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Governance

9 months ago · Updated

This category recognizes universities who have good governance imbedded throughout their policies , procedures and strategy. The ability to meet SDG commitments is recognized by the UN as contingent upon the coordination and implementation of good policy and practice through good governance.

This is a new category for the 2nd edition. Some of the metrics were previously used as score boosts in the 1st edition, and some are entirely new.

This category has just one lens at present - good governance. Pease click below for a full lens description.

Performance Lens	Weight (Of the lens / Overall)
Good governance	-

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Class Experience

2 years ago · Updated

This measure is designed to show the support an institution provides for their online students.

This data is collected on an annual basis and the reporting period the previous academic year.

We collect the following data from schools

- Do you have 24/7 tech support? Yes/No
- Do you have regular live classes? Yes/No
- Do you provide access to a learning app? Yes/No
- Do you allow physical meetups? Yes/No
- Do you have group discussions in a live class? Yes/No
- Do you release all course materials? Yes/No
- % of classes that are live

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The data is normalized by z-scores.

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Health and Wellbeing

2 months ago · Updated

This lens (previously named Quality of Life) assesses the institution's commitment to improving the health and wellbeing of humanity at large (through its research) and to its own staff and students. It aggregates the research impact of relevant SDG's, the provision of healthcare on campus, the experiences of its alumni and finally the performance of its country in external metrics.

Weights of the metrics for Health and Wellbeing:

Code	Metric	Metric Weight
HW1	Research Impact of SDGs for Health and Wellbeing	3%
HW2	Health Provision on Campus	1%
HW3	Health and Wellbeing National Statistics	1%

HW1. Research Impact on SDGs for Health and Wellbeing

Sub metric	Description	Scoring
HW1.1	Research output produced by institutions, classified by Elsevier as research in SDG 1 (No poverty), SDG 2 (Zero Hunger), SDG 3 (Good health & Wellbeing) and SDG 6 (Clean Water & Sanitation).	A score from 0 to 100 per SDG is produced using this methodology, and then averaged into an overall score, subject to at least two of the four mentioned SDG scores being non-zero.

HW2. Health Provision on Campus

Institutions have a duty-of-care for students during their time on campus. There are many ways a university can do this, but the following items are a sign that students have access to the basic ingredients of a healthy study experience:

Sub metric	Description	Evidence	Scoring
HW2.1	The provision of healthy and affordable food options on campus. i.e. students should not need to leave campus to visit private food outlets to eat or drink during their students. There should be evidence of the options being priced reasonably vs. external market prices.	URL or supporting statement	0 or 25
HW2.2	Access to physical healthcare services on campus, including health information and education services	URL	0 or 25

	Access to sexual and reproductive		
HW2.3	health-care services including	URL	0 or 25
	information and education services		
HW2.4	Access to mental health support for both staff and students	URL	0 or 25

HW3. Quality of Life National Statistics

Both of the datasets below provide an indication of how clean / sustainable / healthy / green / conservation friendly a country is, along with how happy and content its citizens feel.

Sub metric	Description	Scoring
HW3.1	• Subjective wellbeing score from the Sustainable Development Report	Scaled score between 0 and 100
HW3.2	• The Yale Environmental Performance Index score	Scaled score between 0 and 100

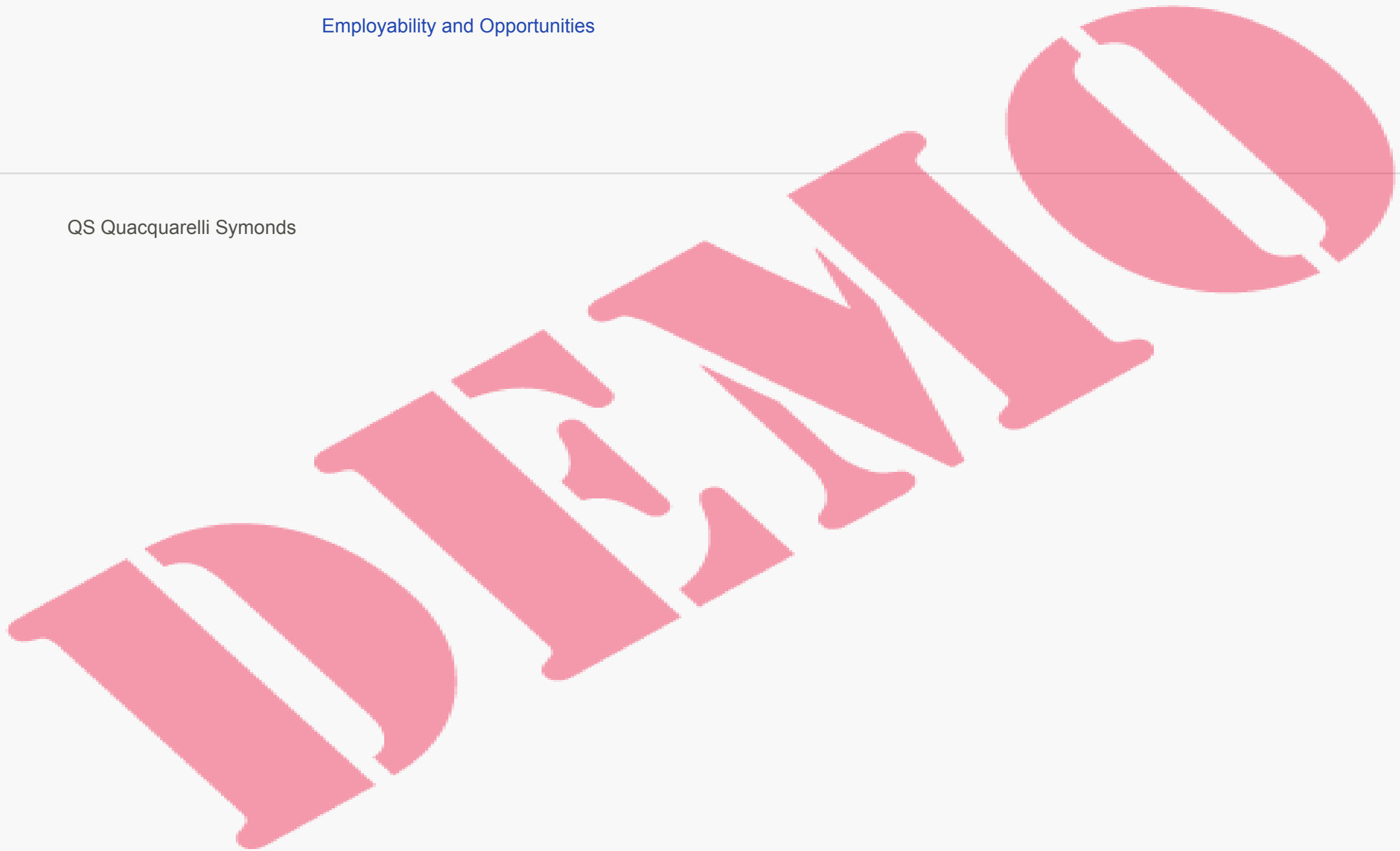Have more questions? Submit a request

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Discontinued: QS MBA by Career Specialization Rankings

3 months ago · Updated

Please note: this ranking was discontinued as of 2023.

To be eligible for this ranking, schools must be ranked in the Global MBA ranking.

The set of indicators for our QS MBA by Specialization Rankings are made up of three broad categories, linking to fuller descriptions in our methods section.

Indicator Weights

The specialization weights associated with the indicators noted above vary by specialization according to data relevance and availability. The specific inputs used to derive scores are written in more detail in subject-specific methodology. We have given

different weights to indicators to reflect the industrial or functional or entrepreneurial nature of the career choices, and to distinguish the seven specialization subjects from one another.

Indicators weights used in the Global MBA by Career Specialization ranking:

Indicators	Consulting	Entrepreneurship	Finance	Information Management	Marketing	Operations Management	Technology
Career Placement	60%	30%	60%	30%	50%	60%	65%
Employer Reputation	5%	40%	5%	30%	25%	10%	10%
Research Strength	45%	30%	35%	40%	25%	30%	25%

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QS Asia Region
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QS Latin America and
Caribbean Region
Rankings

QS Best Student Cities Rankings

3 months ago · Updated

Purpose:

Considering a range of factors, such as affordability, desirability and the opinions of current students, the QS Best Student Cities ranking provides an overview of the best places to live and study around the world. Unlike our wider rankings suite, this is unique in not ranking universities, but the cities in which they exist.

Eligibility:

To be considered for inclusion:

- Each city must have a population of over 250,000
- Be home to at least two universities featured in the most recent QS World University Rankings®
- In a country marked as insignificant to medium, based on International SOS index

For population metrics, the metropolitan area is used where possible. Current calculations suggest that 191 cities qualify for consideration. We use this threshold as a

way of roughly comparing like with like. What constitutes a city in a small country is very different to a large country, but in using this, we attempt to keep the ethos of the concept of 'city'.

Methodology

University rankings

This category aims to reflect the collective performance of a city's universities in the QS World University Rankings®. The indicators reflect the magnetism of the large numbers of universities found in large cities, as well as lending recognition to the locations of the world's elite institutions.

Any modified weights are specified in brackets, e.g. [x2] = weighted double.

Institution Count [x2]

A score based on a straight count of the number of ranked institutions in the city.

Indexed Score [x3]

This indicator considers the collective performance of all institutions in the city. Points are awarded for each institution depending on which ranking range they fall into:

Range	Points
1-10	100

11-25	50
26-50	30
51-100	20
101-200	10
201-300	5
301-400	3
401-500	2
501+	1

Top Score

This score is based on the position of the highest-ranked institution in the city.

Student Mix

This category is designed to look at the student make-up of the city, both overall and from an international perspective. Cities with higher proportions of students are likely to be better equipped with the facilities students need, while areas with high numbers of international students are more likely to be well-prepared to welcome even more.

Student Population

A simple score based on the number of students at ranked institutions as a proportion of the city's population.

International Volume [x2]

A score based on the total number of international students enrolled at ranked institutions.

International Ratio [x2]

A score based on the total number of international students as a proportion of all students studying at ranked institutions in the city.

Tolerance & Inclusion [x2]

This indicator reflects the importance for many international students of choosing a study environment which is likely to be hospitable to their own cultural background, lifestyle and identity. This score is based on the Social Progress Index, which tracks indicators by country on a variety of aspects, including tolerance and inclusion.

Desirability

This category aims to reflect the overall desirability of each destination. While students may be seeking exciting cities rich in opportunity, they (and their parents) are also likely to be concerned about the safety of the locality. A broad range of metrics is considered to reflect these diverse requirements.

Economist Livability Index [x5]

A score based on the results of the Economist Intelligence Unit's Livability Index.

GaWC+ Score [x2]

A score based on the Globalization and World Cities index (GaWC), compiled at the University of Loughborough. An Alpha++ rating achieves 12 points, scaled down to 1 point for a "Sufficiency" rating. Further point boosts (up to a limit based on the number of cities featured) are available for inclusion in any of the following:

- **PwC's Cities of Opportunity Index** – up to 3 additional points
- **Global Power City Index** – up to 4 additional points
- **Trip Advisor's Travelers' Choice Awards** – up to 6 additional points
- **City Momentum Index** - up to 5 additional points

Safety Score [x2]

This score is based on the safety index compiled by Numbeo (the inverse of the crime index). The Numbeo results are augmented by data from the personal safety indicator of the Social Progress Index (country level), and The Economist's Safe Cities Index.

In each case the results are scored based on the distance from the mean position, with the top cities in each index receiving a positive result and the bottom cities a negative result. In the few cases where there is no city data available, the mean of all cities in that country is applied.

Pollution Score

Health and wellbeing are also crucial factors for prospective students and their parents, and air quality can vary greatly. This aspect is not highly weighted but provides an interesting accent in the desirability category. This score is also derived from data gathered by Numbeo. In the few cases where there is no city data available, the mean of all cities in the relevant country is applied.

Corruption Score [x2]

Transparency International's Corruption Perceptions Index provides insight into the presence of corruption in the public sector, of which higher education is typically a part, by country. This score is included to reflect the fact that international students and their parents may want to be reassured that their fees are reaching the right places.

Student Desirability [x2]

This indicator is based on a student survey which collected over 95,000 responses worldwide. The survey is available year-round, but there have been three pushes for responses, the first from December 2016 to January 2017, the second from January to February 2019 and third from January to February 2021. As part of the survey, students were asked to identify their 'dream student city' – the city they would choose if they could study anywhere. This score is included to reflect international students' perceptions of the most desirable city destinations.

Employer Activity

This category aims to provide an indication of which cities are most highly sought-after as recruiting grounds among graduate employers. Two of the indicators considered are based on QS's annual survey of employers worldwide, which asks recruiters to identify the institutions they believe to be producing the best graduates in their sector.

Domestic Employer Popularity

A score based on the number of domestic employers who identified at least one institution in the city as producing excellent graduates, in QS's employer survey.

International Employer Popularity [x4]

A score based on the weighted count of international employers who identified at least one institution in the city as producing excellent graduates. Since all QS's work is focused on supporting international students and opportunities for mobility, this indicator carries more weight than the domestic alternative.

Youth Employment Bonus

A bonus or penalty is applied based on World Bank figures for youth employment in the given country. The top and bottom quartile receive a 5% boost or handicap, while the top and bottom 5% of countries for youth employment receive a 10% adjustment.

Affordability

The fifth category recognizes the importance of affordability for most prospective students and their families. It draws on a range of sources to give an indication of how affordable a city is likely to be, when tuition fees and general living expenses are considered.

Tuition Fees [x3]

Usually, the most substantial outlay for students, global trends suggest that tuition fees are likely to play an increasing role in shaping international student mobility trends in the coming years. This score carries twice the weight of the other affordability indicators.

Big Mac Index [x2]

A score based on this well-known index of retail pricing in cities worldwide, compiled and published by the Economist Intelligence Unit.

Cost of Living [2]

This score is based on the Mercer Cost of Living Rankings and provides a good counterpoint to the other affordability measures considered. For instance, Hong Kong is among the cheapest locations according to the Big Mac Index, but the second most expensive city in the Mercer Cost of Living Index, due to factors such as the high costs of accommodation. Considering this selection of indicators together provides a fuller picture.

Student View

This indicator is based on a student survey which we run annually. It provides students with an opportunity to share their experience of studying in a particular city.

Student Experience [x3]

This score is based on students' ratings of their city in eight categories: tolerance and inclusion, diversity, friendliness, ease of getting around, affordability, nightlife, employment opportunities, arts and culture, and sustainability. The score is adjusted based on the proportion of international response.

Cities which come out on top of the Student Desirability indicator (see above) do not necessarily score equally well for Student Experience, showing that the genuine experience may not match expectations.

Staying After Graduation [x2]

This score is based on the proportion of students that either stayed or said they would like to stay in their student city for at least a year after graduation. This reflects students' perceptions of the availability and quality of employment prospects, as well as providing a reflecting on their experience of the city overall. This score is also adjusted for the level of international response.

Compilation

Each indicator is converted into an ordinal by ranking the results and subtracting the rank of each result from the maximum. In some cases, the underlying data is slightly reconfigured to ensure comparable application of weights (i.e. tuition fee values are organized into ranges). The resulting scores are combined with the weights shown above (these are relative weights within the category) and scaled to the top-performing

city in the category to give a score with a maximum of 100 for each category, which are then summed to produce the final score.

The final table is presented based on an overall score out of 100, showing rank, score, country, and city names and scores out of 100 in each of the six categories.

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International Faculty Ratio
===========================

Research Impact:
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International Student
Diversity

3 years ago · Updated

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Rationale:

This indicator looks at the ratio of international faculty staff to overall staff. If an
institution is attracting a sizeable population of international faculty this has benefits in
terms of the research and teaching diversity and collaboration. Further, if an institution is
attracting a sizeable number of overseas staff it follows that it is attractive enough to do
so.

QS World University
Rankings - previous
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Good Governance

Calculation:
The number of faculty staff who contribute to academic teaching or research or both at a
university for a minimum period of at least three months and who are of foreign
nationality as a proportion of overall faculty staff.

Governance

Important notes:

Environmental
Research

- The term 'international' is determined by citizenship.

Environmental Education

Environmental Sustainability

Environmental Impact

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- For EU countries, this includes all foreign nationals, even nationals of other EU states. In Hong Kong SAR, this includes staff from China (Mainland).
- In the case of dual citizenship, the deciding criteria should be citizenship obtained through birth, or first passport obtained.
- Visiting international faculty staff who are of foreign origin but members of a university other than the one under submission are NOT be counted under this category.

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Career Placement

1 year ago

Career Placements is represented by a score that combines insights on the percent of graduates from an MBA program going into a relevant **industry**, **function** or **starting their own business**. This is balanced by an **absolute placement score,** which balances class size against the proportional outcome statistics.

The employment outcome data conforms to the MBA Career Services & Employer Alliance (CSEA), Standards Edition VI, for reporting MBA employment statistics. The employment information includes all students who graduated in the 12 months ending in June 30. This category aims to measure the career outcomes of respective specializations in the business schools ranked.

Specialization	Career Placements		
	Industry Placement	**Functional Placement**	**Entrepreneurial Placement**
Consulting	Consulting		

Entrepreneurship			% of class starting a business
Finance	Financial Services		
Information Management	Technology		
Marketing		Marketing / Sales	
Operations Management		Operations / Logistics	
Technology	Technology		

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Discontinued: QS MBA by Career Specialization Rankings

Employment Outcomes

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Archived: Quality of Life 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 indicator assesses the institution's impact on research into areas that affect our health and wellbeing as well as those of other living creatures. It looks at the research impact of relevant SDG's, health options on campus and then overlays national-level statistics. We aggregate these to produce a final score.

Weights of the metrics for Quality of Life:

Metric	Weight (In the lens / Overall)
Research Impact of SDG's for Quality of Life	60% / 3%
Health Options on Campus	20% / 1%
Quality of Life National Statistics	20% / 1%

Research Impact of SDG's for Quality of Life

We analyse research output produced by institutions, classified by Elsevier as research in SDG 1 (No poverty), SDG 2 (Zero Hunger), SDG 3 (Good health & Wellbeing) and SDG 6 (Clean Water & Sanitation). A score from 0 to 100 per SDG is produced using this methodology, and then averaged into an overall score, subject to at least two of the four mentioned SDG scores being 5 or higher.

Health Options on Campus

Institution gets a score of 0 or 100 depending on whether QS finds enough evidence of healthcare provision options available on campus (medical center, on-site doctors, mental health centre, etc.)

Quality of Life National Statistics

We average the following data points:

- Subjective wellbeing score from the Sustainable Development Report (scaled to 1-100)
- The Yale Environmental Performance Index score (scaled to 1-100)

We provide a 2% boost to the score of the location if they have signed the UN declaration against Torture. The final score after the boost is then normalised and scaled from 1-100.

Have more questions? Submit a request

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QS Institution Classifications

2 years ago · Updated

QS classify institutions across four dimensions for the purposes of rankings comparison. They are listed below.

Size

Based on the (full time equivalent) size of the degree-seeking student body. Where an FTE number is not provided or available, one will be estimated based on common characteristics of other institutions in the country or region in question.

	Size	Students
XL	Extra Large	More than 30,000
L	Large	>=12,000
M	Medium	>=5,000
S	Small	Fewer than 5,000

Subject Range

Environmental Education

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Four categories based on the institution's provision of programs in the five broad faculty areas used in the university rankings. Due to radically different publication habits and patterns in medicine, an additional category is added based on whether the subject institution has a medical school.

	Focus	Faculty Area
FC	Full comprehensive	All 5 faculty areas + medical school
CO	Comprehensive	All 5 faculty areas
FO	Focused	3 or 4 faculty areas
SP	Specialist	2 or fewer faculty areas

Age

(*discontinued since 2023 rankings cycle*)

	Classification	Age
5	Historic	100 years old and more
4	Mature	50-99 years old
3	Established	25-49 years old
2	Young	10-24 years old
1	New	Less than 10 years old

Research Intensity

Four levels of research activity evaluated based on the number of documents retrievable from Scopus in the five-year period preceding the application of the classification. The thresholds required to reach the different levels are different depending on the institution's pre-classification on aspects 1 and 2.

	RESEARCH INTENSITY
VH	Very High
HI	High
MD	Medium
LO	Low

RESEARCH	FOCUS	XL	L	M	S
VH	FC	13000	10000	5000	2500
HI	FC	4000	3000	1500	750
MD	FC	750	500	250	100
LO	FC	0	0	0	0
VH	CO	7000	5000	2500	1250
HI	CO	2000	1500	750	400
MD	CO	400	250	100	50
LO	CO	0	0	0	0
VH	FO	3500	2500	1250	650
HI	FO	1000	750	400	200
MD	FO	150	100	50	50
LO	FO	0	0	0	0
VH	SP	2 x mean for relevant broad	2 x mean for relevant broad	2 x mean for relevant broad	2 x mean for relevant broad

		subject areas	subject areas	subject areas	subject areas
HI	SP	1 x mean for relevant broad subject areas	1 x mean for relevant broad subject areas	1 x mean for relevant broad subject areas	1 x mean for relevant broad subject areas
MD	SP	0.5 x mean for relevant broad subject areas	0.5 x mean for relevant broad subject areas	0.5 x mean for relevant broad subject areas	0.5 x mean for relevant broad subject areas
LO	SP	0	0	0	0

For the list of by narrow and broad subject area designations please see here: QS Subject Categorisation

Have more questions? Submit a request

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Archived: Equality Lens

3 months ago · Updated

This page relates to the pilot edition of the QS Sustainability Ranking. For the current methodology, please visit here.

Achieving Gender Equality has been expressly identified as a critical goal for our world. The UN's Sustainable Development Goals have a stand-alone goal for this (SDG 5). According to the UN, "*Gender equality* is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world."

Moreover, reduced inequalities more broadly has also been identified as an urgent goal for humanity. This is identified in SDG 10. According to the UN, "Reducing inequalities and ensuring no one is left behind are integral to achieving the Sustainable Development Goals. Inequality within and among countries is a persistent cause for concern."

Education Lens

This lens assesses a university's efforts to instill not only a climate of gender equality, but of reduced inequalities more widely - including discrimination based on other personal characteristics such as sexual orientation, disability, race and wealth.

With the same principle in mind as many of the other performance lenses in this ranking, we also take into account performance at a national level. It is our collective duty to ensure that students, who use rankings, get a rounded and realistic view of the equalities environment not only at the university they will study at, but in the country in which they will potentially spend several years.

We aggregate the following data to produce a score: research being done by institutions in relevant SDG's, the operational activities of the institution, student and staff gender ratios, and national-level statistics on equality.

Weight of metrics in Equality:

Metric	Weight (In the lens / Overall)
Research Impact into SDG's for Equality	33.3% / 5%
Student Gender Ratio	13.3% / 2%
Faculty Gender Ratio	13.3% / 2%
Women in Leadership Ratio	6.7% / 1%
Equality, Diversity and Inclusion policy	6.7% / 1%
Academic Equality (Staff View)	6.7% / 1%
Office for Disability Support	6.7% / 1%

Equality National Statistics	13.3% / 2%

Research Impact of SDGs for Equality

We analyse research output produced by institutions, classified by Elsevier as research in SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities). A score from 0 to 100 per SDG is produced using this methodology, and then averaged into an overall score, subject to at least one of the two mentioned SDG scores being 5 or higher.

Student Gender Ratio

We collect:

- Total number of students in the institution
- Total number of male students

The % of non-male students are calculated. If an institution does not submit data, then the location minimum is checked, if the location has less than 5 institutions in the location, then we use regional averages.

Faculty Gender Ratio

We collect:

- Number of faculty in the institution
- Number of Male faculty

The % of non-male faculty are calculated. If an institution does not submit data, then the location minimum is checked, if the location has less than 5 institutions in the location, then regional averages are used.

Women in Leadership Ratio

We collect:

- Number of people in leadership positions in the institution
- Number of males in leadership positions in the institution

The % of non-male leaders are calculated. If an institution does not submit data, then the location minimum is checked, if the location has less than 5 institutions in the location, then regional averages are used.

Equality, Diversity and Inclusion policy

Each institution provides a public link to their Equality, Diversity and Inclusion (EDI) policy, QS validates the links, once validated the institution gets a score of 0 or 100.

Academic Equality (Staff View)

As part of QS Academic Reputation Survey, we ask respondents about what institution they are affiliated with and three specific questions on to what extent their institution:

- has specific measures in place to support employees with disabilities;
- is committed to supporting LGBT+ equality;
- is committed to supporting gender equality.

Institutions which meet the response rate threshold receive a non-zero score for Academic Equality (Staff View) averaged across all responses per question, with all three questions carrying same weight in our analysis. To avoid a low number effect, institutions with eligible but still low response rates are damped on a sliding scale.

Office for Disability Support

Each institution provides a public link to their office for disability support, QS validates the links, once validated the institution gets a score of 0 or 100.

Equality National Statistics

We average the following data points:

- Gender pay gap from the Sustainable Development Report (scaled to 1-100)
- Ratio of Women in the workforce from the Sustainable Development Report (scaled to 1-100)
- Seats held by women in parliament from the Sustainable Development Report (scaled to 1-100)
- Ratio of Education Achieved from the Sustainable Development Report (scaled to 1-100)
- Palma Index from the Sustainable Development Report (scaled to 1-100)
- LGBT Global Acceptance Index from UCLA (scaled to 1-100)

We provide a 2% boost to the score of the location if they have signed the UN declaration against Racism. The final score after the boost is then normalised and scaled from 1-100

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Archived: Knowledge Exchange Lens

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Webometrics Web Impact Indicator

2 years ago · Updated

This indicator is used in three of our QS University Rankings by Region. The Webometrics Ranking Web of World Universities looks at the impact of an institution's online footprint.

Due to the automated nature of the approach, the ranking embraces some 20,000 institutions worldwide – the most extensive comparative evaluation of world universities.

At a global level the Webometrics system is probably overly generous to institutions who operate principally in English – only a few institutions in the top 50 do otherwise – but at a regional level – particularly in a region where no one country has an innate advantage in English it makes for a compelling comparator. Here we have eliminated the Excellence (Scholar) component of the Webometrics methodology due to its overlap with our Scopus analysis and scaled the other factors up to compensate (currently Openness is weighted at half of Visibility) – forging this together to form a 5% indicator.

Weightings

Environmental Education

Environmental Sustainability

Environmental Impact

- QS World University Rankings: Arab Region 5%
- QS World University Rankings: EECA 5%
- QS World University Rankings: Latin America 5%

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QS Executive MBA Rankings

3 months ago · Updated

The QS Executive MBA Ranking highlights the best Executive MBA rankings across the globe.

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

- Schools must have at least one [1] graduating class
- Schools must have either AACSB, AMBA, EQUIS or EPAS accreditation
- There must be at least twenty [20] people in the class on average

The set of indicators for our Executive MBA Ranking and their weights are shown below, linking to their fuller descriptions in our methods section.

Weights of the indicators used in the executive business masters' ranking:

Employer Reputation	30%

QS International Trade Rankings	Academic Reputation	25%
	Career Progression	20%
QS Global MBA Rankings	Executive Profile	15%
QS Business Masters Rankings	Class Diversity	10%

EMBA FAQs

Q: What are the criteria to participate in the Executive MBA Ranking?

A:

- **Schools must have at least one graduating class**

- **Schools must have either AACSB, AMBA, EQUIS or EPAS accreditation**

It can be difficult to define exactly what should be classified as an Executive MBA. If you have a doubt then please submit a ticket to our support team at support.qs.com. Ideally the average work experience in the classroom should be at least 6 years.

Q: Our school offers an EMBA program but we also have a joint EMBA. How do we submit for both programs?

A: Please submit a ticket via support.qs.com and we will send you information for submitting more than one program.

Data Submission

The data collection interface for all Business School Program Rankings can be found here.

Please log a ticket at 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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Executive Profile

QS World University Rankings

QS Business Masters Rankings

QS Subject Rankings

Class & Faculty Diversity

6 months ago · Updated

This indicator is currently used in the following rankings, with weights indicated in brackets:

- Global MBA (10%)
- Business Masters (10%)
- Online MBA (10%)
- Executive MBA (10%)

This measure is designed to give a clear representation of diversity within a program. We look at the percentage of female students and faculty members, percentage of international faculty overall at the business school, and the international mix of students on the program.

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

Articles in this section

Research Impact: Sustainable Development Goals

International Student Diversity

Inbound and Outbound Exchange Students

QS World University Rankings - previous methodology

Good Governance

Governance

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Environmental Impact

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We collect the following data from schools

- Percentage women in the classroom
- Number of nationalities in the classroom
- Percentage of international students
- Percentage international faculty
- Percentage women in the business school faculty

The data is normalized by z-scores.

Weights of the subindicators used in the various ranking:

Subindicator	Global MBA	Business Masters	Online MBA	Executive MBA
Percentage women in the classroom	2.5%	2.5%	5.0%	5.0%
Percentage women in the business school faculty	2.5%	2.5%	0.0%	0.0%
Percentage of international students	2.5%	2.5%	0.0%	0.0%
Percentage international faculty	2.5%	2.5%	0.0%	0.0%
Number of nationalities in the classroom	0.0%	0.0%	5.0%	5.0%

Have more questions? Submit a request

Related articles

QS Business Masters Rankings

Business Rankings: Research Indicators

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Employer Reputation - International Trade Rankings

1 year ago · Updated

Context

The QS Global Employer Survey consults employers to inform the Employer Reputation Index. This indicator measures the perceptions of industry (i.e., where would they recruit graduates from - at institution and programme level).

Read more on Employer Reputation.

Source of Data

Data is obtained from the annual QS Employer Survey. The results are based on the responses to a survey distributed to worldwide employers from several different sources:

- Previous Respondents
- Submitted contact lists from institutions (see Survey Nominations Procedure)

- Sign-ups on our sign-up facility (see Survey Nominations Procedure)
- Survey partners

Data Collection

We will use nominations for the following subject areas:

- Business and Management
- Accounting and Finance
- Economics

Have more questions? Submit a request

Related articles

Academic & Employer Reputation Survey

Academic Reputation - International Trade Rankings

Data Appendix

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QS International Trade Rankings

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QS Asia Region
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QS Europe Region
Rankings

QS Latin America and
Caribbean Region
Rankings

QS Sustainability Rankings

6 days ago · Updated

The QS World University Rankings: Sustainability provides students with a unique lens on which institutions are demonstrating a commitment to a more sustainable existence. More than just the commitment, it looks for outwards evidence of this - from the impact that alumni are making in science and technology to solve climate issues, to the impact of research being done across the UN's 17 sustainable development goals. It evaluates the social and environmental impact of universities as a center's of education and research, as well as a major employers with the operational sustainability challenges of any large and complex organization.

1 February 2024 - 15 April 2024 - Sustainability data collection open in HUB

Full methodology and weights to be published mid-2024 for the QS Sustainability Rankings 2025.

Whilst the majority of the data requested from institutions remains the same, we have included some new fields in HUB which relate to Environmental Impact, Social Impact and Governance.

We will be gathering data to assess institutions' commitment to providing dedicated training and assessment on both the environmental and social aspects of sustainability. Institutions will be asked provide confirmation as to whether they provide this training and whether this is for staff and/or students, together with the training duration (number of hours).

We will be asking institutions to provide information about any tools they use to assess sustainability and literacy and knowledge; this includes one option which is Sulitest TASK, however institutions who use alternative assessment tools can provide evidence.

The data collected for the Governance category is being expanded to include confirmation of an institutional Sustainability Committee.

QS World University Rankings: Sustainability 2024 (2nd edition)

The 2nd edition of this ranking has three categories: Environmental Impact, Social Impact and Governance. With each category, there are a series of performance lenses, themselves composed of an aggregated set of individual metrics.

October 13th Update - Indicative category weights are now shown below. We aim to have lens weights public by November 3rd.

15 November 2023 update - weights for lenses and metrics are now published in full.

Category	Overall Weight
Social Impact	45%
Environmental Impact	45%
Governance	10%

Eligibility and Inclusion

To be **eligible** for this ranking in its current form the following condition was applied:

Intent	Explanation
Eligibility for QS Rankings	Institutions must be eligible for QS World University Rankings, QS Rankings by Region or QS Rankings by Subject. Business Schools are not currently able to participate in this ranking.

To be **included** in this evaluation, the following criteria is also applied:

Intent	Explanation
Evidence of a research culture aligned with the UN's SDGs	Institutions must demonstrate a non-zero score in 'Research Impact on SDGs for Environmental Research (Environmental Impact category) and in at least 2 out of 4 SDG research metrics in the Social Impact category (see the individual lenses for this category).

Inclusion in the evaluation vs. public results

As with any QS Ranking, we are typically able to evaluate a much larger set of institutions than we publish. The decision on which rank threshold to publish the results depends on a variety of factors, but most importantly on the data breadth and depth as well as the maturity of the rankings.

In the second edition of QS Sustainability Rankings, we were able to score more than 3,600 institutions based on Scopus and reputation data (which we can collect independently and without direct participation), as well as country-level data. So, even if an institution has not made the results publication threshold (e.g. top 1400 in the second edition) for the standalone rankings, institutions have a chance to be featured in the QS World University Ranking's Sustainability Metric.

A note regarding evidence:

In our QS HUB portal, different data fields have different forms for evidence. Some require a URL, some require an upload, and some require a supporting statement. One size doesn't fit all, and we understand that institutions may have a PDF rather than a link (e.g. a policy may be in their staff handbook, which is not linked on their website). Speak with our Institution Support Team - they are happy to help you provide the right evidence for the right questions.

All submissions are taken to be a true and open confirmation of that data point by the university. QS reserves the right to ask for further evidence where we are not confident in the submission. Any submissions found to be misleading will be rejected. **Deliberate attempts by an institution to submit false data will result in penalties or exclusion from the ranking.**

Quick Links to:

Category	Lens	Metric	Metric Weight
Social Impact		EQ1 - Research Impact on SDG's for Equality	4%
	Equality	EQ2 - Student Gender Ratio	1%
		EQ3 - Faculty Gender Ratio	1%
		EQ4 - Women in Leadership Ratio	1%
		EQ5 - Equality, Diversity and Inclusion policy	1%
		EQ6 - Academic Equality (Staff View)	2%
		EQ7 - Disability Support	1%
		EQ8 - Equality National Statistics	1%

		Knowledge Exchange	KE1 - Knowledge Exchange: Progress / Dissemination	6%
			KE2 - Outreach and Community Engagement	1%
			KE3 - Staff perception	2%
			KE4 - Policy Citations (Social)	1%
		Impact of Education	IE1 - Research Impact on SDGs for Education	3%
			IE2 - Academic Reputation for Impact of Education	1%
			IE3 - Alumni Impact for Education	1%
			IE4 - Academic Freedom Index	1%

		IE5 - Impact of Education National Statistics	1%	
	Employability and Opportunities	EO1 - Employer Reputation	2%	
		EO2 - Research Impact on SDGs for Employment and Opportunities	4%	
		EO3 - Job Preparedness (Graduates View)	1%	
		EO4 - Employment and Opportunities National Statistics	1%	
		EO5 - Partnerships with Industry	2%	
		EO6 - Skills Satisfaction	1%	
	Health and Wellbeing	HW1 - Research Impact of SDGs for Health and Wellbeing	3%	

			HW2 - Health Provision on Campus	1%
			HW3 - Health and Wellbeing National Statistics	1%
Environmental Impact	Environmental Sustainability		ES1 - Alumni Impact for Innovation	5%
			ES2 - Member of an officially recognised sustainable group	1%
			ES3 - Climate change commitment (staff perception)	2%
			ES4 - Publicly available strategy or policy on sustainable procurement and investment	1%

			ES5 - Student Society focused on Environmental Sustainability	1%
			ES6 - Net Zero Commitment	1%
			ES7 - Emissions Efficiency	1%
			ES8 - Renewables Generated Onsite	1%
			ES9 - Progress Towards Target	1%
			ES10 - Policy on Climate Strategy	1%
		Environmental Education	EE1 - Academic Reputation in Earth & Environment	10%
			EE2 - Alumni Impact for Environmental Sustainability - Public and Third Sector	4%

			EE3 - Climate Science and/or Sustainability Courses	3%
		Environmental Research	ER1 - Research Impact on SDGs for Sustainable Research	9%
			ER2 - Sustainable Research National Statistics	1%
			ER3 - Research Center with an Environmental Sustainability Focus	2%
			ER4 - Policy Citations (Environmental)	1%
Governance	Good Governance		GG1 - Ethics Culture	1%
			GG2 - Open-Access Publishing	1%
			GG3 - Dedicated staff / team for Sustainable Development	1%
			GG4 - Transparent financial reporting	1%

		GG5 - Student's Union	1%
		GG6 - Student Representation in Governance	1%
		GG7 - Published governance minutes	1%
		GG8 - National Signatory to UN charter against torture	1%
		GG9 - Staff perception	1%
		GG10 - Policy Citations (Governance)	1%

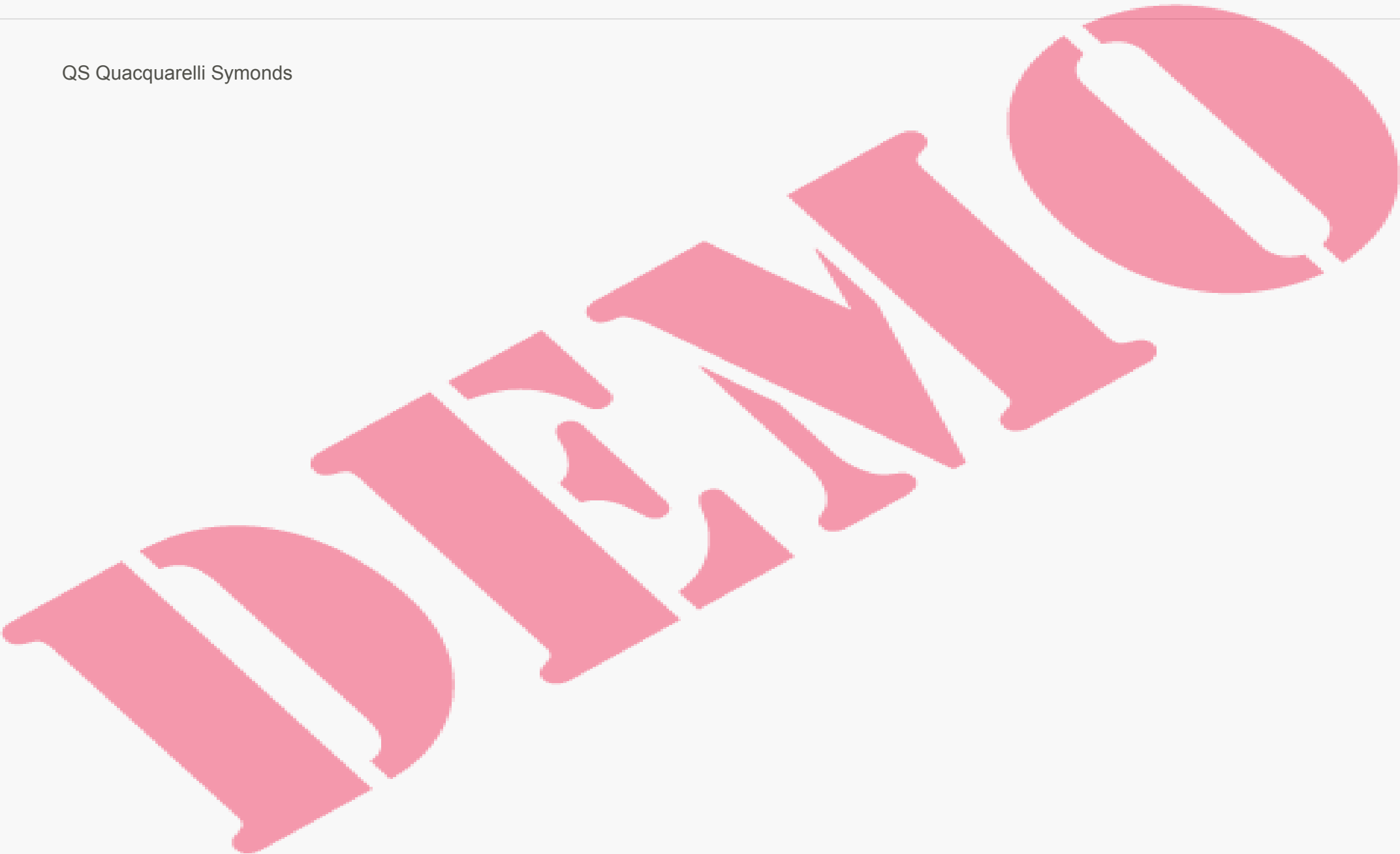Have more questions? Submit a request

Related articles

Social Impact

Environmental Impact

Good Governance

Pilot Edition: QS Sustainability Ranking

Environmental Sustainability

QS Quacquarelli Symonds

Good Governance

2 months ago · Updated

Good governance has been recognized as vital if countries are to pursue and meet the sustainable development goals. They will require strong leadership, transparent and evidence-based decision making, democratic and open justice and the willingness to transfer power out of central government to local centers.

The same is true at an institutional level. For a university to meet the same challenges, they also require good leadership, a democratic process of appointing their leadership, open and documented decision making, and power not only in the hands of the executive, but across the institution and including the students that they serve. The following metrics of the good governance lens take different elements of best practice in this area - the centrality of ethics, good hiring practices, open decision making, a student's union and so forth, and aggregate them to form the overall score for this lens.

Code	Metric	Metric Weight

Environmental Education

Environmental Sustainability

Environmental Impact

See more

GG1	Ethics Culture	1%
GG2	Open-Access Publishing	1%
GG3	Dedicated staff / team for Sustainable Development	1%
GG4	Transparent financial reporting	1%
GG5	Student's Union	1%
GG6	Student Representation in Governance	1%
GG7	Published governance minutes	1%
GG8	National Signatory to UN charter against torture	1%
GG9	Staff perception on institutional ethics	1%
GG10	Policy Citations (Governance)	1%

GG1. Ethics Culture

Does your organisation support and facilitate a holistic ethical organisational culture?

Conducting research, teaching and employment with an established ethics policy is a key part of good governance. Scores are awarded to each of the four items below where evidence has been provided and validated by the QS team.

Sub metric	Information Sought	Scoring
GG1.1	The university develops clear ethical values (e.g., diversity, honesty, respect, fairness) and these are enshrined in a publicly available strategic document	0 or 100

Sub metric	Description	Scoring
GG1.2	The university provides training based on those values at all levels of the organization	0 or 100
GG1.3	There is an office for ethical compliance within our institution, with a designated official with oversight on ethical matters across the institution	0 or 100
GG1.4	Our organization has an internal reporting system to assure the confidentiality of whistleblowers or a grievance procedure for staff concerning an employment matter	0 or 100
GG1.5	Existence of anti-bribery and corruption policy or equivalent	0 or 100
GG1.6	Policy has been updated in the past 3 years	0 or 100
GG1.7	Do you have an equality, diversity and inclusion committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus?	0 or 100

GG2. Open-Access Publishing

Sub metric	Description	Scoring

| | GG2.1 | The proportion of an institution's overall research output that is available as open access (OA), as per the Unpaywall database. A higher weight is applied to Gold and Hybrid papers and lower weight to Green papers that available as preprints only (see Unpaywall's definitions). Institutions with low OA paper counts have a reduced OA ratio on a sliding scale up to 4 times the global median paper count.

The above analysis is performed on our standard 5 faculty areas, plus the new Multidisciplinary area (ASJC code 1000) that appears to be one of the main OA contributors.

Six resulting ratios are aggregated into a weighted sum, where the weights are based on the share of OA papers in the given faculty area compared to the total amount of OA papers (the lower the share, the higher the value of an OA paper in the faculty area). As in our other Faculty Area Normalisation technique, the highest weight goes to Arts & Humanities, followed by Multidisciplinary and Social Sciences & Management.

All underlying data is collected through Elsevier's 5-years Scopus snapshot, subject to the same paper filters used in | A scaled score of the final aggregated index between 0 and 100 | |

	our other evaluation projects in the same rankings cycle.	

Open access is a growing global trend that seeks to grant free and open online access to academic information, such as publications (e.g., journal articles, books) and data. A publication is defined 'open access' when there are no financial, legal or technical barriers to accessing it – in other words when anyone can read, download, copy, distribute, print, search for and search within the information, or use it for educational purposes or in any other way within the legal agreements. The principles of open access are set out in the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (2003).

GG3. Dedicated Staff for Sustainable Development

Sub metric	Information Sought	Scoring
GG3.1	Evidence that the university has a dedicated staff member or team whose sole responsibility is to advance sustainable development at the institution.	0 or 100

GG4. Transparent Financial Reporting

Financial transparency is integral to good governance. It allows both internal and external stakeholders an insight into the financial health of the institution, its responsibility with those finances, its income dependencies and its spending priorities. For examples of good practice in this area, you may wish to look at the annual reports of

the University of Auckland, University of Glasgow and University of New South Wales, all of which publish comprehensive financial statements.

Sub metric	Information Sought	Scoring
GG4.1	A public financial report (which may be included in the annual report) that lists, but is not necessarily limited to, the following: • Income • Expenditure • Borrowing • Surplus This should be for the last full financial year. If this is not yet available, we will accept reports up to a maximum of 3 years old.	0 or 100

GG5. Student's Union

The ability of students to organize themselves into a union with elected representatives is a sign that a university is committed to the democratic voice of their student population. Student unions come in different names and structures. Scores are awarded for each of the three items below where evidence has been provided and validated by the QS team.

Sub metric	Information Sought	Scoring

Sub metric	Information Sought	Scoring
GG5.1	The university has a recognized student union that represents both undergraduate and postgraduate students at university level. Its activities would include: representing the interests of students, acting as a liaison between students and university management, organizing students events, and other student support functions.	GG5.1 is required to receive any score in this metric. Scores are then awarded for GG5.2 and GG5.3, which can lead to total score of 100.
GG5.2	The student union is connected/affiliated to a wider national student union body	0 or 50
GG5.3	The student union elects its leadership, allowing students to vote.	0 or 50

GG6. Student Representation on Governing Body

Sub metric	Information Sought	Scoring
GG6.1	Does the university's governing body (senate / court /equivalent) have a seat for a student member.	0 or 100

GG7. Published governance minutes.

Sub metric	Information Sought	Scoring
GG7.1	Does the university publish the minutes of its annual (or equivalent) governance	0 or 100

meetings?

Note: these minutes do not need to reveal confidential information or be exhaustive, but should provide readers with a sense of who attended those meetings, the topics for discussion, and any major action points.

GG8. National Signatory to UN treaty against torture and the elimination of racism

Sub metric	Description	Scoring
GG8.1	A signatory to the convention against torture* A signatory to the elimination of racism* *In certain cases, we have looked towards national legislation which meets the UN treaty's aims, without being an explicit signatory.	0 or 50 for each, for a total of 100

GG9. Staff perception

Sub metric	Description	Scoring

GG9	In our academic survey, we ask participants to rate their agreement with the statement: *"My university acts ethically in its teaching, its research, and its contribution to society"* Responses are collected on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).	An average score is calculated for each institution, ranging from 1 to 5. To ensure accurate assessments, scores are adjusted using a sliding scale when the number of responses is insufficient. Institutions with a negligible response rate are assigned a minimum score based on their country/territory. Later on the figures are z-scored and scaled between 0 and 100.

GG10. Policy Citations (Governance)

Sub metric	Information Sought	Scoring
GG10.1	Policy Citation score for SDG 16 (Peace, Justice & Strong Institutions).	Policy Citation score is calculated using this methodology.

Have more questions? Submit a request
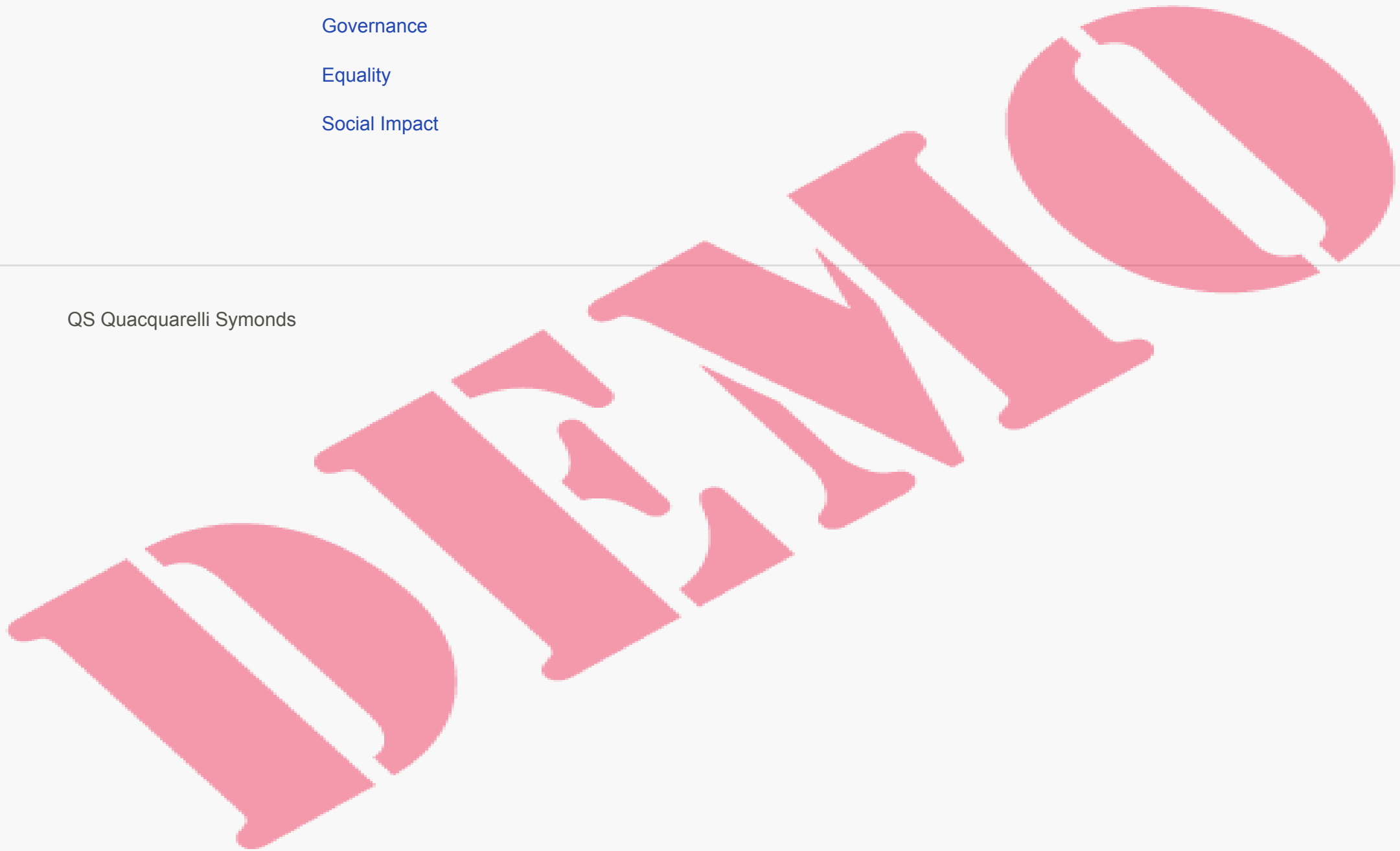

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Governance

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Pilot Edition: QS Sustainability Ranking

Archived: Quality of Life Lens

Archived: Employment and Opportunities Lens

Archived: Impact of Education Lens

Archived: Knowledge Exchange Lens

Archived: Equality Lens

Archived: Sustainable

Pilot Edition: QS Sustainability Ranking

3 months ago · Updated

Note: This page refers to the pilot edition of our Sustainability Ranking, published October 2022.

For the 2nd edition methodology pages, please visit here.

The QS World University Rankings: Sustainability provides students with a unique lens on which institutions are demonstrating a commitment to a more sustainable existence. More than just the commitment, it looks for outwards evidence of this - from the impact that alumni are making in science and technology to solve climate issues, to the impact of research being done across the UN's 17 sustainable development goals. It evaluates the social and environmental impact of universities as a center's of education and research, as well as a major employers with the operational sustainability challenges of any large and complex organization.

This pilot ranking has two categories: Environmental Impact and Social Impact, and a governance boost. Each of these categories is worth 50%, which is then combined.

The governance boost is then added, and the results are rescaled from 1-100 to form the overall score and rank. Within each category are different performance lenses. Click below to explore these.

Category	Overall Weight
Social Impact	50%
Environmental Impact	50%

Eligibility and Inclusion

To be **eligible** for this ranking in its current form the following condition was applied:

	Intent	Explanation
1	Eligibility for QS Rankings	Institutions had to be eligible for QS World University Rankings, QS Regional Rankings or QS Subject Rankings.

To be evaluated in the first edition (2023) of Sustainability Rankings institutions had to be previously published in the QS World University Rankings 2022 or QS Regional Rankings 2022.

To be **included** in the analysis for the ranking, two further criteria were applied:

	Intent	Explanation
1	Commitment to mitigate climate crisis	We have looked for evidence that a university has a policy or strategy on how they will mitigate the impact of their operations on the climate and the environment. From our experience, this typically takes the form of a standalone policy document, or a significant addition to their overall mission and strategy documents.
2	Evidence of a research culture aligned with the UN's SDGs	A minimum threshold of SDG research was set. Institutions must demonstrate a non-zero score in 'Research Impact into SDGs for Sustainable Research' (Environmental Impact category) and in at least 2 out of 4 SDG research metrics in the Social Impact category (see the individual lenses for this category).

To be included in the analysis for the first edition of Sustainability Ranking institutions, additionally, had to be previously published in the QS World University Rankings.

Publication vs. Evaluation

As with any QS Ranking, we are typically able to evaluate a much larger set of institutions than we publish. The decision on which threshold to publish depends on a variety of factors, but most importantly on the data breadth and depth as well as the maturity of the ranking. In the inaugural Sustainability Ranking, we were able to score more than 700 institutions based on e.g., Scopus and reputation data (which we can collect independently and without direct participation), as well as country-level data -

and so even if an institution has not made the publication threshold for the standalone ranking, institutions have a chance to be featured in the QS World University Ranking's Sustainability Metric.

Have more questions? Submit a request

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Archived: Social Impact Category

QS World University Rankings

Environmental Impact

Archived: Sustainable Institutions Lens

Environmental Research

QS Quacquarelli Symonds

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Articles in this section

Faculty and Teaching

1 year ago · Updated

This measure is designed to represent the level of teaching standard of each programme. The results incorporate data from QS's proprietary QS Academic Survey, which captures the sentiments of over 100,000 academics globally. We look at how much individual attention a student receives, whether the course is consistently being completed and the data from the academic survey.

This data is collected on an annual basis and the reporting period the previous academic year.

We collect the following data from schools:

- Full-Time Faculty
- Number of Students in the programme
- Degree completion rate

While the Academic Reputation is collected via the QS Academic Survey.

Environmental
Education

Environmental
Sustainability

Environmental Impact

See more

The data is normalized by z-scores.

Weights of the subcomponents in the faculty and teaching measure:

Academic Reputation	15%
Full-time Faculty/Student Ratio	10%
Completion Rate	10%

Have more questions? Submit a request

Related articles

Class Experience

Academic Reputation

QS Subject Categorisation

QS Online MBA Rankings

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QS Subject Rankings

QS Sustainability Rankings

QS Arab Region Rankings

QS Asia Region Rankings

QS Europe Region Rankings

QS Latin America and Caribbean Region Rankings

QS Europe Region Rankings

3 months ago · Updated

We are pleased to announce that starting from calendar year 2023, we will be publishing the QS World University Rankings: Europe. This will allow a deeper look into European institutions, using a methodology familiar to our other regional rankings. The tentative publication date for this ranking is late June 2023.

The regional remit for this ranking is those countries which are members of the Council of Europe.

The inclusion criteria is the same for our general rankings suite.

With our EECA ranking now discontinued, this ranking incorporates the majority of those countries that featured in EECA, as well as including countries from Northern, Southern and Western Europe that were previously only eligible for publication in our QS World University Ranking.

Academic Reputation	30%
Employer Reputation	15%
Citations per Paper	10%
Papers per Faculty	5%
International Research Network	10%
Employment Outcomes	5%
Faculty Student Ratio	5%
International Student Diversity	5%
International Faculty Ratio	5%
Inbound Exchange Student Ratio	2.5%
Outbound Exchange Student Ratio	2.5%
Sustainability Score	5%

To be eligible for this ranking, institutions must fulfil our Eligibility Criteria. If an institution is eligible then they must meet the following Inclusion Criteria to be ranked.

Inclusion Criteria

1	Reputation threshold	An institution should be nominated in QS Academic Reputation Survey.
2	Research threshold	100 or more papers must be documented in our Scopus extract over our 5 year window. See Papers for more details.

3	Small Size	If an institution is of **small size** (fewer than 5,000 students), then we look at the performance in Academic Reputation, Employer Reputation and Papers per Faculty. More specifically, we need at least one of the following scenarios to be met for inclusion in the last few editions: • to be in the top 600 for Academic Reputation, Employer Reputation and Papers per Faculty (all three performance lenses) • to be in the top 550 in at least two of the above • to be in the top 500 in at least one of the above

Related articles

QS World University Rankings

Academic Reputation

Pilot Edition: QS Sustainability Ranking

QS Subject Rankings

QS Asia Region Rankings

QS Quacquarelli Symonds

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Articles in this section

Social Impact

2 months ago · Updated

This category recognises the efforts universities are making to transform society for the better, whether through equality measures, sharing the knowledge and learning from others, providing strong outcomes to graduates and ensuring that students have a great experience whilst under their care.

As with our First Edition, there are five performance lenses representing different aspects of performance around social topics.

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

Code	Performance Lens	Lens Weight
EQ	Equality	12%
KE	Knowledge Exchange	10%
IE	Impact of Education	7%

EO	Employability and Opportunities	11%
HW	Health and Wellbeing	5%

Environmental Education

Environmental Sustainability

Environmental Impact

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Impact of Education

Health and Wellbeing

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Articles in this section

Citations per Paper - International Trade Rankings

1 year ago · Updated

Context

This lens assesses the impact of published research in a particular field or subject area. This is a proxy of the impact and quality of the scientific work done by institutions, on average per publication. Highly cited papers are typically viewed with more esteem, as a sign that quality combined with impact leads to increased citations.

Read more on Citation per Paper

Source of Data

Data on research publications and citations are collected from Elsevier Scopus. An extract is provided in Q1 of each year which is used for the new cycle of each ranking, beginning with the World University Ranking. The set of ASJC codes used for this ranking are:

Environmental
Education

Environmental
Sustainability

Environmental Impact

See more

Code	Subject
1400	General Business, Management & Accounting
1401	Business, Management & Accounting (Misc)
1402	Accounting
1403	Business & Information Management
1404	Management Information Systems
1405	Management, Technology, and Innovation
1406	Marketing
1407	Organisational Behaviour & HRM
1408	Strategy & Management
1409	Tourism, Leisure & Hospitality Management
1410	Industrial Relations

2000	General Economics, Econometrics & Finance
2001	Economics, Econometrics & Finance (Misc)
2002	Economics & Econometrics
2003	Finance
3308	Law
3313	Transportation
3320	Political Science & International Relations

Have more questions? Submit a request

Related articles

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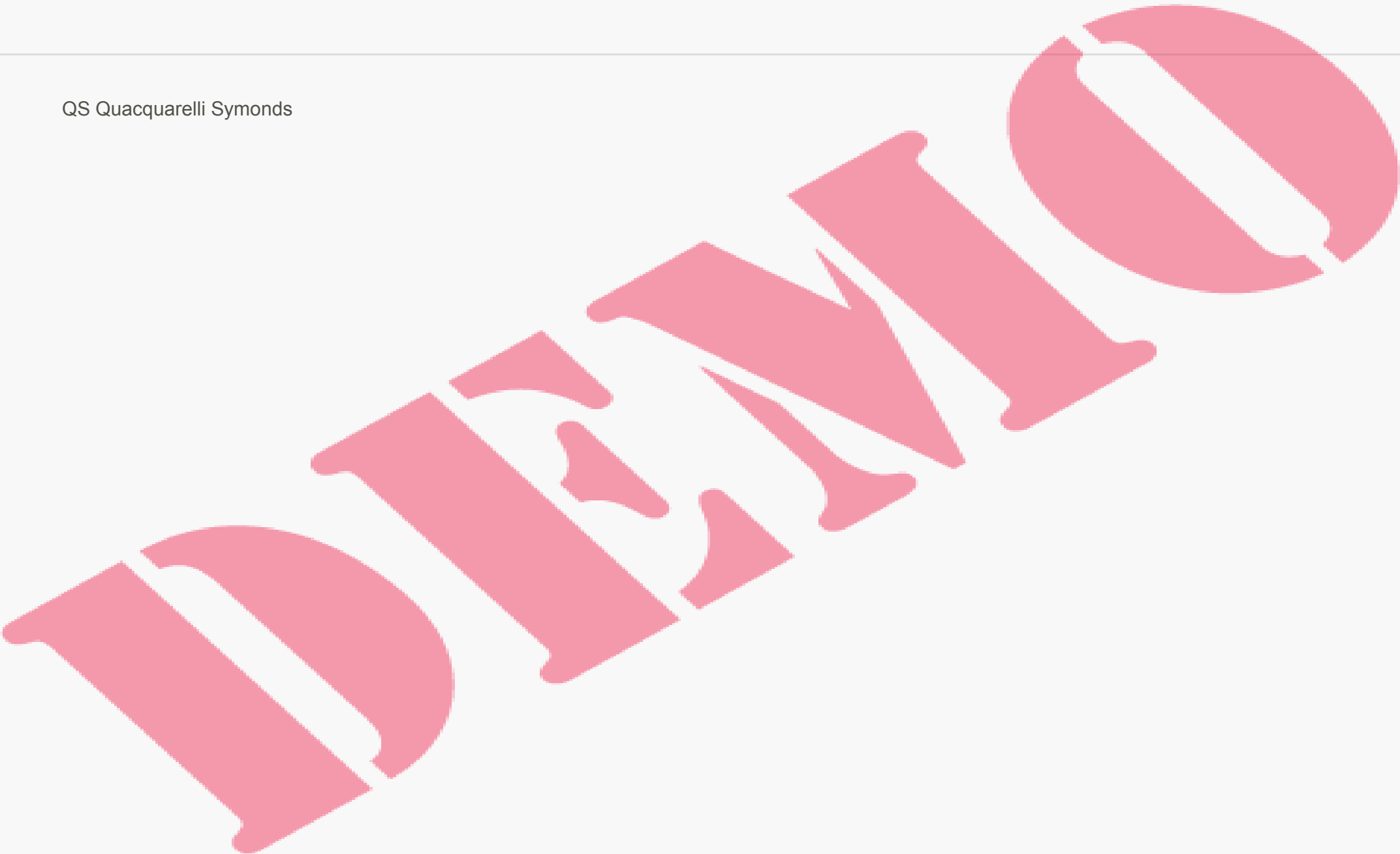
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QS International Trade Rankings

Academic Reputation - International Trade Rankings

In-person/Online - International Trade Rankings

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Impact of Education

2 months ago · Updated

Everything begins with education. To be able to advance as a society, to spur technological innovation, to reduce discrimination and to unlock the potential of all people, a comprehensive and accessible education is imperative. This has been expressly identified by the UN as critical to our collection sustainable development. This is the goal of SDG 4. The UN writes that we must **"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**."

This lens assesses the education provision and quality of certain subjects at the institution which we believe have the greatest potential to positively impact society: Education, Politics, Social Policy, Law, Art & Design. It also looks at research into relevant SDG's and alumni impact in the education sector.

With the same principle in mind as many of the other performance lenses in this ranking, we also take into account performance at a national level. It is our collective duty to ensure that students, who use rankings, get a rounded and realistic view of the

Environmental Education

Environmental Sustainability

Environmental Impact

See more

higher education quality not only at the university they will study at, but in the country in which they will potentially spend several years.

Weights of metrics in Impact of Education:

Code	Metric	Metric Weight
IE1	Research Impact on SDGs for Education	3%
IE2	Academic Reputation for Impact of Education	1%
IE3	Alumni Impact for Education	1%
IE4	Academic Freedom Index	1%
IE5	Impact of Education National Statistics	1%

IE1. Research Impact on SDGs for Education

Sub metric	Description	Scoring
IE1.1	Research output produced by institutions, classified by Elsevier as research in SDG 4 (Quality Education). A score from 0 to 100 is produced using this methodology.	A score from 1 to 100 is produced using this methodology.

IE2. Academic Reputation for Impact of Education

The following subjects were chosen to reflect a set of subjects that may be seen to be the foundations of a good society - the rule of law, quality education, a strong social policy, a functioning political system and the advocacy of the Arts as a fundamental aspect of humanity.

Sub metric	Description	Scoring
IE2.1	Academic Reputation from most recently published subject ranking in Education	The score of each subject is taken from the most recent subject ranking, and will be between 0 and 100*. The subject scores are summed then divided by 5. The average score is then multiplied by the metric weight, giving the final metric score.
IE2.2	Academic Reputation from most recently published subject ranking in Politics	
IE2.3	Academic Reputation from most recently published subject ranking in Social Policy	
IE2.4	Academic Reputation from most recently published subject ranking in Law	
IE2.5	Academic Reputation from most recently published subject ranking in Art & Design	*If you do not have the subject, then you will receive a 0 for that subject.

The academic reputation in the specific subject is non-zero if institution is eligible for that subject and included in that subject (see eligibility and inclusion criteria for QS World University Rankings by Subject).

IE3. Alumni Impact for Education

Sub metric	Description	Scoring
IE3.1	We look at impactful alumni working across the Education sector, and/or having an impact on global education. We have used relevant awards and lists such as Nobel or Wolf Prize, Turing Award, and similar awards for social and educational impact. This metric also includes the alma-mater of the Top 10 most cited researchers in each of the 5 faculty areas (as defined by QS), as per SciVal.	A scaled score between 0 and 100.

IE4. Academic Freedom Index

Sub metric	Description	Scoring
IE4.1	The Academic Freedom Index is a report complied by researchers from the FAU Erlangen-Nürnberg, Germany and researchers from V-Dem in Gothenburg, Sweden, one of the world's largest social science data collection projects on democracy and related concepts. This research assesses how free and open a country's research culture is, and whether its academics can pursue research without threat or sanction.	A by-country score taken from the report.

IE5. Impact of Education National Statistics

Sub metric	Description	Scoring
IE5.1	Inbound mobility rate from UNESCO	The average of the 3 scores is multiplied by the metric weight, giving the final metric score. This is scaled between 0 and 100.
EE5.2	Graduation ratio from tertiary education from UNESCO	
EE5.2	Education expenditure from World Bank	

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Employability and Opportunities

2 months ago · Updated

This lens assesses the ability of the institution to propel graduates into strong careers, as well as the strength of connections the institution has with employers. We also survey alumni to ask how their institutions prepared them for their careers, measure the impact of research into relevant SDG's, and then add national-level statistics on Employment. These are aggregated to produce a score.

Weight of metrics in Employability and Opportunities:

Code	Metric	Metric Weight
EO1	Employer Reputation	2%
EO2	Research Impact on SDGs for Employment and Opportunities	4%
EO3	Job Preparedness (Graduates View)	1%
EO4	Employment and Opportunities National Statistics	1%

	EO5	Partnerships with Industry	2%
	EO6	Skills Satisfaction	1%

EO1. Employer Reputation

Sub metric	Description	Scoring
EO1.1	Taken from our QS Employer Reputation survey, this metric indicates how well an institution is connected to the employment sector.	The score is taken from the most recent QS Employer Reputation survey. Note that we evaluate a much larger set of institutions than appear in the published ranking. The score used here is the underlying score, then scaled between 0 and 100.

EO2. Research Impact on SDGs for Employment and Opportunities

Institutions - aside from being employers and producing employment ready graduates - can also support the wider economy and society by producing research that contributes to economic growth, innovation, stability and other adjacent areas of focus.

Sub metric	Description	Scoring
EO2.1	Research output produced by institutions, classified by Elsevier as research in SDG 8 (Decent Work & Economic Growth), SDG 9	A score from 0 to 100 per SDG is produced using this methodology, and then

(Industry, innovation and Infrastructure) and SDG 16 (Peace, Justice & Strong Institutions)	averaged into an overall score, subject to at least two of the three mentioned SDG scores being non-zero.

EO3. Job Preparedness (Graduates View)

Sub metric	Description	Scoring
EO3.1	As part of QS Employer Reputation Survey, we ask respondents about what institution they graduated from and *to what extent the skills gained during their latest degree were relevant to their current work activities*. Respondents rate this applicability on a scale from 0 to 10, with 10 representing the highest level of alignment.	Based on the responses, we calculate an average relevance score for each institution (ranging from 0 to 10). When responses are limited, we apply a sliding scale adjustment until the minimum threshold is met. Institutions with a negligible response rate are assigned a baseline score either considering their QS World University Rankings' performance group or, if not available, then country/territory or region. Moreover, scores are fine-tuned, taking into account the unanimity in votes for each country/territory or region.

		Later on, the scores are standardized using z-scores and then scaled to range between 0 and 100.

EO4. Employment and Opportunities National Statistics

Sub metric	Description	Scoring
EO4.1	A measure of a country's unemployment, as a proxy for the availability of work opportunities for graduates. Unemployment rate data is extracted from World Bank.	The percentage of unemployed workforce is taken away from 100 to calculate national employment rate and then the figures are z-scored and scaled between 0 and 100.

EO5. Research Partnerships with Industry

This metric was previously under 'Knowledge Exchange' but we received useful feedback that it was more suited to this lens. Please find additional information here.

Sub metric	Description	Scoring
EO5.1	Institutions who have active research partnerships with companies in the Forbes 2000 list.	The number of distinct companies (partners) per institution is normalized and scored between 0 and 100.

	This metric is designed to showcase institutions with strong industrial partnerships for their research. Partnerships such as these tend to mean that the research is applied in nature, which can bring additional impact in comparison to purely academic-on-academic research.	

EO6. Skills Satisfaction

| Sub metric	Description	Scoring
E06.1	This sub metric assesses *the quality of the skills that an institution's graduates possess*, as reported by employers in our QS Global Employer Survey. The response options include "Not Satisfied," "Satisfied," and "Very Satisfied". We evaluate the following comprehensive skills: *Leadership*, *Communication*, *Problem-solving*, *Creativity*, *Resilience & Flexibility*, *Ethics & Social Responsibility*, and *Sustainability Mindset*.	For each institution, we calculate the share of satisfied and very satisfied respondents, which forms the base score for the calculations. The "Very Satisfied" responses carry a higher weighting in the final results. Later on, the scores are standardized using z-scores and then scaled to range between 0 and 100.

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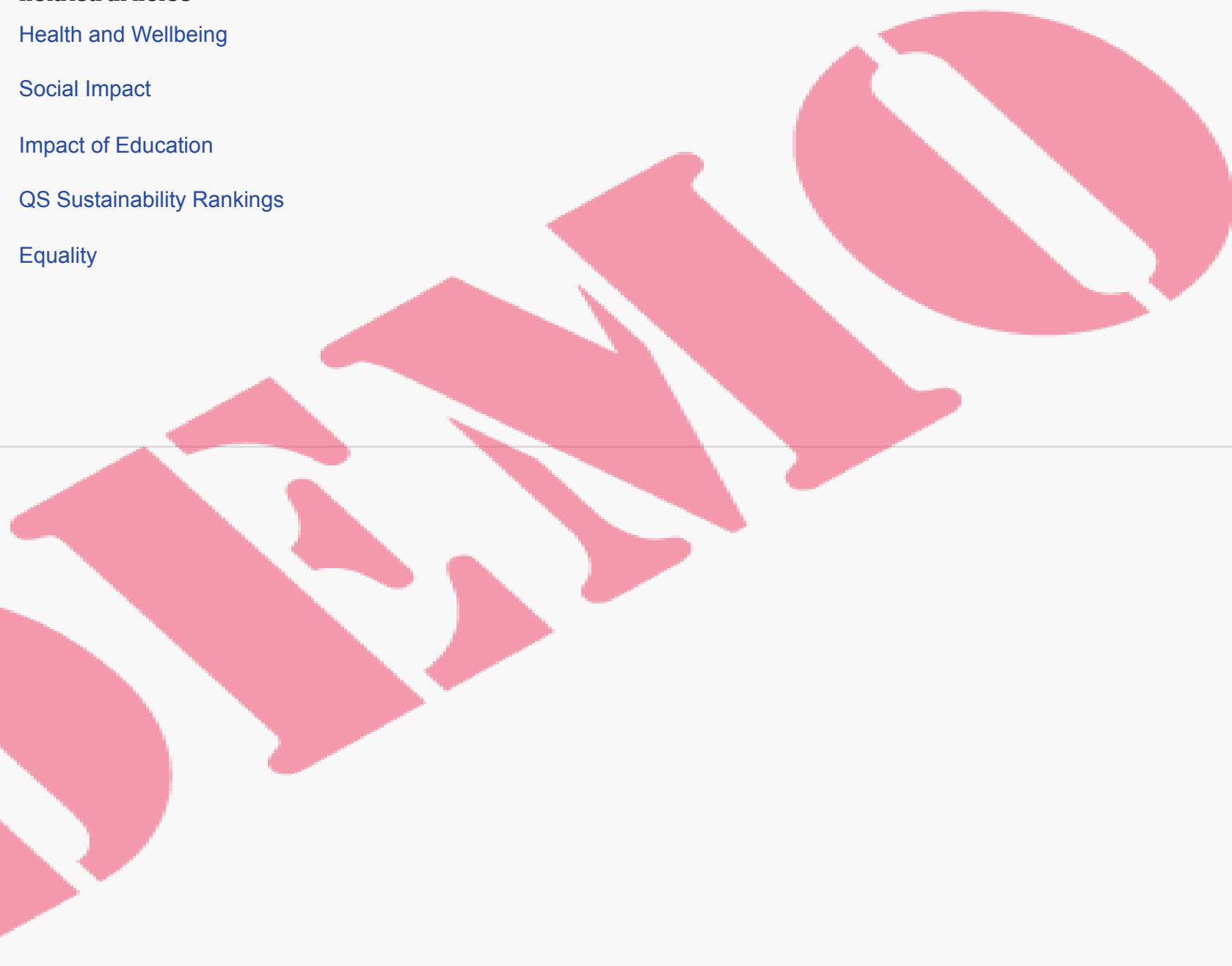
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Executive Profile

8 months ago · Updated

This measure is designed to give a clear representation of cohorts within the program.

This data is collected annually from participating schools and the reporting period covers the previous academic year running from July to June.

We collect the following data from schools:

- The average work experience in years for their enrolled class
- The average years of managerial experience for their enrolled class
- The percentage of the enrolled class with C-Suite experience

The data is normalized by z-scores.

Weights of the subcomponents in the Executive Profile measure:

Environmental
Education

Environmental
Sustainability

Environmental Impact

See more

Mean work experience (years)	5%
Mean Managerial experience (years)	5%
Percentage of class with C-Suite experience	5%

Definitions:

Work experience is defined as the average years of professional work experience after an undergraduate degree.

Managerial experience is defined as average years of experience working in a professional role (post graduation, see above) in a managerial position.

C-suite experience is defined as the average years of experience working at the C-Suite for the enrolled class. What constitutes 'C Suite' varies by industry and geography, but may typically include: Chief Executive, Chief Commercial Officer, Chief Financial Officer, Chief People Officer, Chief Data Officer.

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