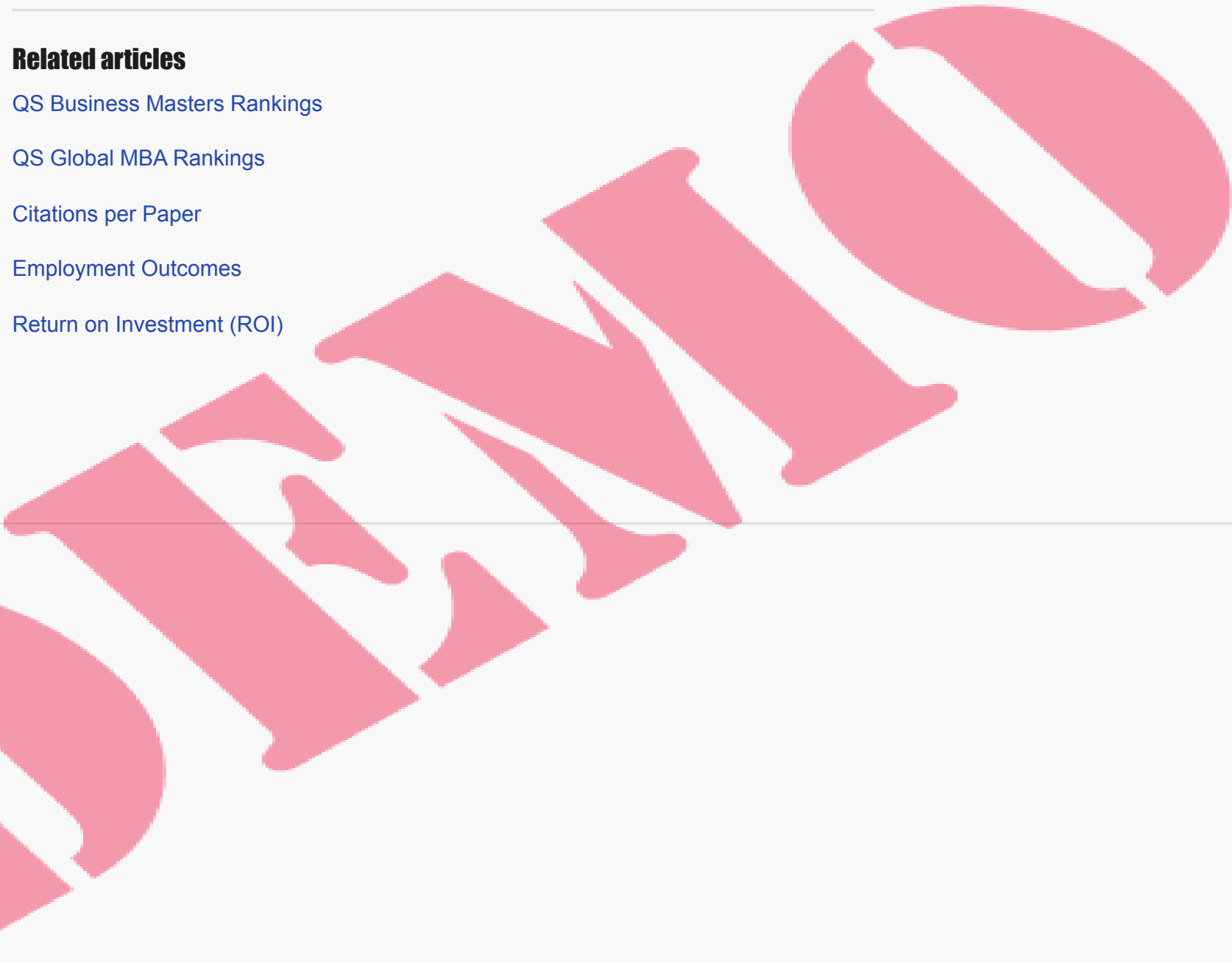
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# Environmental Impact

1 year ago · Updated

Three performance lenses representing different aspects of performance around environmental concerns.

Click below to explore:

Performance Lens	Weight (Of the lens / Overall)
<a href="#">Sustainable Institutions</a>	35% / 17.5%
<a href="#">Sustainable Education</a>	40% / 20%
<a href="#">Sustainable Research</a>	25% / 12.5%

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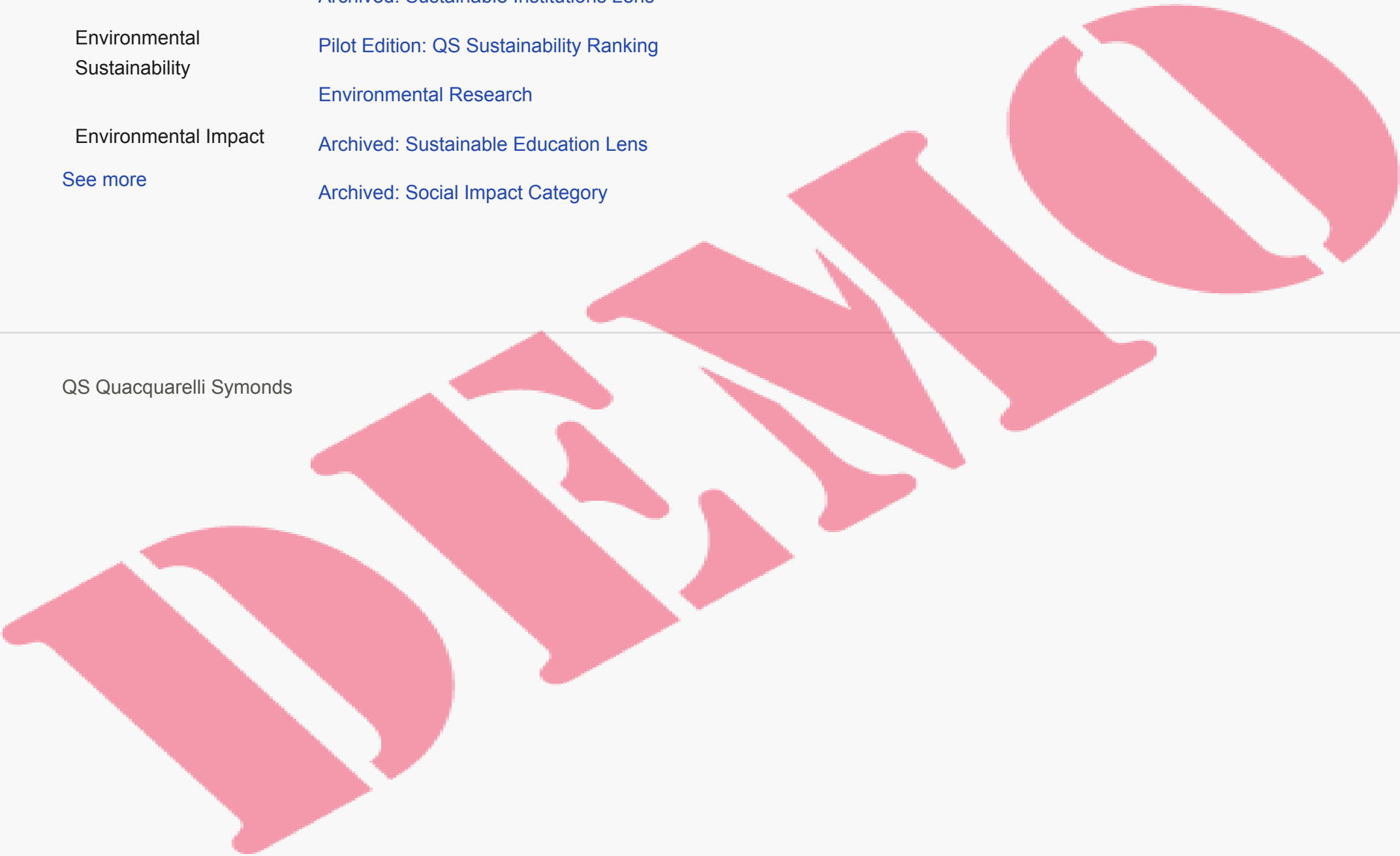
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# University Leadership Team

7 months ago · Updated

The executive leader of the university plus the highest level of university management. To draw parallels from the corporate world, it is the 'C-Suite' - e.g. the CEO, COO, CFO, COO and so forth. The important point is that these individuals report into the executive manager of the university. In our experience, the total headcount for 'leadership' would not much exceed 10 people.

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# Partnering with Industry Bodies

1 year ago · Updated

## Context

This indicator assesses engagement with the sector. It measures the activity and participation of lecturers and the department through governmental trade/policy advisory, participation in international trade missions, contribution to trade policy/research, sitting on established trade body/advisory board and direct trade industry engagement/work.

## Source of Data

Institution to submit data via the International Trade Survey/marketing collateral for programs. QS to verify data through desk-based research.

## Data Collection

Collection of data on collaboration in government working papers, industry trade membership, participation in wider/sector initiatives/studies, and link to evidence.

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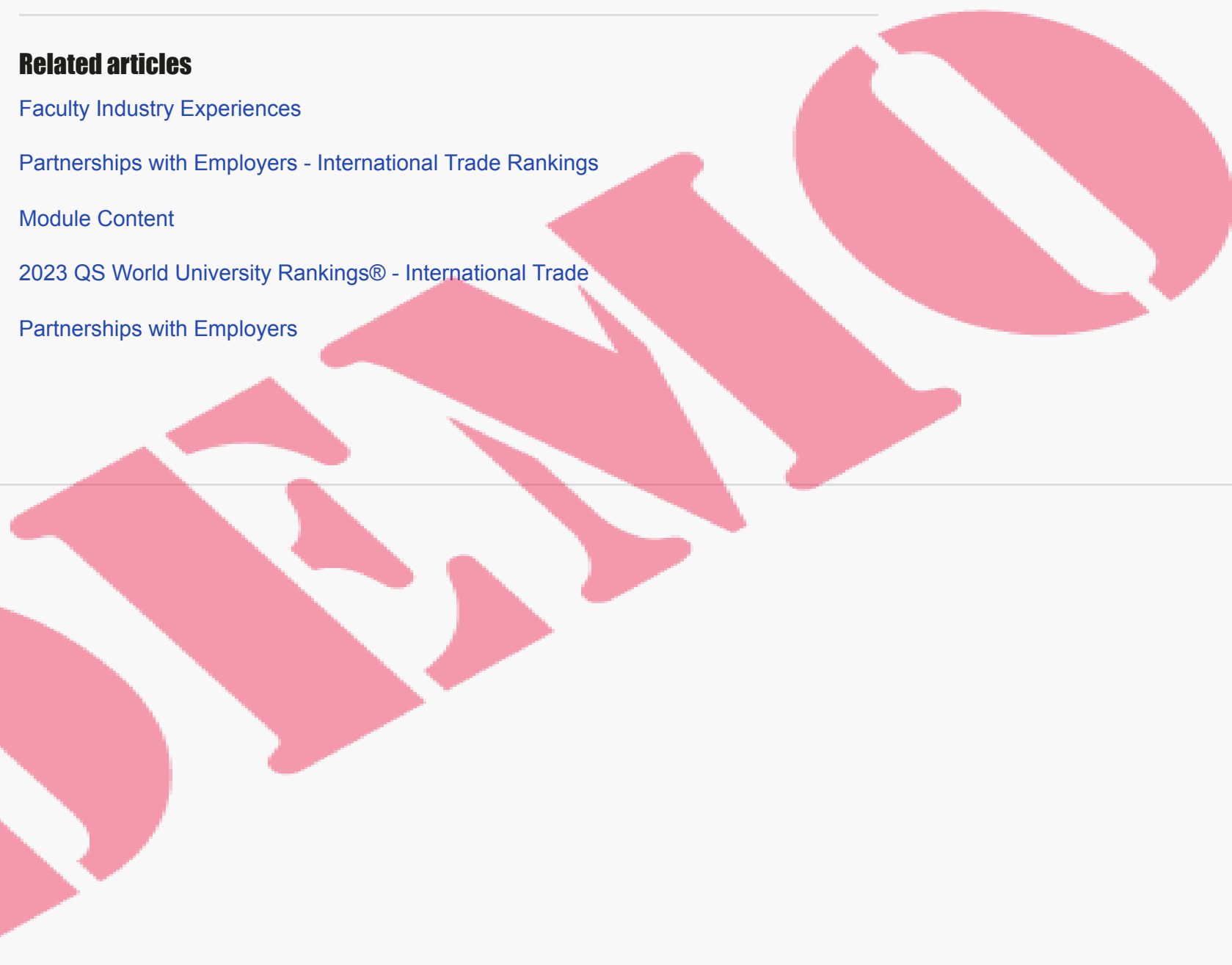
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# Inbound and Outbound Exchange Students

5 months ago · Updated

## Context:

This lens aims to show which institutions are both receiving and sending exchange students. Student exchange is an important part of the international student experience, and in some cases, the option to do so is an expectation as part of world-class study. It indicates the openness of the institution and its ability of the institution to attract students from other universities, but also its reputation that other institutions wish to invite its students to theirs.

## Definitions:

Inbound and Outbound exchange students are defined as:

*Inbound:*

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students registered at a foreign university that attend your institution on international exchange programs for at least one semester during the annual reporting period.

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*Outbound:*

students registered at your university that attend a foreign university on an international exchange program for at least one semester during the annual reporting period.

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### Criteria

- Exchange programs that award credits but are less than one semester in duration are to be excluded.
- The exchange must be academic in nature and acknowledged by a formal agreement between the two Higher Education Providers.
- The international exchange programme must be between universities, NOT between a university and a company OR corporation OR a university with its international/offshore campus.

### Analysis:

The total (FTE) of inbound or outbound exchange students as proportion of the overall student (FTE) count.

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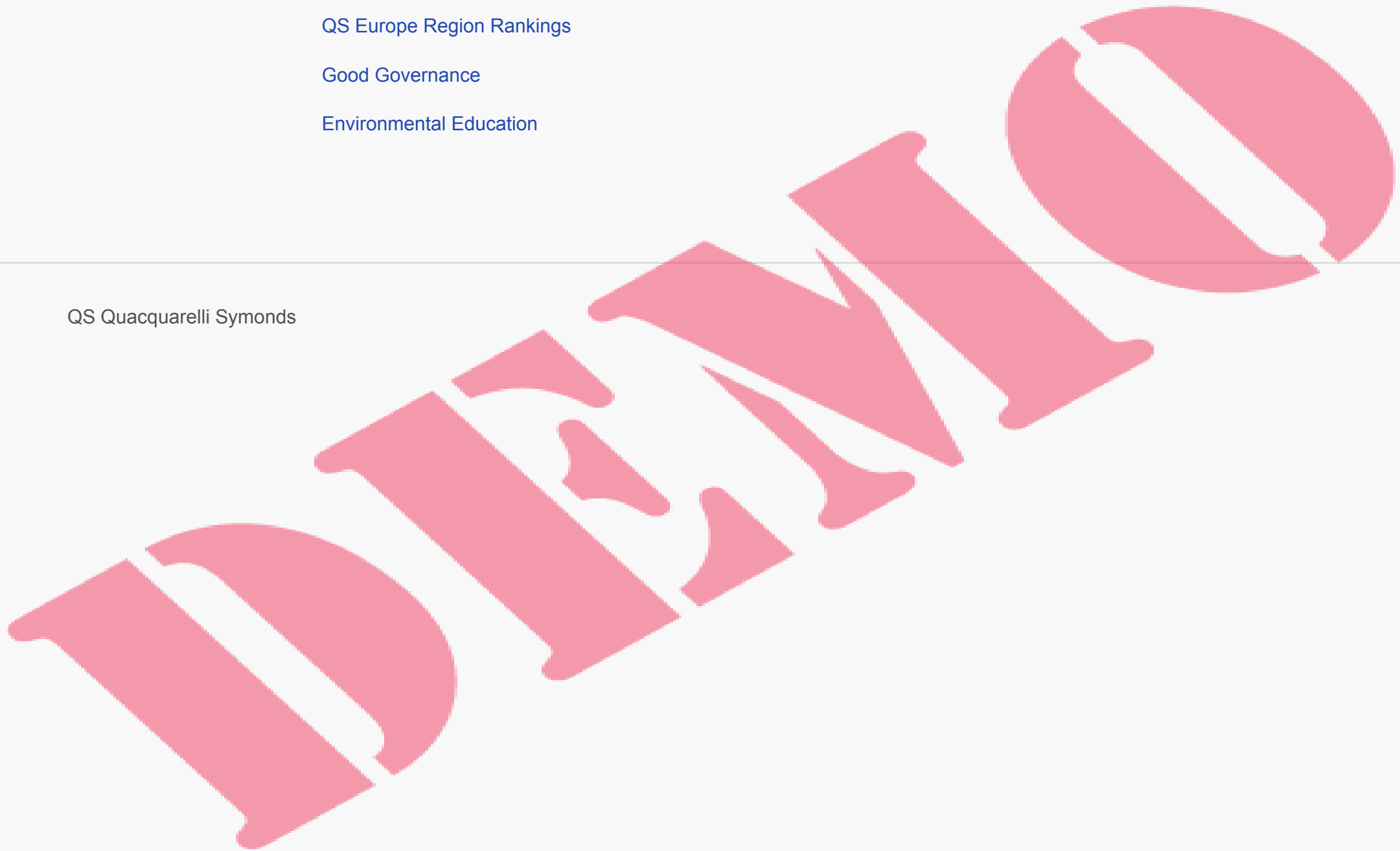
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# Return on Investment (ROI)

9 months ago · Updated

This indicator is designed to show which business schools are providing strong value for money to their students. We look at a 10-year return on investment, comparing average 10-year post-graduation salaries against the average cost of investment in obtaining their Graduate Management Education (GME).

**Average 10-year post-graduation salary** is estimated using the average post-graduation first-year salary provided by schools (or country-level averages based on our Employer Survey responses) and the following factors of salary acceleration over the next 10 years (on the top of a natural increase per annum):

- How prestigious a business school is, according to the QS Employer Survey.
- A maximum of a 7% boost is applied for schools with a score of 100 in our Employer Reputation metric. This boost decreases in tandem with the ER score.
- If a business school provides some extra opportunities for students that may positively influence the salary in the first years of work (e.g. internships or international trips, as per data submitted by schools)

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- 1% boost is applied for each additional service. These are: 1) internships and 2) international trips.
- How many graduates set up their own companies after graduation, as per data submitted by schools (this is to account for the slower, but potentially much higher return for those starting a business)
  - A maximum of 5% if more than 20% of the graduating class have started their own business within 3 months of graduation for MBA students.

**Average cost of investment** covers the following components:

- Tuition fee of the GME program, as per data submitted by schools
- Cost of living in the city where the school is located, calculated using data from Numbeo.com, in USD.
  - Example: <https://www.numbeo.com/cost-of-living/in/London>
    - Transport - Monthly pass x 12 = \$2,267
    - Utilities - Basic x 12 = \$3,478
    - Utilities - Internet x 12 = \$426
    - Averaged Rent for a 1 bedroom apartment
      - City Centre x 12 = \$25,812
      - Out of City Centre x 12 = \$18,675
    - $\$25,812 + \$18,675 / 2 = \$22,244$
    - Food prices per day is calculated using a list from Numbeo: <https://www.numbeo.com/food-prices/in/London>
      - Western Food price is calculated daily =  $\$8.12 \times 365 = \$2,964$
      - Asian Food price is calculated =  $\$6.38 \times 365 = \$2,329$
    - $\$2,964 + \$2,329 / 2 = \$2,646$
    - $\$2,267 + \$3,478 + \$426 + \$22,244 + \$2,646 = \$31,061$  Annual Estimate for London, UK.
  - Forgone salary (opportunity cost) based on the average salary before enrollment and length of study, as per data submitted by schools (for MBA) and using



approximations based on several factors on such as course length, tax and salary (for Business Masters).

We sum ten years of salary uplift and then deduct the cost of investment (including foregone salary). This dollar amount is then z-scored and put on a scale of 20-100 to create a final score.

Data definitions:

Tuition Fees	The total fee required for the tuition. Other miscellaneous fees are not included.
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# Citations per Paper

7 months ago · Updated

This is a proxy of the impact and quality of the scientific work done by institutions, on average per publication. Citations per Paper is used in our University Rankings by Region ([Arab Region](#), [Latin America](#), [Asia](#), [Europe](#)), as well as in our [Subject Rankings](#).

In University Rankings by Region, a minimum of 100 papers is required to be evaluated in the Citations per Paper indicator. This is applied to eliminate anomalous low numbers of papers from overly benefiting small institutions. Also, there are paper thresholds per subject in our [Subject Rankings](#).

Both citations and papers are processed within [our regular procedures](#), excluding faculty area normalization in Subject Rankings.

Additionally, in Subject Rankings citations yielded by papers published in niche journals (with only one [ASJC code](#) attributed by Elsevier) carry extra (double) weight. On the top of that, institutions with low paper counts have reduced citation count on a sliding scale up to 10 times the paper threshold for a specific subject.

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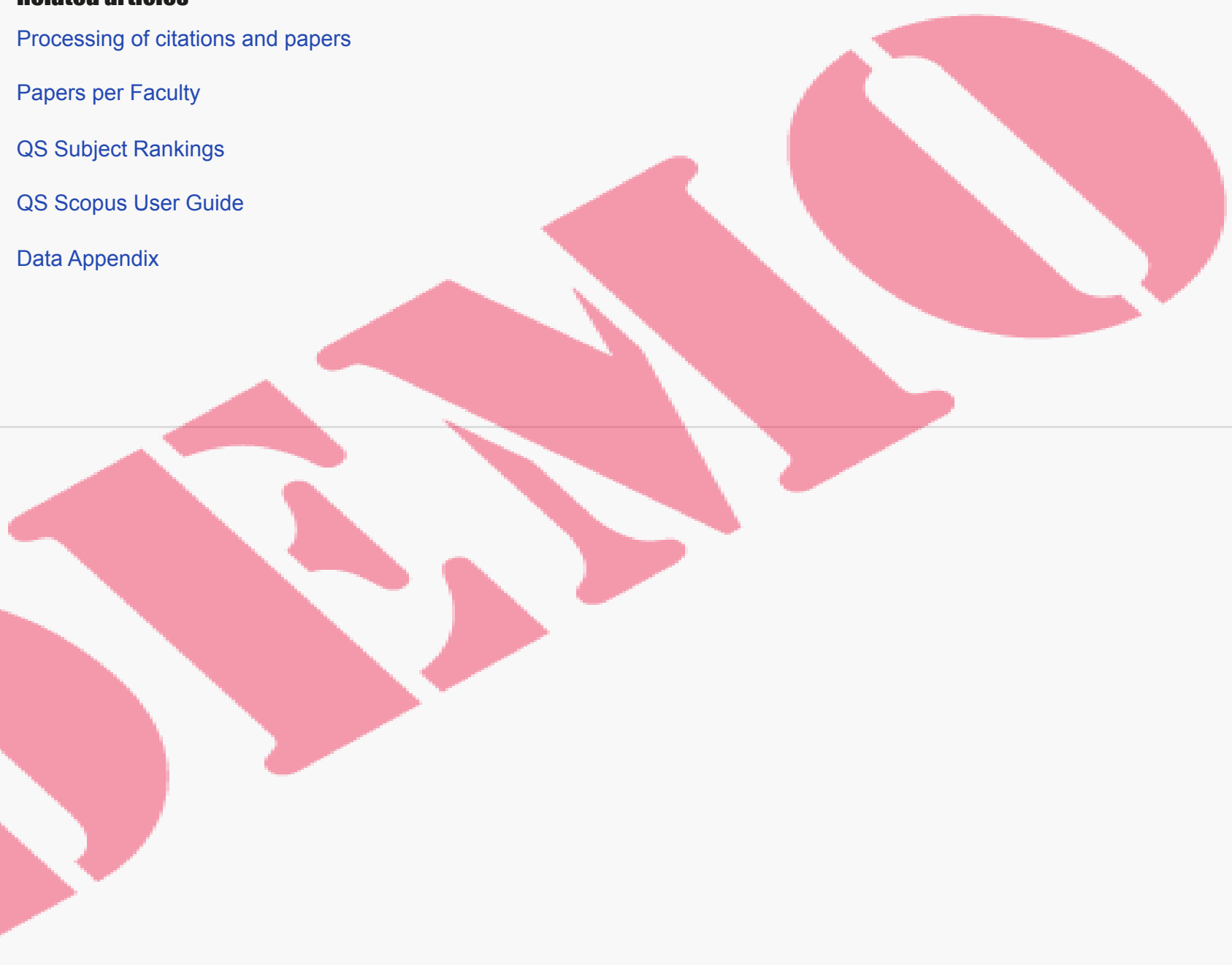
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# QS Subject Rankings

3 months ago · Updated

The [QS World University Rankings by Subject](#) is one of the highlights of our rankings calendar, showcasing over 1,500 institutions across [55 different subjects](#), grouped into 5 [faculty \(broad subject\)](#) areas. The following dashboard is a useful guide to this ranking, and contains information on the subjects and subject areas we rank, the weights of indicators, the [ASJC codes](#) we use as well as the nominations we receive: [QS World University Rankings by Subject Dashboard](#).

## Eligibility criteria for QS World University Rankings by Subject

1	Degree level	A university should offer undergraduate or postgraduate degrees in the given <a href="#">subject</a> . Where an institution only provides degrees at either undergraduate or postgraduate, it is classified
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		as <b>single-level</b> institution. <b>Single-level</b> is permitted in our QS World University Rankings by Subject.
2	3-year cohort	There must have been at least three graduating classes for the specific degree (e.g. BA in History or MSc in Microbiology) before eligibility is conferred.

In order **to be included** in our analysis by subject, an institution should also meet our paper thresholds for each individual subject (see 'Research Metrics' tab of [this dashboard](#)) and attract a minimum level of recognition through our surveys (the sum of Academic and Employer Reputation scores is 5 or higher).

### **Eligibility criteria for rankings by faculty area**

The university must provide full degree programs (e.g. BA, BSc, MA, MSc) in the corresponding [faculty \(broad subject\)](#) area. Further, in each faculty area, at least two [narrow degree programs](#) should be offered. There must have been at least three graduating classes in those narrow subjects before eligibility is conferred. Single-faculty and single-level institutions are eligible for our rankings by faculty area.

Every indicator in the rankings by faculty areas depends on the performance in the corresponding narrow subjects, and so the overall performance of an institution in the rankings by faculty areas depends on the number of narrow subjects it is eligible for. However to be featured in the rankings by faculty areas, there is no specific pre-requisite for the performance in narrow subjects.

In the 2022 edition of the rankings by 5 broad faculty areas, we introduced our [International Research Network](#) metric to our Broad Faculty ranking, which is used in our regional rankings.

In the **2023 edition**, we expanded [International Research Network](#) as an indicator into many of the science-related subjects.

The indicator weights of the faculty-area rankings can be found below:

Faculty Area	Indicators				
	Academic Reputation	Employer Reputation	Citations per Paper	H-Index	IRN
Arts & Humanities	60%	20%	7.5%	7.5%	5%
Engineering & Technology	40%	30%	10%	10%	10%
Life Sciences & Medicine	40%	10%	20%	20%	10%
Natural Sciences	40%	20%	15%	15%	10%
Social Sciences & Management	50%	30%	7.5%	7.5%	5%

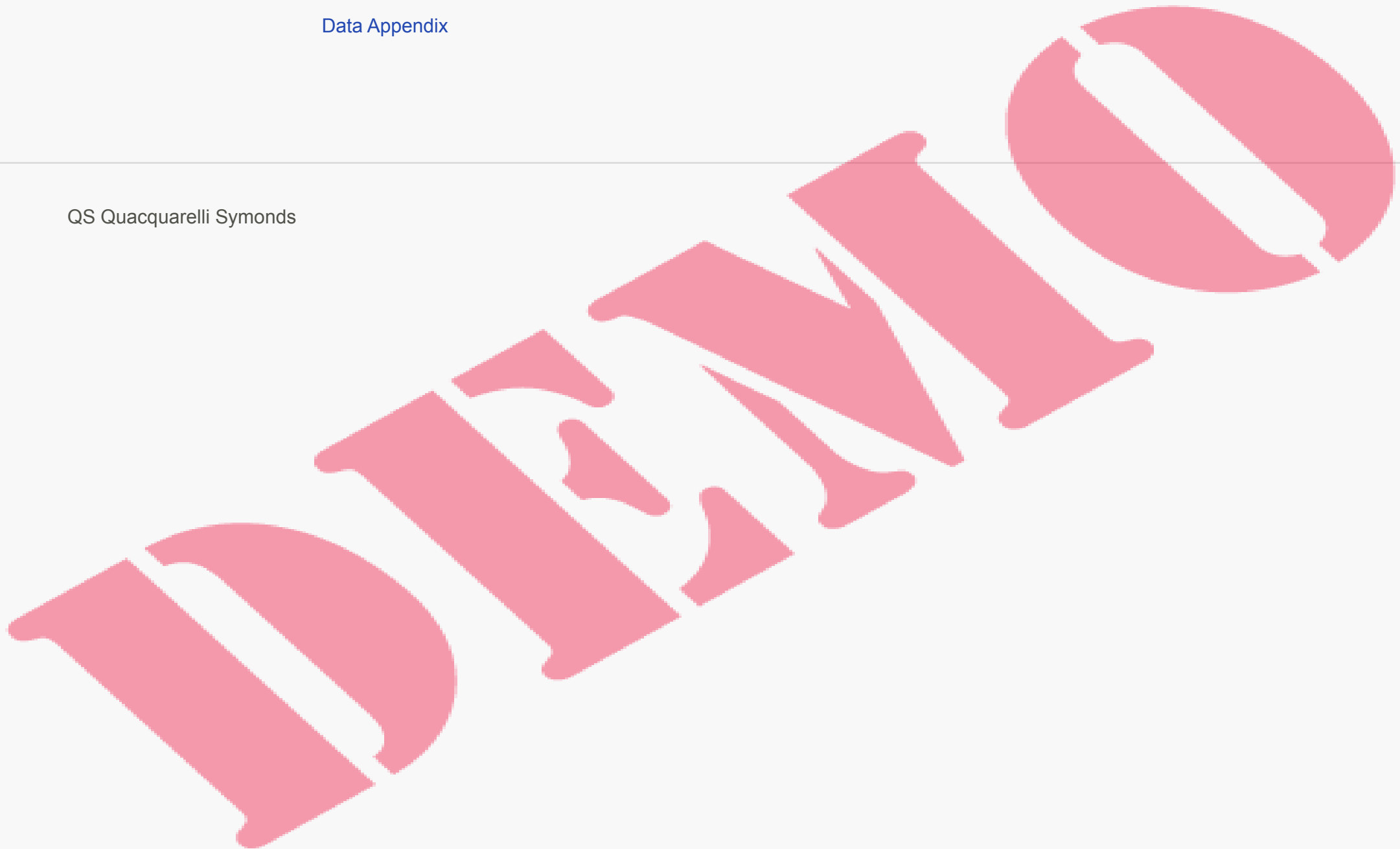
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# Alumni Impact

2 months ago · Updated

## Alumni Impact

### Intent:

This forms part of our [Employment Outcomes indicator](#). The list seeks to shine a light on which institutions are producing impactful graduates in all walks of life, from performing arts to finance, medicine to politics.

### List Composition:

We currently use more than 200 lists spanning approximately a 10 year period. As of June 2023, the list has 60,000 entries. We use a combination of externally published lists (e.g. *Forbes*, *Time*), as well as sourcing the profiles of global politicians, arts leaders and business professionals from the boards of over 30 global stock exchanges. The list is continuously reviewed and added to. To decide whether to include a list, or a job profile, we ask ourselves:

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- Has the list been in circulation for more than one edition?
- Is the publisher well known and valid?
- Is the list truly regional or global?
- Is the job title generally consistent across the globe (e.g. president/prime minister, CEO)

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We look for geographic spread, and where a region is underrepresented in global lists (e.g. Africa) we attempt to find regionally impactful lists to supplement this. **Examples**

[See more](#)

**of the lists we use include:**

- Forbes 30 under 30
- Forbes 30 under 30 Asia
- Forbes Middle East
- Most Powerful Women
- Volvo Environment Prize
- The World's 100 Most Powerful Women
- World's Billionaires
- Young Global Leaders
- Fortune Top 500
- Nobel Peace Prize
- Global thinkers top 100
- The Root 100
- 100 most influential Africans

In addition to the lists, we also include:

- Prime Ministers and Presidents
- Secretaries of State / Ministers of Education
- Top 10 most cited authors for each of the QS narrow subjects, as per [SciVal](#) that provides this report for papers published in the most recent last 5 years

To create the index, we collect information on where the alumnus went to school, which degree (s) they completed and in which subject, and their age. For graduates with multiple degrees, we award points where there is more than one university

### Submetric calculations

Submetric	Description	Scoring
Alumni Impact Index	An index of how many alumni are recorded per institution. Two ratios are calculated: <i>global share</i> (institution's alumni count to global alumni count) and <i>domestic share</i> (institution's alumni count to alumni count in the corresponding country/territory). These two ratios are averaged with a higher weight given to the global share (7:3).	The raw index is first z-scored and then scaled from 1-100 using min-max normalisation.
Alumni Impact (Students)	The size of an institution is proxied by the number of students it has, to account for the reality that larger institutions will naturally have an advantage in producing more impactful alumni. We therefore adjust the alumni impact index by institution size.	The z-scored values (above) are divided by the number of FTE students, then scored from 1-100 using min-max normalisation.
Alumni Impact Index Adjusted	This is the final score for this metric. The formula is: Alumni Impact Index Adjusted = (Alumni Impact Index * 0.6) + (Alumni Impact Students * 0.4)	A score from 1-100.

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## Alumni Impact for MBA and Business Masters Ranking.

The process at a general follows the above. For our MBA and Business Masters ranking, we then make the following adjustments:

Data is segmented to look at the outcomes of those coming from relevant programs, e.g. MBA / Masters in Finance / Masters in Operations Management etc.

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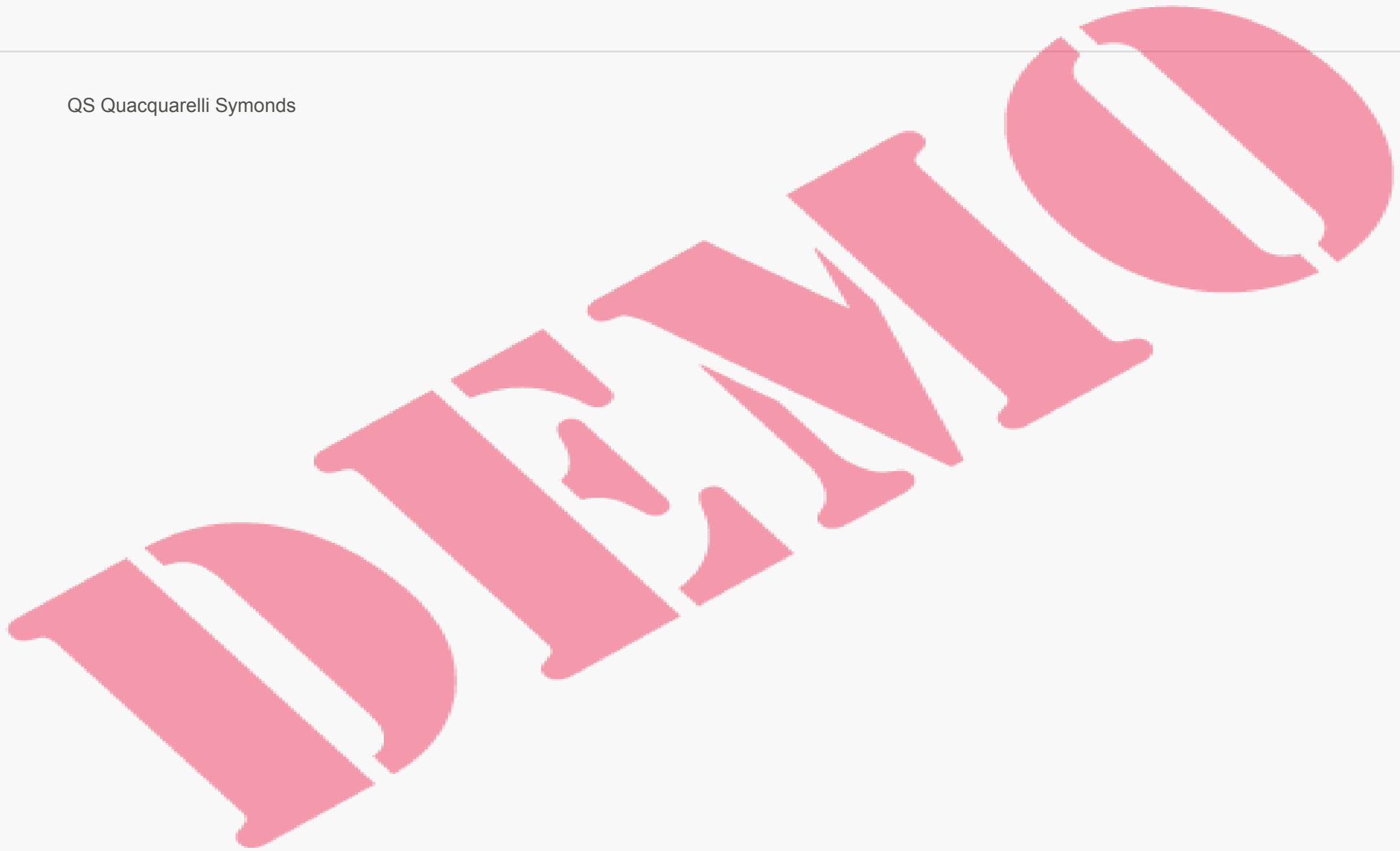
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# International Student Diversity

5 months ago · Updated

## Rationale:

This indicator looks at the ratio of international students to overall students as well as the diversity of nationalities that those students are from. Many of our rankings use [International Student Ratio](#), and this is a progression of that metric introduced after sustained sector feedback that in addition to the ratio, in order to get a true sense of the diversity of the institutions a lens on national diversity was required. Our [QS Europe Ranking](#) seemed like the ideal ranking to introduce this new lens.

If an institution is attracting a sizeable population of international students from a variety of nationalities this has benefits in terms of networking, cultural exchanges, a more diverse learning experience and alumni diversity. Further, if an institution is attracting a sizeable number of overseas students it follows that it is attractive enough to do so.

## Calculation:

1. [International Student Ratio](#) is calculated.

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2. Student Nationality Ratio is calculated as a ratio of the number of student nationalities in an institution (capped at the highest expected number) to the highest expected number itself, currently set to 80.

3. To reflect the international student diversity in the International Student Ratio, ratio (1) is adjusted on a sliding scale depending on the Student Nationality Ratio, thus being a *product of ratios (1) and (2)*. So, the higher the Student Nationality Ratio the higher "credibility" of International Student Ratio is. Let's call this new metric Adjusted International Student Ratio.

3. Both ratios (1) and (3) are z-scores and aggregated into a weighted average in proportion of 3:1 towards ratio (1).

#### Important notes:

- The term 'international' is determined by citizenship.
- For countries/territories in this ranking, this includes all foreign nationals, even nationals of other EU states.
- In the case of dual citizenship, the deciding criteria should be citizenship obtained through birth, or first passport obtained.
- Offshore exchange students and distance learning students are excluded from the calculations.

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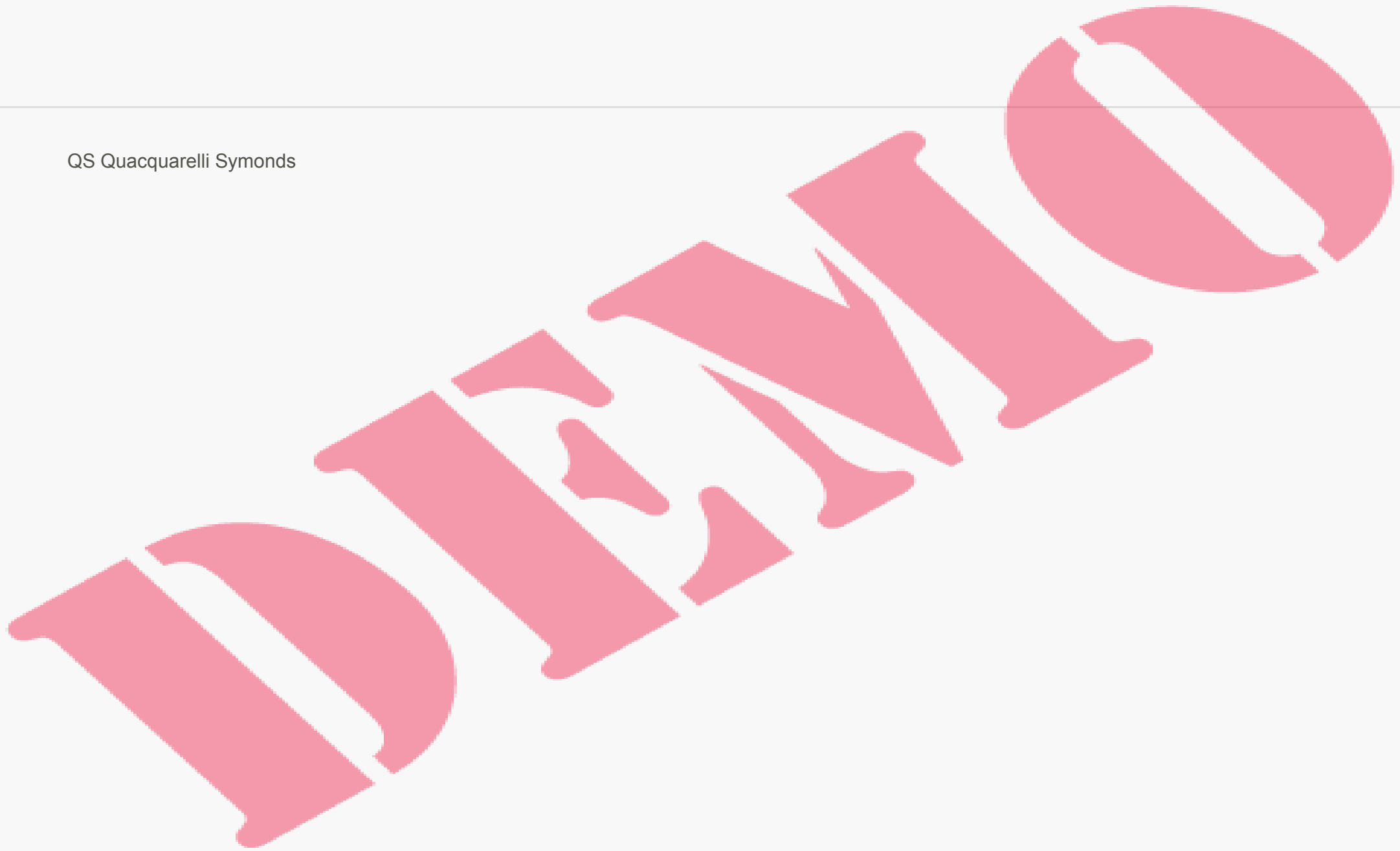
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# QS Arab Region Rankings

3 months ago · Updated

## Context:

The QS Arab Region Ranking, like the other regional rankings, follows the World University Ranking in the publication cycle. The research data and survey data used for the World University Ranking is used again, in conjunction with the other indicators, to form this ranking.

## Indicators

You can see the list of indicators, linking to their fuller descriptions, and the associated weights in the table below.

<a href="#">Academic Reputation</a>	30%
<a href="#">Employer Reputation</a>	20%
<a href="#">Faculty Student Ratio</a>	15%
<a href="#">International Research Network</a>	10%
<a href="#">Webometrics Web Impact</a>	5%

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Staff with PhD	5%
Citations per Paper	5%
Papers per Faculty	5%
International Faculty Ratio	2.5%
International Student Ratio	2.5%

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QS Business Masters  
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**Eligibility**

Institutions must be from one of the following countries/territories:

- Algeria
- Bahrain
- Comoros
- Djibouti
- Egypt
- Iraq
- Jordan
- Kuwait
- Lebanon
- Libya
- Mauritania
- Morocco
- Oman
- Palestinian Territory
- Qatar
- Saudi Arabia
- Somalia
- Sudan

- Syrian Arab Republic
- Tunisia
- United Arab Emirates
- Yemen

### Paper threshold

50 or more papers must be documented in our Scopus extract over our 5 year window. This is for any new entrants to the regional ranking, while existing ranked institutions will have until 2024 to achieve this minimum paper count. See [Papers](#) for more details.

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# QS International Trade Rankings

5 days ago · Updated

This page refers to the pilot edition of **QS International Trade Rankings**, in partnership with the [Hinrich Foundation](#).

The pilot edition was published in November 2022.

To find out more about this ranking, please see:



**Professor Emeritus  
Dr Gael McDonald**  
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### Pilot Edition

For our pilot edition of the International Trade Rankings, we reached out to more than two hundred representatives at universities across the globe who are delivering cross-border trade education. The ranking focuses on course content, innovative teaching as well as the graduate prospects of the institutions and programmes. This inaugural ranking, employing a bespoke methodology, was intended to begin a conversation with our sector on which institutions are truly elevating trade education.

To ensure the relevancy of the ranking criteria, the Foundation drew on its rich expertise in trade, and elicited input from a panel of trade professionals and graduate-level professors of practice. Among key recommendations are that a quality trade curriculum includes courses on cross-border trade, policy, logistics, international trade finance and

cross-cultural leadership. Top programmes have professors with rich industry experience, strong industry engagement and flexible programme delivery.

The set of performance lenses and indicators for our International Trade Rankings and their weights are shown below, linking to their fuller descriptions in our methodology section.

7 Indicator Lenses 'Groups'	Weighting
Trade Programme Content	35%
Graduate Outcome	15%
Industry Engagement	15%
Innovative Teaching	15%
Reputation	10%
Programme Delivery	5%
Research	5%

Sub-Indicator	Weighting Priority
Module Content	35%
Experiential Learning	10%
Graduate Employment Rate	10%
Faculty Industry Experience	8%
Employer Reputation	6%
Partnerships with Employers	5%

Graduate Support	5%
Citations per Paper	5%
In-person/Online	5%
Internships	5%
Academic Reputation	4%
Partnering with Industry Bodies	2%

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## Related articles

[Trade Programme Content](#)

[Pilot Edition: QS Sustainability Ranking](#)

[2023 QS World University Rankings® - International Trade](#)

[Discontinued: QS MBA by Career Specialization Rankings](#)

[QS Europe Region Rankings](#)

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# Internships

1 year ago · Updated

## Context

This indicator will measures the built-in industry exposure as part of the programme.

## Source of Data

Institutions to submit data via the International Trade Survey. QS to verify data through desk-based research.

## Data Collection

Collection of data from the institution's website. Primary research contacts (PRCs) of institutions to provide any additional information that is good or innovative.

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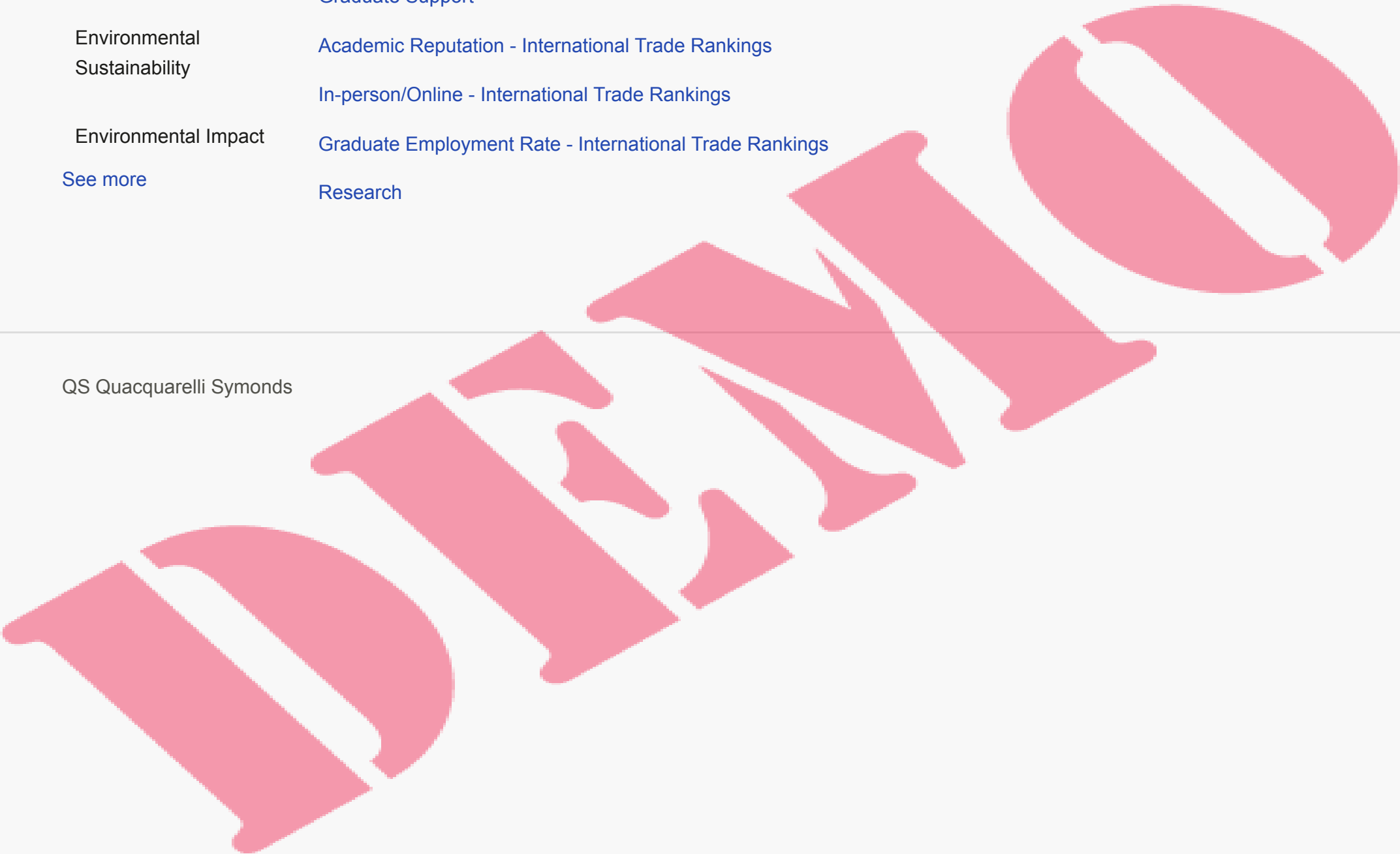
[Academic Reputation - International Trade Rankings](#)

[In-person/Online - International Trade Rankings](#)

[Graduate Employment Rate - International Trade Rankings](#)

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## Articles in this section

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Life Lens

Archived:  
Employment and  
Opportunities Lens

Archived: Impact of  
Education Lens

Archived: Knowledge  
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Archived: Equality  
Lens

Archived: Sustainable

# Archived: Knowledge Exchange Lens

3 months ago · Updated

**This page relates to the pilot edition of the QS Sustainability Ranking. For the current methodology, please visit [here](#).**

This lens assesses how institutions partner in research and with industry to share knowledge and spur educational growth. In particular, it acknowledges the necessity of the global north and global south (more exact definitions below) to come together as research partners, helping to improve academic standards around the globe, as well as the benefits to shared resource, knowledge and skills that this produces.

The following two metrics are aggregated to produce the final score.

*Weight of the metrics in Knowledge Exchange:*

Metric	Weight (In the lens / Overall)
Knowledge Exchange: Progress / Dissemination	80% / 8%

### **Knowledge Exchange: Progress / Dissemination**

Following the [OECD's list of countries/territories](#) which receive an official development assistance (ODA), we use the following classification of countries/territories.

- ODA countries/territories: Least Developed, Other Low Income, Lower Middle Income and Upper Middle Income. Institutions from ODA countries/territories are to be scored in "Knowledge Exchange: Progress" metric *for knowledge exchange with non-ODA countries/territories*. This recognises the efforts made by institutions in less developed nations to improve their local and regional academic standards, to model against more established research partners, and ultimately to benefit the students and societies they serve.
- Non-ODA countries/territories. Institutions from non-ODA countries/territories are to be scored in "Knowledge Exchange: Dissemination" metric *for knowledge exchange with ODA countries/territories*. This recognises the efforts made by these institutions to share best practice, academic expertise, access to resource and skill (e.g. laboratories, funding) and, ultimately, to improve global educational standards.

This metric is designed using our widely adopted research-based [International Research Network \(IRN\) Index](#), however with no requirements on the volume of joint research publications and the number of their incoming citations.

Institutions from Least Developed and Other Low Income countries/territories are extra rewarded in the "Knowledge Exchange: Progress" metric, taking into account harder circumstances in which they reside. Similarly, institutions from non-ODA countries/territories are extra rewarded in the "Knowledge Exchange: Dissemination" metric for knowledge exchange with Least Developed and Other Low Income countries/territories.

## **Research Partnerships with Employers**

This is yet another well-established metric, previously widely used in QS Graduate Employability Rankings (see [here](#)). It rewards institutions who have active research partnerships with companies in the Forbes 2000 list.

Have more questions? [Submit a request](#)

---

## **Related articles**

[Archived: Social Impact Category](#)

[Archived: Impact of Education Lens](#)

[Research Partnerships with Employers](#)

[Archived: Equality Lens](#)

[International Research Network \(IRN\) Index](#)

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# Environmental Impact

3 months ago · Updated

This category recognises the efforts universities are making to transform the planet for the better, whether through its research into areas such as the environment and climate science, a strategic focus on climate mitigation, and how impactful its alumni have been in creating a more sustainable world.

As with our [Pilot Edition](#), there are three performance lenses representing different aspects of performance around environmental topics.

Click the performance lens links below to explore them in more detail.

Code	Performance Lens	Lens Weight
ES	<a href="#">Environmental Sustainability</a>	15%
EE	<a href="#">Environmental Education</a>	17%
ER	<a href="#">Environmental Research</a>	13%

Environmental  
Education

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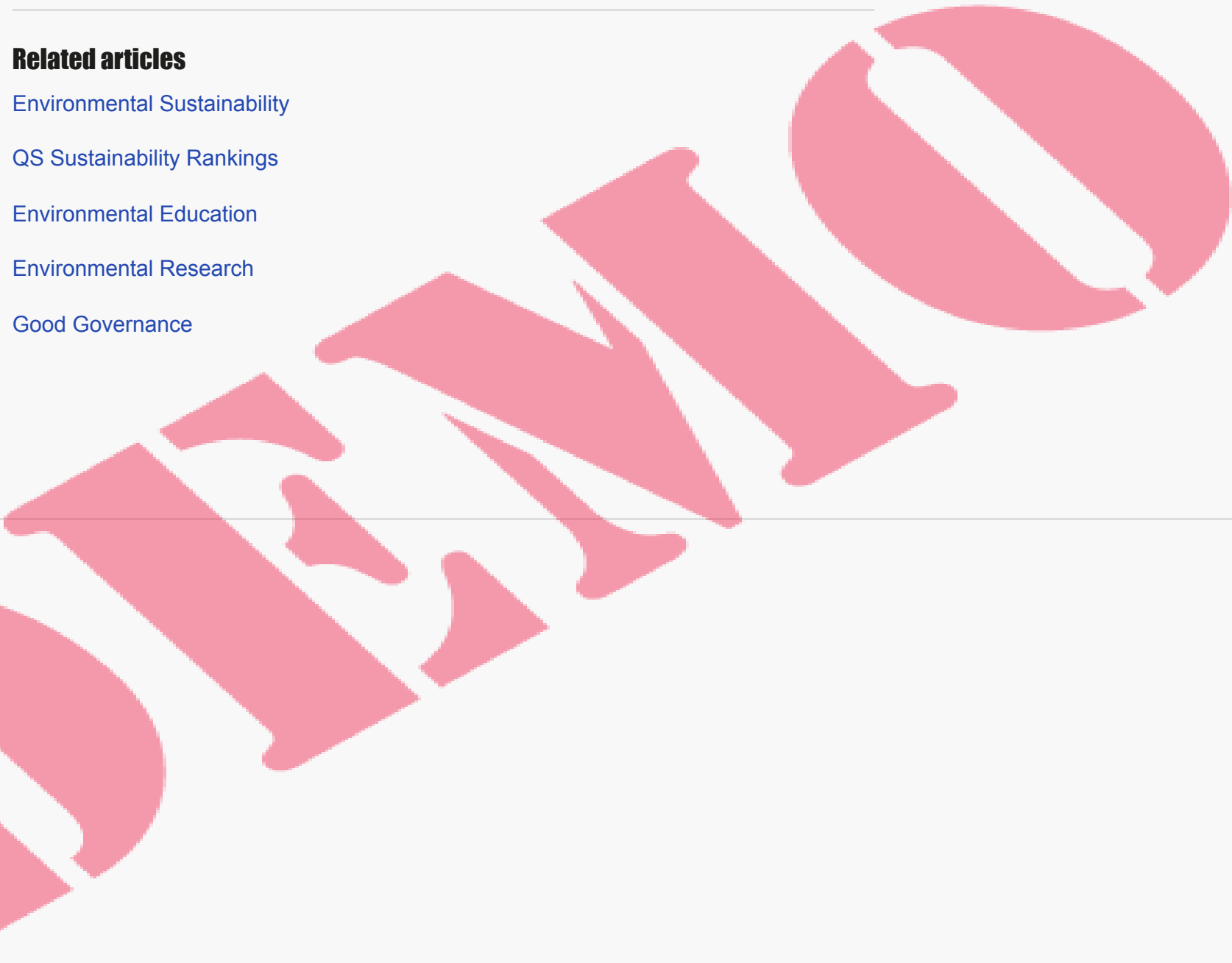
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[QS Asia Region Rankings](#)

[QS Europe Region Rankings](#)

[QS Latin America and Caribbean Region Rankings](#)

# QS Business Masters Rankings

3 months ago · Updated

The QS Business Masters Rankings cater to the growing student demand for specialized graduate management education.

Its bespoke methodology seeks to highlight programs that have strong links to industry, strong career returns, and offer strong value for money. It is published on [TopMBA.com](#), where you can also view the results by regional breakdowns.

To be eligible for this ranking, schools offering MBA programs must:

- Have at least three graduating classes.
- Not be fully distance-learning.
- Have an average class size of least 20 students.
- Have either AACSB, AMBA, EQUIS or EPAS accreditation. We also allow schools which have rated at least 3 or more QS Stars.

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QS Global MBA  
Rankings

QS Business Masters  
Rankings

[See more](#)

The set of indicators for our business masters and their weights are shown below, linking to their fuller descriptions in our [methods section](#).

Where any of the submitted data falls under guidance of the [MBA CSEA standards](#), these are adhered to.

*Weights of the indicators used in the various ranking:*

Indicator	MIM	MIF	MSB	MMK	MSM
<a href="#">Employer Reputation</a>	30%	30%	30%	30%	30%
<a href="#">Graduate Employment Rate</a>	5%	-	-	5%	5%
<a href="#">Alumni Impact</a>	15%	20%	20%	15%	15%
<a href="#">Entrepreneurship</a>	-	-	-	-	-
<a href="#">Return on Investment (ROI)</a>	15%	15%	15%	15%	15%
<a href="#">Payback Month</a>	5%	5%	5%	5%	5%
<a href="#">Academic Reputation</a>	15%	15%	15%	15%	15%
<a href="#">Research Impact</a>	2.5%	2.5%	2.5%	2.5%	2.5%
<a href="#">Staff with PhD</a>	2.5%	2.5%	2.5%	2.5%	2.5%
<a href="#">Class &amp; Faculty Diversity</a>	10%	10%	10%	10%	10%

### Data Submission

The data collection interface for all Business School Program Rankings can be found [here](#).



Please log a ticket at [support.qs.com](https://support.qs.com) if you do not have a login.

Please specify if you would like a login for the business school interface and not Hub.

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[QS World University Rankings](#)

[Employer Reputation](#)

[QS Subject Rankings](#)

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# Employer Student Connections

2 years ago · Updated

This indicator is currently used in our Graduate Employability Ranking. See [here](#) for the methodology.

This indicator is designed to give insight into how active an institution is in encouraging employers to attend the institution in the form of careers fairs / website promotions . It's a reasonable expectation that the more official connections they have, the better positioned they are to get their graduates into the job market.

The measure we use is the number of distinct companies present at events on campus or that used university-related websites in a recent 12-month period to promote themselves. The guidelines for this are below:

Employer Connections on Campus	Employer Connections Online
The event (talk / fair) must be about the company as a prospective employer or recruiter.	Online talks/events/webinars are accepted

Environmental Education	General marketing activities or events covering any other general topic are <u>not</u> accepted.	
Environmental Sustainability	Recruitment fairs/events have to be held at the University.	
Environmental Impact	Off-campus is <u>not</u> considered. <i>Off-campus is defined as the event/fair is held/sponsored completely by the third party and not the university.</i>	The promotional activity was delivered via an official institutional website or via an intranet exclusive for students/graduates of the university.

[See more](#)

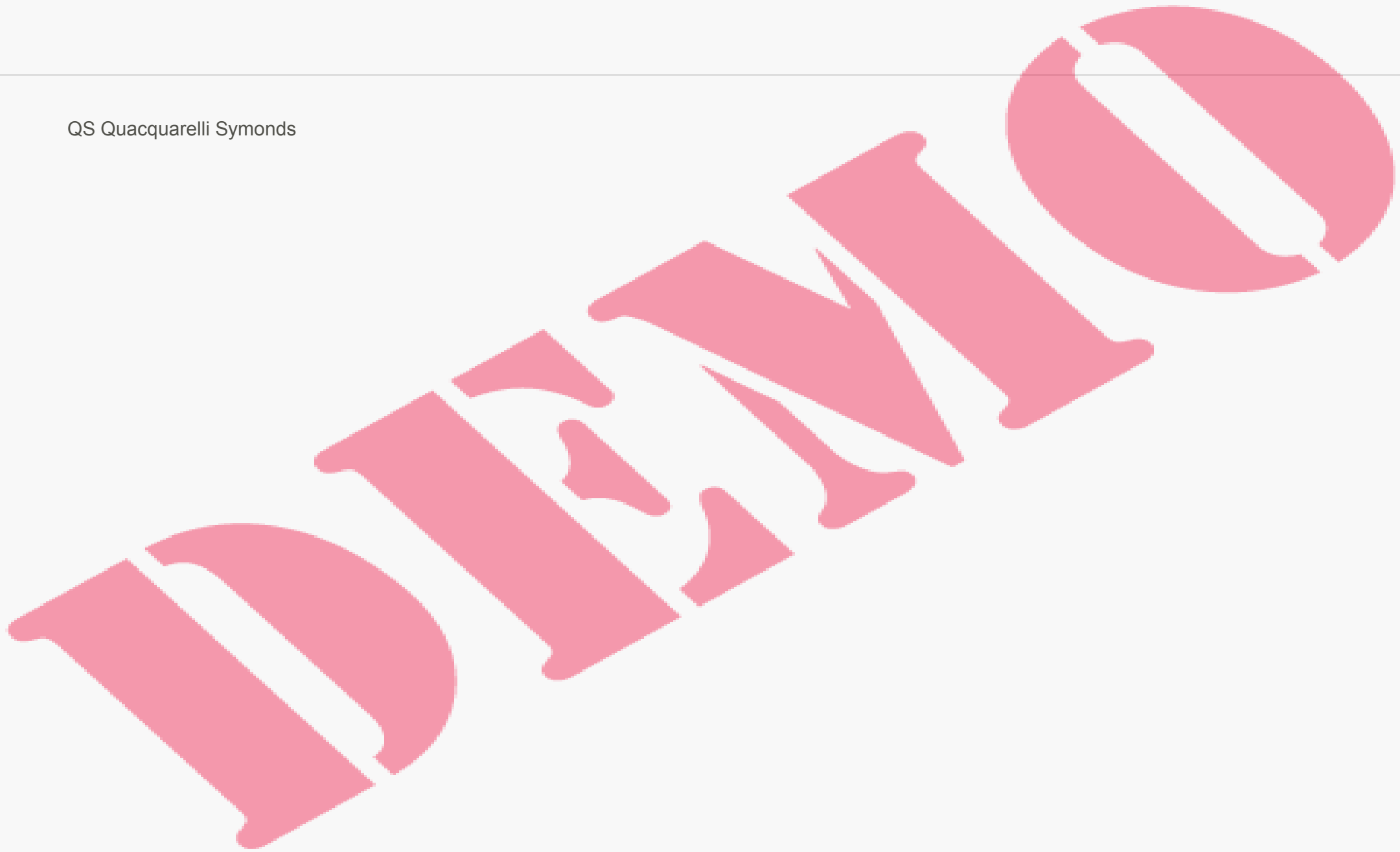
We require institutions to submit this data to us to participate in the Graduate Employability Ranking. It is then validated by our research analysts. Whenever this figure is not available, we use the minimum recorded number for the country (or region if the number of domestic data points are insufficient).

Have more questions? [Submit a request](#)

### Related articles

- [Graduate Employment Index](#)
- [Partnerships with Employers](#)
- [Employment Outcomes](#)
- [Career Placement](#)

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# Module Content

1 year ago · Updated

## Context

This lens assesses the program type and content. Attention has been given in the ranking to not only how the programmes are being taught but what is being taught.

Subsequently, within the International Trade Rankings there is a significant emphasis on international trade programme content and whether these courses are core or elective.

Programme content has been categorised and evaluated using five pillars of International Cross Border Trade: Trade, Trade Policy, Trade Logistics and Supply Chain Management, Trade Finance and Accounting, and Leadership and Soft Skills.

These five pillars are defined as follows:

Pilars	Definition
Cross-Border Trade	Relating to the exchange of capital, goods and services across international borders or territories.
Cross-Border Trade Policy	Relating to the agreements, regulations and practices by governments and trade bodies that affect cross-border trade.

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Sustainability

Environmental Impact

[See more](#)

Cross-Border Logistics & Supply Chain Management	Relating to the management of digital and physical flow of goods and services, between economies, including the movement and storage of raw materials, data, work-in-process inventory, and finished goods as well as end-to-end fulfillment from point of origin to point of consumption.
Cross-Border Trade Finance / Accounting	Relating to the financial instruments and products used by companies to facilitate international trade and commerce, the management of assets, liabilities and protections- including foreign exchange.
Cross-Border Leadership / Soft Skills	Relating to the key elements that future leaders should acquire to effectively familiarize themselves with the psychological, physiological, geographical, geopolitical, anthropological and sociological effects.

The five pillars are further distributed into the following 29 trade-related courses which were asked in the International Trade Survey:

Cross-border Trade	
1) Market Entry Strategies	5) Cross-border Marketing
2) Trade Sustainability	6) Cross-border Sales / E-commerce
3) Business Risk Mitigation	7) Foreign Direct Investment
4) Cross-border Procurement / Negotiation	

Cross-border Trade Policy	
1) Trade Agreements	3) Macro Economics of Trade
2) Geopolitics / Current Issues in Trade	4) International Development & Trade
Cross-border Trade Logistics	
1) International Supply Chain Management / Logistics	3) Incoterms / Trade Documentation
2) Manufacturing Management in a Foreign Country	4) Digital Trade / Digital Payments
Cross-border Trade Finance & Accounting	
1) Import / Export Trade Finance	4) Cross-border Financial Reporting & Governance
2) Foreign Exchange	5) International Trade Law & Arbitration
3) International Accounting / Taxation / Insurance	6) Customs & Tariffs
Cross-border Leadership & Soft Skills	

1) Cross-cultural Leadership	5) Cross-cultural Communications
2) Cross-border Consulting	6) International Ethics
3) Global Talent Management	7) Big Data & Analytics
4) Cross-border Strategies & Frameworks	8) Blockchain

We analyse each of the courses subject to its availability, whether it is mandatory (core) course, optional (elective) course or course not available. Core course is scored by 1 point, optional/ elective course by 0.5 point and course not available as 0 point. The score is totaled, normalized and scaled from 20-100.

### Source of Data

Institutions were invited to submit data via the International Trade Survey. QS verified this data through desk-based research, with further validation by the Hinrich Foundation team. Where data was not provided via surveys, we have attempted to source this from the publicly available information on the program's website. This is in-line with QS's general policies on data collection and validation.

Have more questions? [Submit a request](#)

### Related articles

[Trade Programme Content](#)

[QS World University Rankings](#)

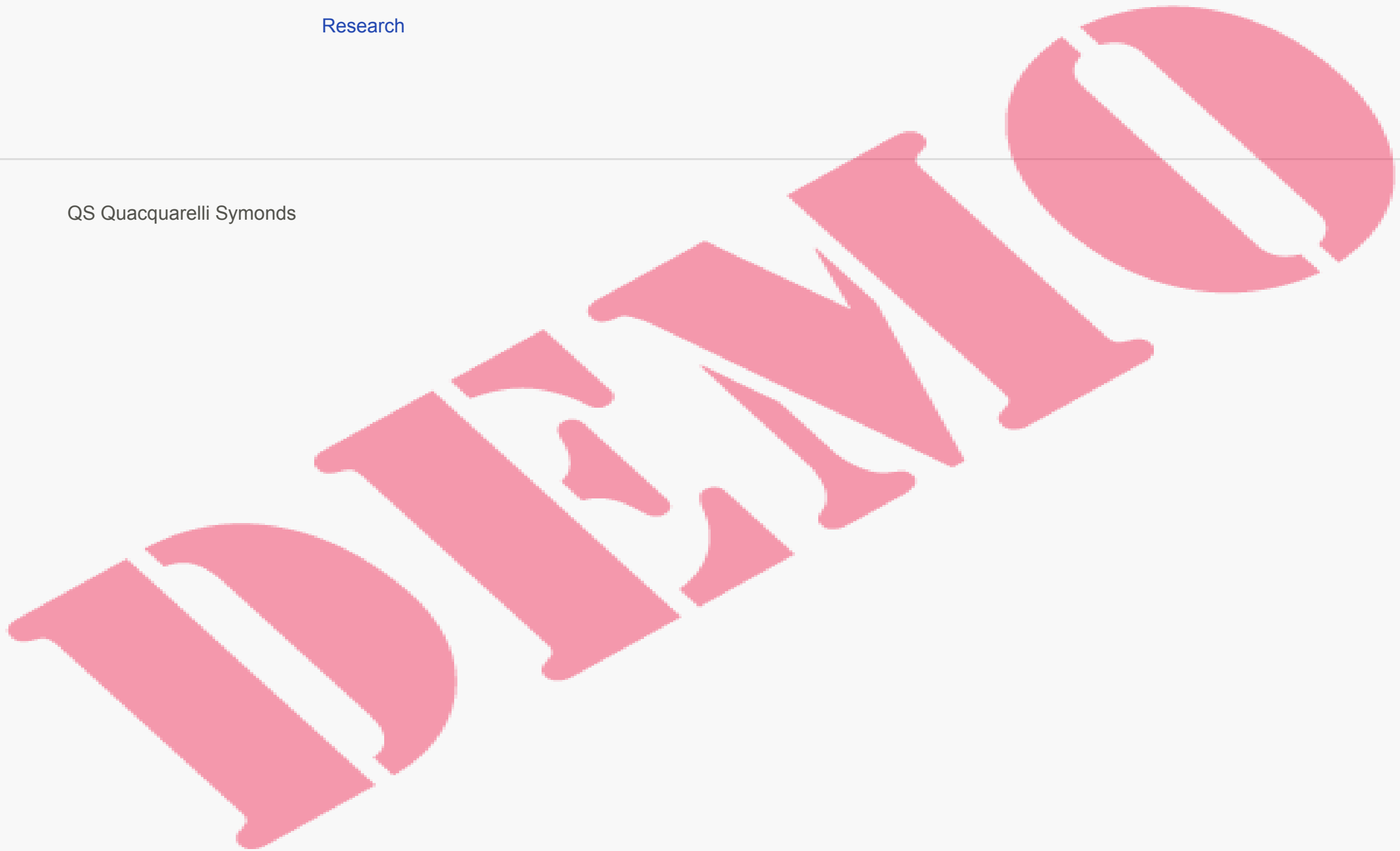


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# H-Index

4 months ago · Updated

## What is the h-index?

The h-index is an index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications. It can also be applied to the productivity and impact of a group of scientists, such as a department, or an institution (as in the case of our indicator), or a country, as well as a scholarly journal.

The index is defined as the maximum value of  $h$  such that the given entity (author, journal, department, institution, etc.) has published at least  $h$  papers that have each been cited at least  $h$  times (<https://doi.org/10.1073/pnas.0507655102>).

## Why use h-index?

Despite being built on the same underlying data as the citations measure, the H indicator returns some different results, these differences are central to the value of h-index. In a large institution producing a lot of research, a research group that is cutting edge can be lost in a citations per paper approach, whereas in h-index analysis, it is the

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unimportant research that gets overlooked. A small, focused institution is unlikely to compete with a world leading large institution, but can still hold their own. Another approach may have been to replace the citations measure altogether, but the citations measure provides a measure of consistency, rewarding institutions whose performance is solid across the discipline, regardless of whether they have stellar research groups in the mix too. On balance, advisors felt that both indices brought something of value to these observations.

Publication and citation patterns vary dramatically by discipline, which limits their usefulness in overall rankings and h-index is no different. A typical h-index for an academic in Physics will be far higher than that of someone in Sociology, for example. However, when working in a single discipline where differing characteristics by discipline are eliminated, they are more effective and bias is broadly eliminated.

### How is it applied?

The analysis is based on a dataset which can only be classified by discipline at a journal, rather than article, level. In order to balance for the effects of this and focus on specialists, two h-indices are calculated; one for all the papers that are attributable to the given subject (h0), and one for the papers published in niche journals, that is journals attributable to only one ASJC code within that subject (h1). These are aggregated with double weight given to h1. The results are then scaled and normalized using the same methods applied to the other indicators.

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[QS Subject Rankings](#)

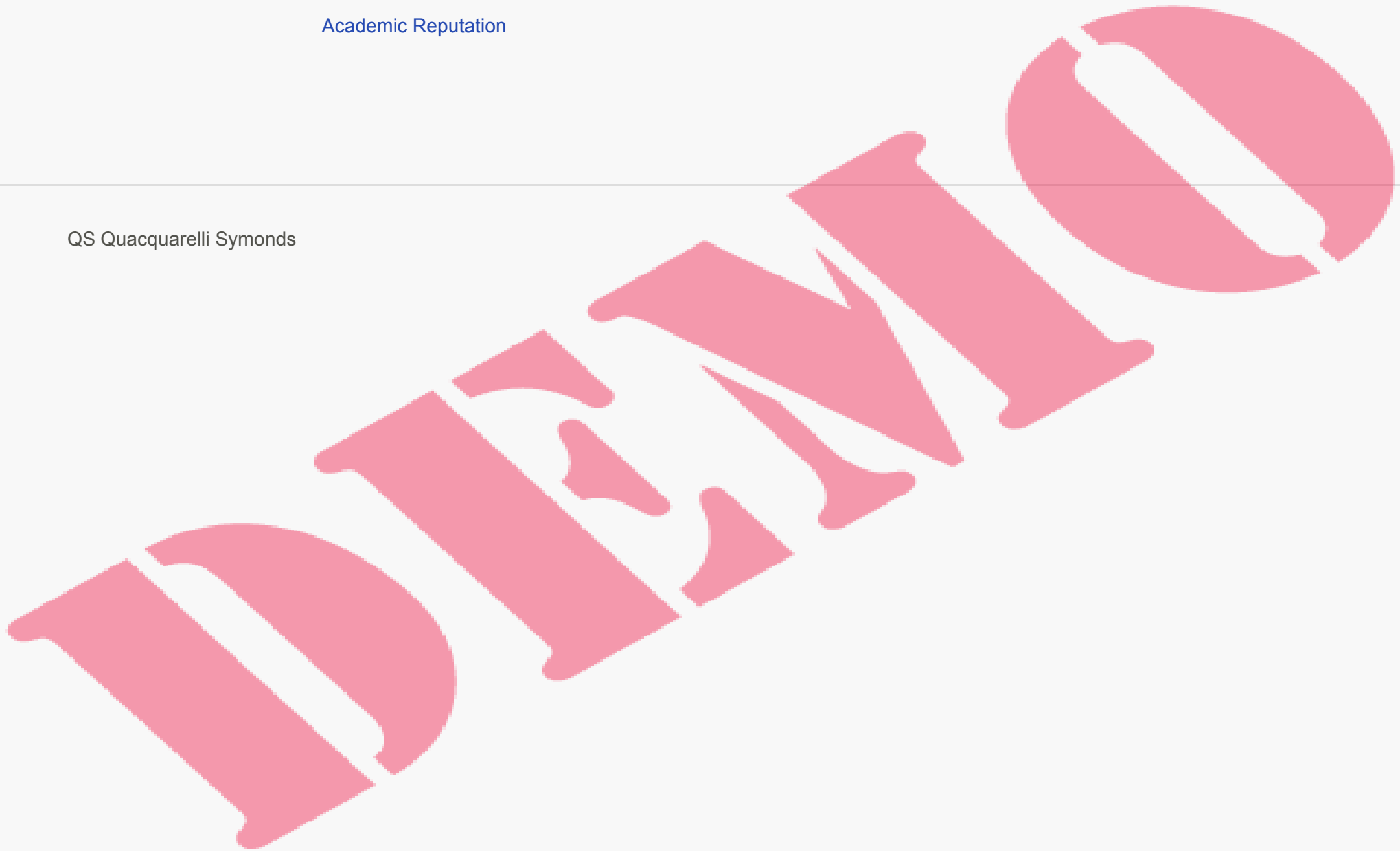
[International Research Network \(IRN\) Index](#)

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# QS Scopus User Guide

6 months ago · Updated

## Scope:

This document is a guide for institutions on how to interpret their research counts as used by QS. It explains the terminology we use, the sources of information, the time period and the exclusions. In particular, it may serve as a useful companion to both our Fact Files, and our Underlying Data Sheets.

All of our research indicators use data from [Elsevier Scopus](#). We receive an extract from Elsevier at the beginning of each year. This extract is used for the QS World University Rankings (WUR) and every other ranking in the cycle following the WUR.

The following terms and definitions should be noted:

- **Paper.** A document published in an academic source.
- **Paper type.** Elsevier classify academic output according to certain types, such as article / book chapter / review.

For our analyses, QS uses the following paper types:

Environmental  
Education

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[See more](#)

- Article
- Review
- Conference Paper
- Book
- Book Chapter
- Article in Press
- Business Article

- **Citation.** An academic citation of a paper in another paper, as published in an academic source.
- **Self-citation.** A citation of an author's own work by said author.
- **Affiliation.** One or more institutions / units / departments affiliated with a paper. A university may have several affiliations associated with them. Any affiliation may have its own ID in Scopus (Scopus Affiliation ID) which is attributed to a university by Elsevier and reviewed / amended by QS (e.g. overseas campuses are not currently included in QS counts).
- **Scopus ASJC code** (All Science Journal Classification code). A code used to identify the academic field of the source (predominantly serial title) indexed by Scopus. More than one code may be used per source. A list of codes can be found [here](#).
- **Affiliation cap.** A variable cap per subject area applied to papers with high numbers of affiliations in the corresponding subject area ([list of subject areas](#) defined by QS). This is an internal step. See [here](#) for a technical walkthrough.
- **Normalization of citations / papers.** A process by which QS seek to normalize the imbalance in research output across disciplines to make it more equitable. This is an internal step. Details can be found [here](#).

Prior to the final analysis, we will send institutions with an underlying data sheet check (Fig. 1). Part of this will be to check institution data, such as student and faculty numbers. The other part will state the numbers of papers and citations that will be used in the analysis.

Papers period: 2015-2019 | Citations period: 2015-2020. Scopus numbers extracted in March 2021 – variation in live database is to be expected. We do not count certain affiliations (such as overseas campuses). Numbers labeled "gross" are those prior to any adjustment applied, while "net" means that our paper-type and affiliation-cap exclusions were applied. Normalized citations and papers are used in the calculations. Please visit <https://support.qs.com/hc/en-gb/articles/360019107580> for more details.

Papers (Gross)	547
Citations (Gross, Including Self-Citations)	3,210
Papers (Net)	517
Papers (Normalized)	479
Citations (Net, Including Self-Citations)	3,014
Citations (Net, Excluding Self-Citations)	2,240
Citations (Normalized)	1,931

Figure 1. Papers and Citations as shown in a QS Underlying Data Sheet.

This is how those figures are arrived at:

1. **Papers (gross)**– the total number of papers, over a 5 year window, prior to any filter applied. You can approximate our counts using either SciVal (Fig. 2 in Appendix) or Scopus (Fig. 3 in Appendix).
2. **Papers (net)**– the total number of papers, over a 5 year window, that have been filtered by paper-type exclusion and had a variable affiliation cap applied. Note also that overseas campuses are not currently included in our counts. Only this paper number is used in our normalized total paper count, while papers gross is there just to highlight the proportion of papers lost by our filters.
3. **Citations(gross, including self-citation)** – the total number of citations including author-level self-citations and belonging to papers gross (see

- 1), prior to any filter applied.
4. **Citations(net, including self-citations)** – the total number of citations including author-level self-citations and belonging to papers net (see 2).
5. **Citations (net, excluding self-citations)** – the total number of citations excluding author-level self-citations and belonging to papers net (see 2). Only this citation number is used in our normalized total citations count, while 3 and 4 are there just to highlight the proportion of citations lost by our filters.

When asked to check our numbers (Fig. 1) against your own, you may find that the total papers (gross) and citations (gross) appear different from what you see on Scopus (Fig. 2). Variations under 5% in papers and 10% in citations is normal. The first point to note is that SciVal is a live database and so should be expected to have a larger number of papers and citations overall. Our Scopus extract is static and provided to us early in the year. The second point to note is that SciVal does not have a feature of applying a year window to citations (but only to papers) and excluding author-level self-citations, while Scopus does.

Example:

	QS	SciVal	Scopus
Paper (Gross)	547	550	551
Papers (Gross, after applying a filter by paper type)	n/a*	528	529
Papers (Net)	517	n/a**	n/a**



Citations (Gross, Including Self-Citations)	3210	n/a***	3182
Citations (Gross, Excluding Self-Citations)	n/a*	n/a ***	2313

\* normally, we do not provide this intermediary number in our documents, but you can estimate the impact of our paper-type filter vis Scopus / SciVal

\*\* SciVal / Scopus does not have a filter by affiliation caps, but you can estimate the numbers through some data analysis using Scopus paper export by ASJC code or SciVal paper export by QS Subjects and using our cap values:

[https://support.qs.com/hc/en-gb/article\\_attachments/5317505320348/AffiliationCaps.pdf](https://support.qs.com/hc/en-gb/article_attachments/5317505320348/AffiliationCaps.pdf).

\*\*\* SciVal does not have a feature of limiting a citation window by year and excluding author-level self-citations

## Appendix

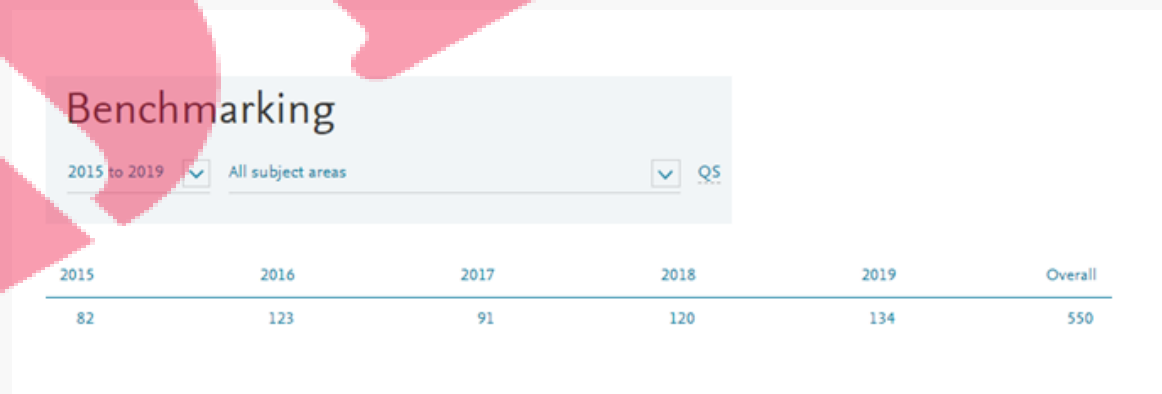


Figure 2. Documents as shown in SciVal, filtered by year.

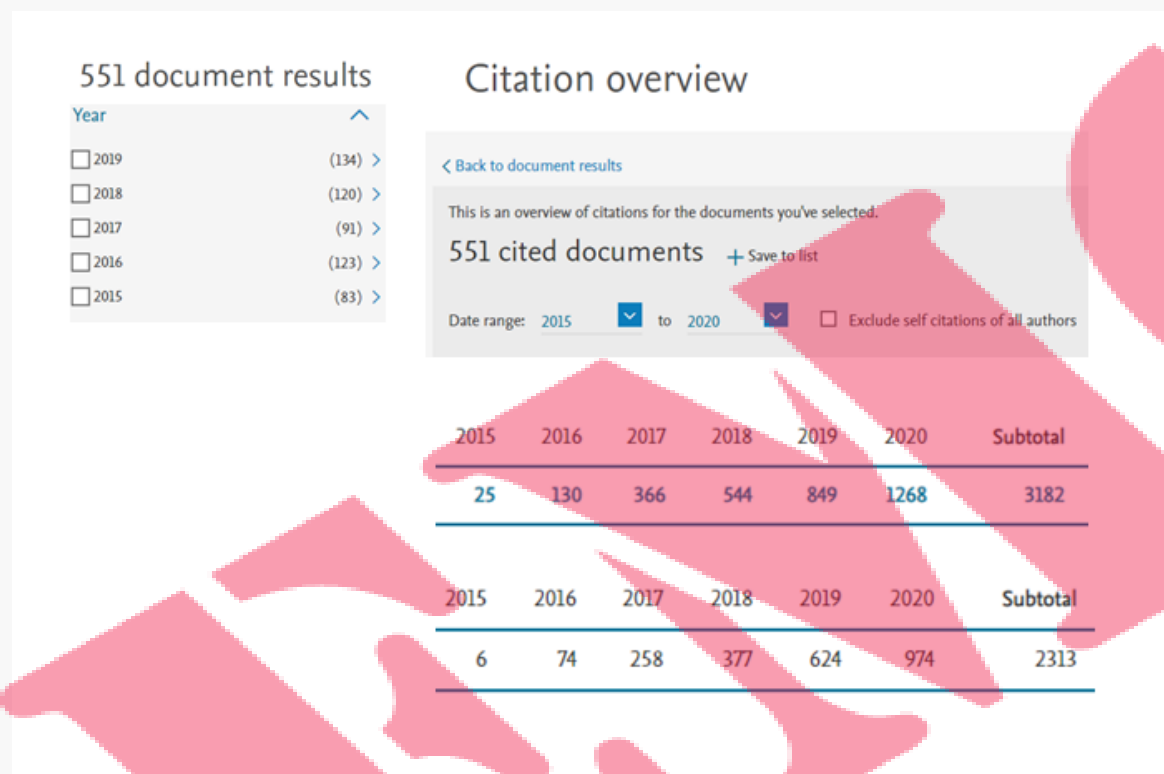


Figure 3. Documents and citations as shown in Scopus, filtered by year only

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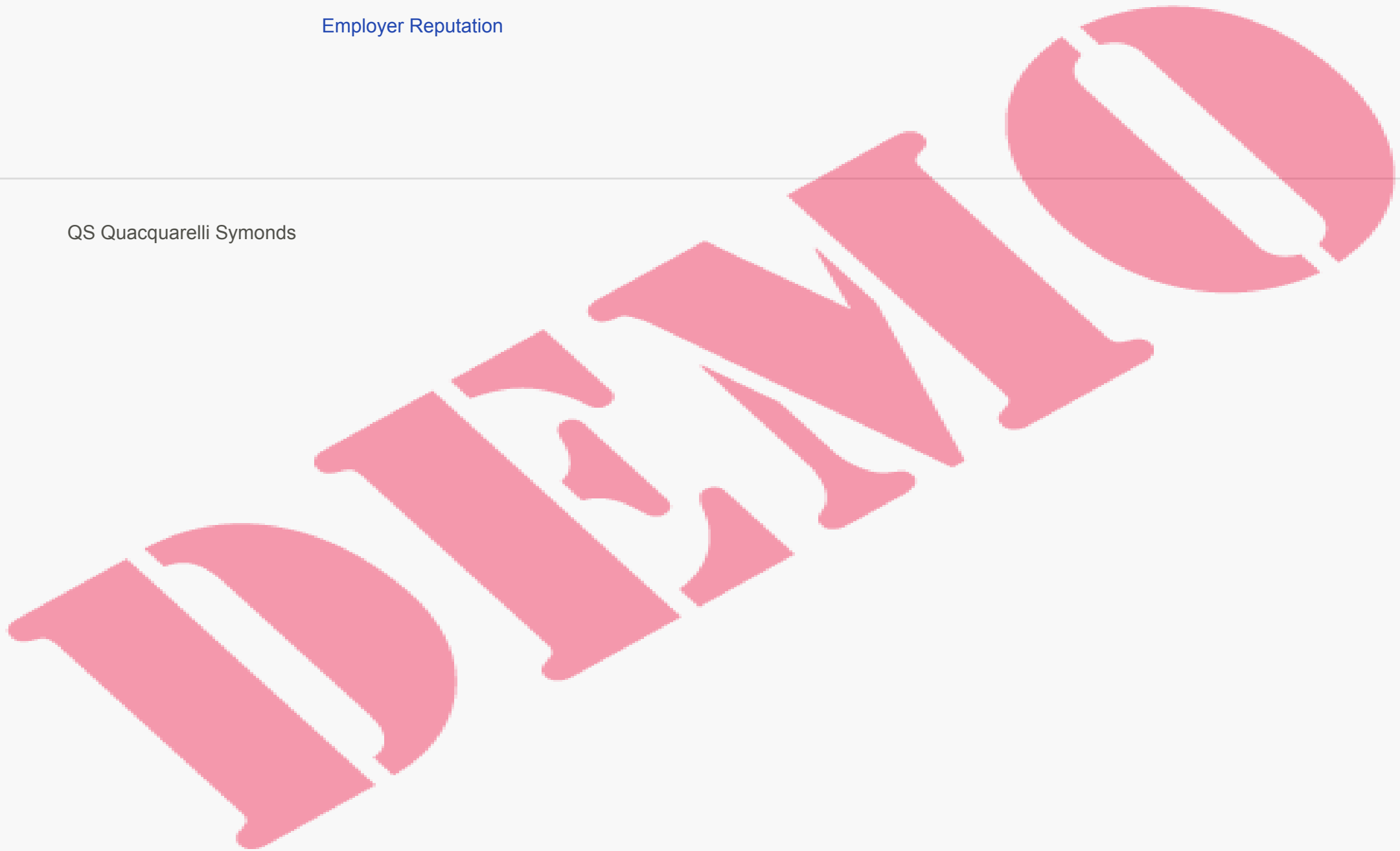
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Environmental Research

3 months ago · Updated

This lens assesses the impact of the research being done in areas aligned to specific UN SDG's, giving an indication of the relative research culture and attention being given to these crucial topics.

The following metrics are aggregated to create the overall score for this lens.

Weights of metrics for Environmental Research:

Code	Metric	Weight (In the lens / Overall)
EI3.1	Research Impact of SDGs for Environmental Research	-
EI3.2	National Committment to Research	-

Research Impact on SDGs for Sustainable Research

Environmental  
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We analyse research output produced by institutions, classified by [Elsevier](#) as research in [SDG 7 \(Affordable and Clean Energy\)](#), [SDG 11 \(Sustainable Cities and Communities\)](#), [SDG 12 \(Responsible Consumption and Production\)](#), [SDG 13 \(Climate Action\)](#), [SDG 14 \(Life Below Water\)](#), and [SDG 15 \(Life on Land\)](#). A score from 0 to 100 per SDG is produced using [this](#) methodology, and then averaged into an overall score, subject to at least three of the six mentioned SDG scores being 5 or higher.

### **National Statistics on Research**

In this metric, we normalise and scale UNESCO's data [Global spending on R&D](#) from 1-100.

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# Entrepreneurship

1 year ago · Updated

This indicator is the percentage of the graduating class, who within 3 months of graduation started their own business. It is designed to reflect the culture of entrepreneurship and the ability of the school to transform that spirit into career outcomes.

The data is collected from institutions on an annual basis and the reporting period is June to July of the previous academic year.

The data must be submitted to the [MBACSEA standards](#).

The data is [normalized by z-scores](#).

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# Sustainability (lens)

2 months ago · Updated

## Context:

Starting from the 2024 edition of the [QS World University Rankings](#), QS was proud to include a new 5% Sustainability performance lens as part of our evolved methodology. This makes us the first of the major rankings to incorporate Sustainability into the flagship rankings table, helping to emphasize the importance of this topic to students, institutions, national policymakers and the wider sector.

In September 2023, we also introduced this into our inaugural [QS Europe University Rankings](#), using the same methodology outlined below.

## How it is scored

The score for this component was taken from the analysis of the 1st edition of the standalone [Sustainability Rankings](#). Please refer to our [published methodology](#) to understand how the scores were compiled. However, as our inaugural Sustainability Rankings, published in October 2022, had a much smaller set of institutions evaluated (and thus scored) than the QS World University Rankings, some of the inclusion criteria



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were relaxed (e.g. paper thresholds - see below) in order to increase the number of scored institutions. It is this **revised** set of underlying Sustainability scores (*not to be confused with the final published scores*) that were used as the input into the QS World University Rankings 2024 and QS Europe University Rankings 2024.

Environmental  
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For the upcoming 2025 editions of QS World University Rankings and QS Europe University Rankings (to be published in 2024), underlying scores for all 3.6K+ evaluated institutions from the standalone QS Sustainability Rankings 2024 (published in 2023) will be used **as is**. Thus, the relative position of institutions published in both QS Sustainability Rankings 2024 and 2025 editions of QS WUR or Europe Rankings will be the same, however the domestic, regional or overall ranks may be different due to differences in the sample.

Environmental Impact

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### The data

We used the same data that was used to evaluate institutions for the Sustainability Ranking (October 2022). We did not accept new data submissions for this performance lens. As such, to have the best chances of reflecting your performance under this performance lens, institutions should begin by submitting data to the Sustainability Ranking. You can do this in [QS HUB](#).

### The thresholds (relevant for QS World University Rankings 2024):

- in the evaluation for the Sustainability lens, [paper thresholds per SDG](#) were **naturally lower** than in the 1st edition of the standalone rankings, as paper count quartiles are calculated on a fuller set of institutions for which we have SDG research data
- in the evaluation for the standalone rankings, we required at least X of the Y SDG component scores in each SDG metric being **5 or higher** (see the methodology of the corresponding SDG-related metrics, e.g. X = 3 and Y = 6 for the metric of

'Research Impact on SDGs for Sustainable Research' metric), while in the Sustainability lens we changed this condition to "at least X of the of the Y SDG component scores in each SDG metric being **non-zero**"

The overall correlation between the standalone QS Sustainability Rankings 2023 and the Sustainability lens in QS WUR 2024 is 0.97. That demonstrates a very high consistency in both rankings. However, some individual swings may be observed and can be explained by the following: Once we added the underlying data for a much larger set of institutions in order to score them for the lens this has the effect of spacing out many institution's scores and ranks. In other words, we have stretched the shape of the distribution.

Important note:

If your institution wishes to be represented with accurate data in the QS World or Europe Rankings, please ensure you submit data for the Sustainability Ranking. The 2024 edition of Sustainability Ranking, due to be published in December 2023, will be used for the WUR and Europe 2025 analyses

Have more questions? [Submit a request](#)

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[Pilot Edition: QS Sustainability Ranking](#)

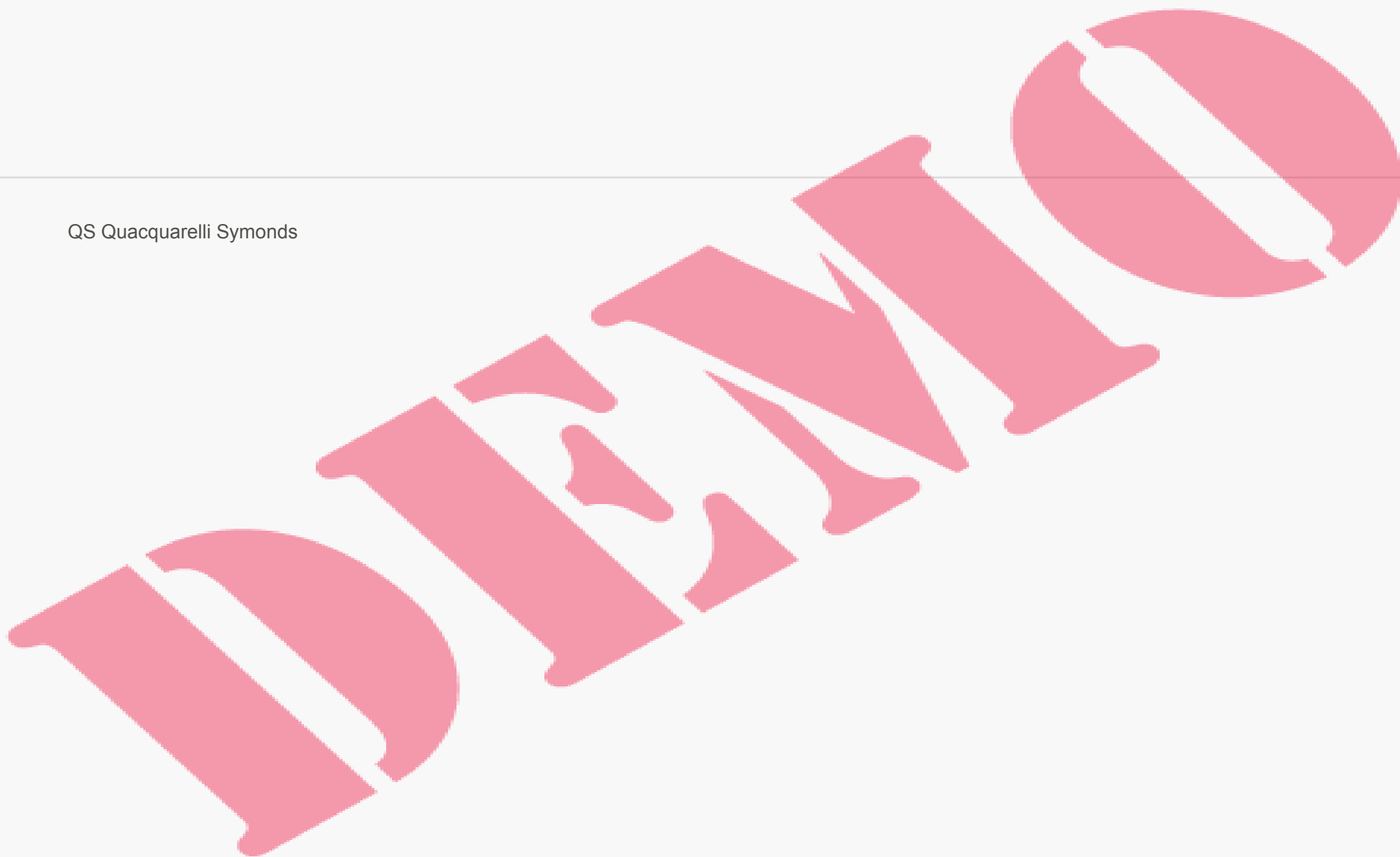
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## Archived: Sustainable Institutions Lens

3 months ago · Updated

**This page relates to the pilot edition of the QS Sustainability Ranking. For the current methodology, please visit [here](#).**

This lens assesses the institution's strategy and operations towards an environmentally sustainable future. It asks whether or not an Institution has a) committed to environmental impact alleviation and b) demonstrated that commitment. Data from alumni, operations and policies, staff perceptions and reporting & governance are aggregated to form the final score.

### Weights of metrics for Sustainable Institutions:

Metric	Weight (In the lens / Overall)
Alumni Impact for Innovation	34.3% / 6%
Member of an officially recognised sustainable group	5.7% / 1%
Climate change commitment (staff view)	14.3% / 2.5%

Education Lens

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Institutions Lens

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Discontinued: QS  
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Publicly available strategy on sustainable procurement	5.7% / 1%
Publicly available strategy on sustainable investment	5.7% / 1%
Student Society focused on Environmental Sustainability	5.7% / 1%
Report on Emissions / Energy / Water use	17.1% / 3%
Race to Zero Commitment	11.4% / 2%

### **Alumni Impact for Innovation**

[Alumni Impact](#) is a well-established metric used previously in QS Graduate Employability Rankings, QS Global MBA and Business Masters Rankings, as well as a component part of the Employment Outcomes indicator in our World University Rankings. In order to estimate the Alumni Impact for Innovation, we use only relevant awards and lists such as "30 Under 30: Social Entrepreneurs" by Forbes, "Stockholm Water Prize" by Stockholm Water Foundation, FT's 'Climate Leaders 2022' and such like.

### **Member of an officially recognised sustainable group**

We check whether institutions are members of the following groups committed to climate change in the sector:

- [U7 Alliance - List of Members](#)
- [ISCN Network - List of Members](#)
- [HESI Network - List of Members](#)
- [IARU - List of Members](#)

Each unique institution on these lists will get a score of 100.

### **Climate Change Commitment (Staff View)**

As part of [QS Academic Reputation Survey](#), we ask respondents about what institution they are affiliated with and to what extent their institution prioritizes minimizing its climate change impact in its day-to-day operations. Institutions which meet the response rate threshold receive a non-zero score for Climate Change Commitment (Staff View) averaged across all responses. To avoid a low number effect, institutions with eligible but still low response rates are damped on a sliding scale.

### **Publicly available strategy on sustainable procurement**

Each institution provides a public link to their strategy on sustainable procurement, QS validates the links, once validated the institution gets a score of 0 or 100.

### **Publicly available strategy on sustainable investment**

Each institution provides a public link to their strategy on sustainable investment, QS validates the links, once validated the institution gets a score of 0 or 100.

### **Student Society focused on Environmental Sustainability**

Each institution provides a public link to their student society with a focus on environmental sustainability, QS validates the links, once validated the institution gets a score of 0 or 100.

### **Report on Emissions / Energy / Water use**

If an institution records and reports on these, they get a score of 100 for each record and these scores are averaged.

### **Race to Zero Commitment**

If an institution is part of the Race to Zero Commitment - [list of members](#). They will get a score of 50 for having a published plan or statement, then the other 50 is dependent on the Net-Zero target.

If their target year is:

- Before 2022 : score 50
- Between now and 2025 : score 45
- Between 2026 - 2030 : score 40
- Between 2031 - 2035 : score 35
- Between 2036 - 2040 : score 30
- Between 2041- 2045 : score 25
- Between 2046 - 2050 : score 20
- Between 2051- 2055 : score 15
- Between 2056 - 2060 : score 10
- After 2060 or year not given : score 5

Have more questions? [Submit a request](#)

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