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Rankings - previous
methodology

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Partnerships with Employers

1 year ago · Updated

This indicator is currently used in our Graduate Employability Ranking (see here for the methodology). It is comprised of two components:

- non-research partnership with employers
- research partnerships with employers (weighted 1.5 times higher)

The overall number of employers are calculated per faculty staff (FTE).

Non-research partnership with employers is designed to give insight into how active an institution is in partnering with companies to offer work experience, training, funding and internship opportunities. It's a reasonable expectation that the more official connections they have, the better equipped their graduates will be on the job market.

The measure we use is the number of distinct partnerships evidenced by the university in the recent 12-month period. The guidelines for this are below:

Included	Excluded

Environmental Education

Environmental Sustainability

Environmental Impact

See more

Non-governmental companies and organisations that have an active partnership with your university to provide placements, internships, and training opportunities exclusively to your students.	Subsidiaries of companies. These should be included under the parent company. For example, 'Audible' comes under Amazon, and 'WeChat' comes under Tencent.
State owned enterprises are allowed	Universities and other academic organizations.
Parliamentary work is allowed (i.e. when it is related to the functioning of parliament, and not politically affiliated)	Governments

Further definitions:

Internships are work experiences that correspond to a dedication of at least 8 hours per week, for a minimum period of 3 months. Work placements have the same minimum requirement, however, are generally unpaid.

Partnerships may include internship offers, fast-track job applications, summer internship offers, work placement opportunities, graduate scheme vacancies.
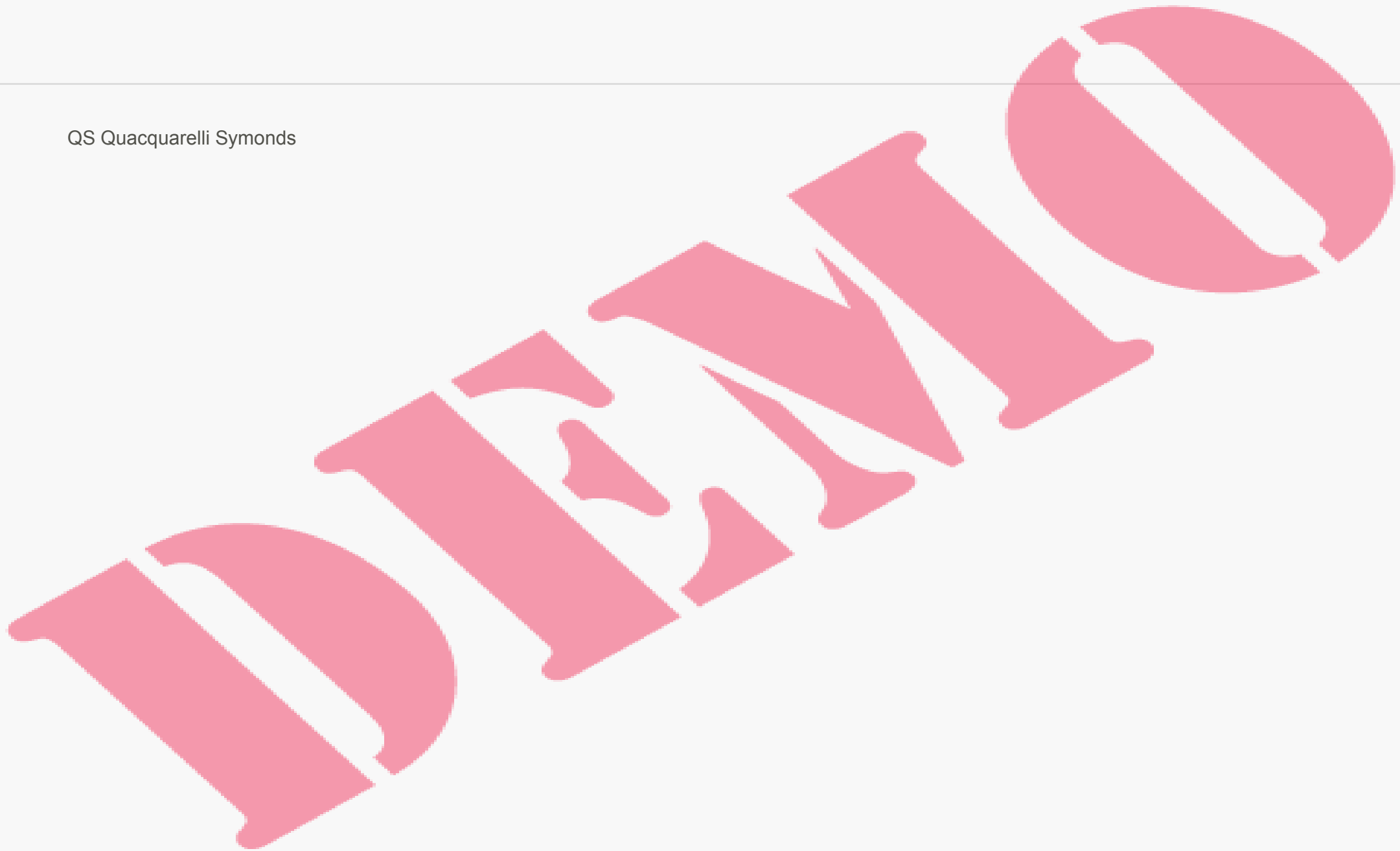
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Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Staff with PhD

3 years ago · Updated

Rationale:

This indicator looks at the ratio of faculty staff with PhD to the overall faculty staff count. If an institution is scoring well in this indicator, we may reasonably assume that they are seeking to hire high quality research staff, and that research is a strong focus of their overall strategy.

Calculation:
A simple proportion of each institution's faculty staff submission that hold a PhD or equivalent terminal degree.

Important notes:

- The standard definition and exclusions for faculty staff apply. Please see Faculty-Student Ratio

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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

Environmental Research

2 months ago · Updated

Graduate Employment Rate is defined as the percentage of graduates who go on to paid (non-voluntary) work within 15 months of finishing their degree. We consider any mode of employment (full-time or part-time), even if unknown. We do not consider graduates who are on voluntary or unpaid work, continuing further study, or unavailable for work due to military service, disability, travel, or caring needs. The latter categories of graduates are removed from any calculation, so as not to disadvantage any institution. This leads to the following definition of Graduate Employment Rate:

Headcount of employed students /
(*Headcount of employed students* + *Headcount of unemployed students*) * 100,

where employed students are those with the above mentioned modes of employment (i.e. full-time or part-time).

Universities or third-party providers (such as HESA) usually run employment surveys to get such data. We require the response rate to be more that 20% to consider the survey results representative.

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Environmental
Sustainability

Environmental Impact

Whenever Graduate Employment Rate is not available, we use the minimum recorded rate for the country (or region, if the number of domestic data points are insufficient).

If the surveys were conducted sooner than the 15 month post-graduation period, we apply a positive adjustment to take into account the decreased likelihood of employment at the stage of survey.

To calculate the **Graduate Employment Index** (as opposed to the underlying Graduate Employment Rate), we consider two factors:

a) the difference between each institution's rate and the average in the location/country in which they reside (based on QS dataset);

b) the difference between each institution's rate and the world average (again based on QS dataset).

To preclude significant anomalies, we use mean normalisation in both cases. Two normalised values are then combined as 70:30 towards domestic component.

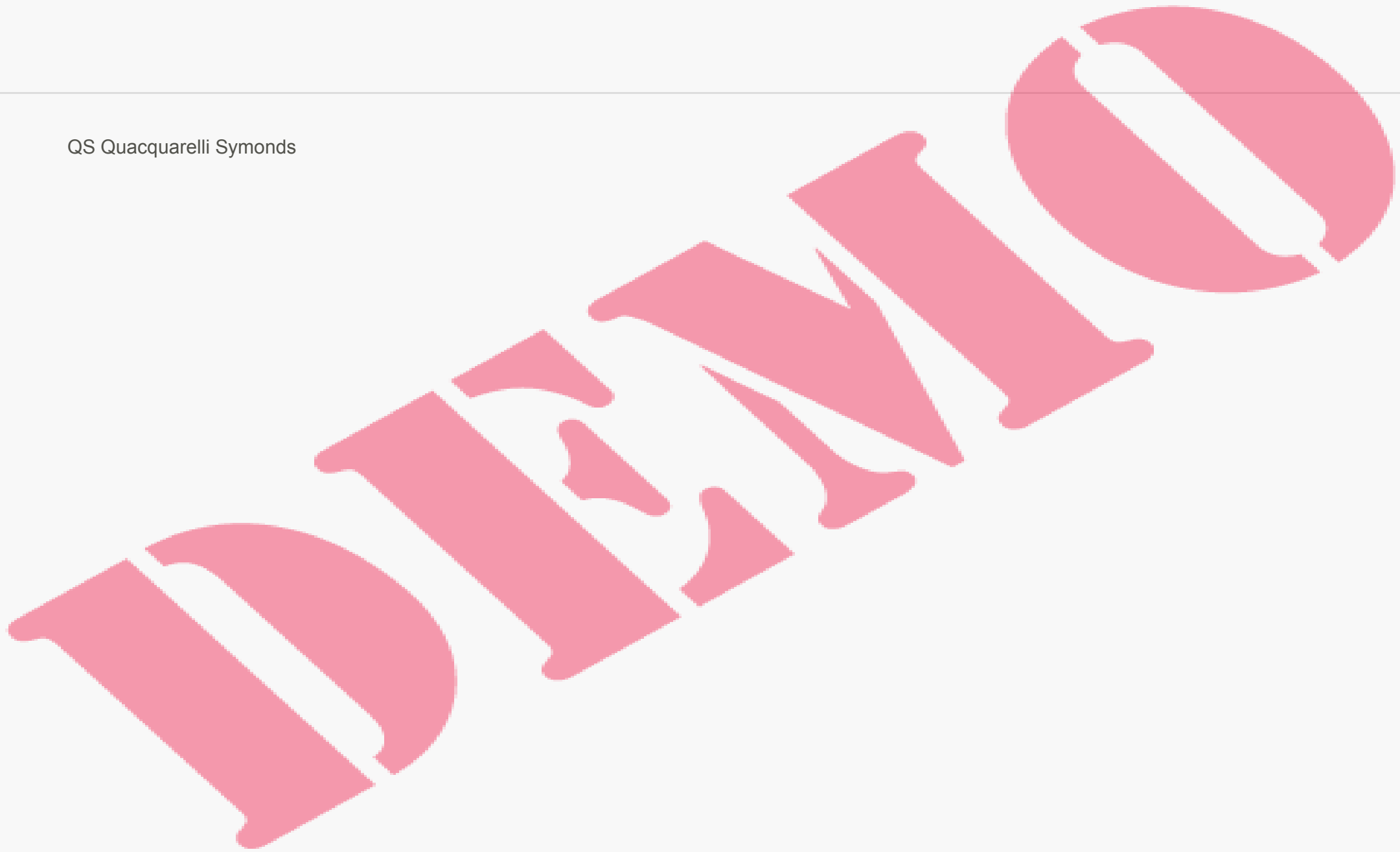Have more questions? Submit a request

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Processing of citations and papers

8 months ago · Updated

For the calculation of Citations per Faculty, Citations per Paper, Paper per Faculty, H Index and International Research Network indicator, QS gathers two distinct datasets: **paper count over a five-year period** and **citations count for six years for papers published over a five-year period.**

We collect data on research publications and citations from our partners at Elsevier Scopus. An extract is provided to us in Q1 of each year which is used for the new cycle of each ranking, beginning with the World University Ranking. You can read more on Elsevier's page at Elsevier Scopus and Rankings

Adjustments

We apply the following significant adjustments to the papers and citations we index.

1. Affiliation Cap.

The cap is variable and calculated individually for each QS subject, ensuring no more than 0.1% (0.001) of research is excluded in a given field. Affiliation caps screen out

	papers with more than a given number of Scopus Affiliation IDs from the bibliometric analysis either overall or in the given subject only (see attached document in the bottom of this article for more details).
Environmental Education	
Environmental Sustainability	For example, in Agriculture (AGR01), we may exclude all papers with more than 20 co-authoring institutions resulting in 1140 papers and accounting for 0.1% of that subject overall. This may differ from Anthropology (ANT01) where the affiliation cap is only 11 co-authoring institutions and only 62 papers, but results in the same 0.1% exclusion rule.
Environmental Impact	

Environmental Education

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papers with more than a given number of Scopus Affiliation IDs from the bibliometric analysis either overall or in the given subject only (see attached document in the bottom of this article for more details).

For example, in Agriculture (AGR01), we may exclude all papers with more than 20 co-authoring institutions resulting in 1140 papers and accounting for 0.1% of that subject overall. This may differ from Anthropology (ANT01) where the affiliation cap is only 11 co-authoring institutions and only 62 papers, but results in the same 0.1% exclusion rule.

Please find the link to the current affiliation caps by subject in the bottom of this page. This year it represented around 1.41% of the database and prevents highly cited material produced by very large research groups conferring too much credit on institutions who have only contributed in very small part to the work. Whilst often high-profile and important research, these papers cause distortion for a university that may not be especially research-active otherwise.

2. Paper-type exclusions. See here.

3. Self-citations exclusion. We use an *author-level* definition of self-citations, as opposed to a journal-level or institution-level definition (https://www.elsevier.com/research-intelligence/resource-library/research-metrics-guidebook).

4. Faculty Area Normalization (only in QS World University Rankings and QS University Rankings by Region). Due to publishing patterns and practices, a straight ratio of citations per faculty, citations per paper or papers to faculty places a strong emphasis on life sciences and medicine, as well as on natural sciences. In consultation with our advisory board and sector, QS has opted to adopt a model which aims to broadly equalize the influence of research in our five key faculty areas. A more detailed technical explanation of how this works can be found here. Classification of papers into faculty areas is based on Elsevier's ASJC codes (see 'ASJC Mapping' section here).

Please refer to our QS Scopus User Guide for help in interpreting the various research counts provided for institutions.

📎 Affiliation_Caps.pdf

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Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Equality

3 months ago · Updated

None of us are equal until all of us are equal.

Equality is one of the lynchpins of sustainable development as expressed through the United Nations' Sustainable Development Goals.

Achieving Gender Equality has been expressly identified as a critical goal for our world through 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 social progress. 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."

Environmental Education

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QS's Equality lens assesses a university's efforts to instill not only an atmosphere 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:

Code	Metric	Metric Weight
EQ1	Research Impact on SDG's for Equality	4%
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%

EQ1. Research Impact on SDGs for Equality

Sub metric	Description	Scoring
EQ1.1	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 two of the four mentioned SDG scores being non-zero.

EQ2. Student Gender Ratio

Sub metric	Description	Scoring
EQ2.1	Total number of students in the institution	The % of non-male students is calculated, and then scaled to a score between 0 and 100. 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.
EQ2.2	Total number of male students	

Please see our [data appendix](#) for general definitions of students.

Please see our [data appendix](#) for general definitions of students.

EQ3. Faculty Gender Ratio

Sub metric	Description	Scoring
EQ3.1	The total number of faculty staff in the institution	The % of non-male faculty staff is then calculated, and then scaled to a score between 0 and 100. If an institution does not submit data, then the country/territory minimum is used. If the country/territory has less than 5 institutions, then regional averages are used.
EQ3.2	The total number of faculty staff (EQ3.1) that are male.	Please see our [data appendix](#) for general definitions of faculty.

EQ4. Women in Leadership Ratio

Sub metric	Description	Scoring
EQ4.1	The total number of people in leadership positions at the institution*	The % of non-male leaders is then calculated, and scaled to a score between 0 and 100. If an institution does not submit data, then the country/territory minimum is used. If the country/territory has less than 5 institutions in our rankings, then regional averages are used.
EQ4.2	The number of the leadership team (EQ4.1) that are male.	Please see the footnote below for how to define leadership for this metric.

*The executive leader of the university plus the highest level of university management. To draw parallels from the corporate world, it is 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.

EQ5. Equality, Diversity and Inclusion policy

Each institution will be scored on the fullness of their EDI provision. Evidence of the policy is required before any additional points are given for each attribute mentioned by the policy. This will be capped at a certain number, which we will update once we have assessed data breadth and quality.

Sub metric	Description	Evidence	Scoring
EQ5.1	EDI Policy	URL	50 for presence of a policy. For the full 100 score, 5 or more of the groups on the list (left) must be protected in the policy. If there is no policy, then 0.
EQ5.2	Groups specifically protected by the policy to include: *a. Age* *b. Gender* *c. Disability* *d. Race* *e. Religion or belief* *f. Sexual orientation* *g. Marriage and civil partnership*	URL	

h. Refugee and asylum seekers i. Pregnancy and maternity	

EQ6. Academic Equality (Staff Perception) ^

Sub metric	Description	Scoring
EQ6.1	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.* 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 scores are standardized using z-scores and then scaled to range between 0 and 100.

EQ7. Disability Support

Each institution will be scored on the fullness of their disability support provision. For each question, they will be asked to provide a URL or supporting text as evidence. If accepted, they will received a score for each. The information required is:

Sub metric	Description	Evidence	Scoring
EQ7.1	Existence of a Disability Support Office	URL	EQ7.1 is required to receive any score in this metric. Scores are then awarded for EQ7.2. EQA7.3, EQ7.4 AND EQ7.5. A total score of 100 is possible.
EQ7.2	The campus is easily accessible by people with disabilities	Supporting statement	0 or 25
EQ7.3	There are access schemes for people with disabilities such as mentoring or other targeted support. Examples of targeted support may include: specialist equipment, for example a computer; extra travel to attend the course or placement because of a student's disability; other disability-related study support, for example sign language interpreters or specialist mentors	URL	0 or 25

EQ7.4	The university offers on-campus accommodation	URL	0 or 25
EQ7.5	The university has a reasonable accommodation policy or strategy for people with disabilities, including adequate funding	URL	0 or 25

EQ8. Equality National Statistics

We take the score of the country for each of the following points and them average them to create the indicator score. For example, if the university is in the UK, then we take the UK's score for each of these 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)
- Global Acceptance Index for LGBT rights (Williams Institute & UCLA) (scaled to 1-100)

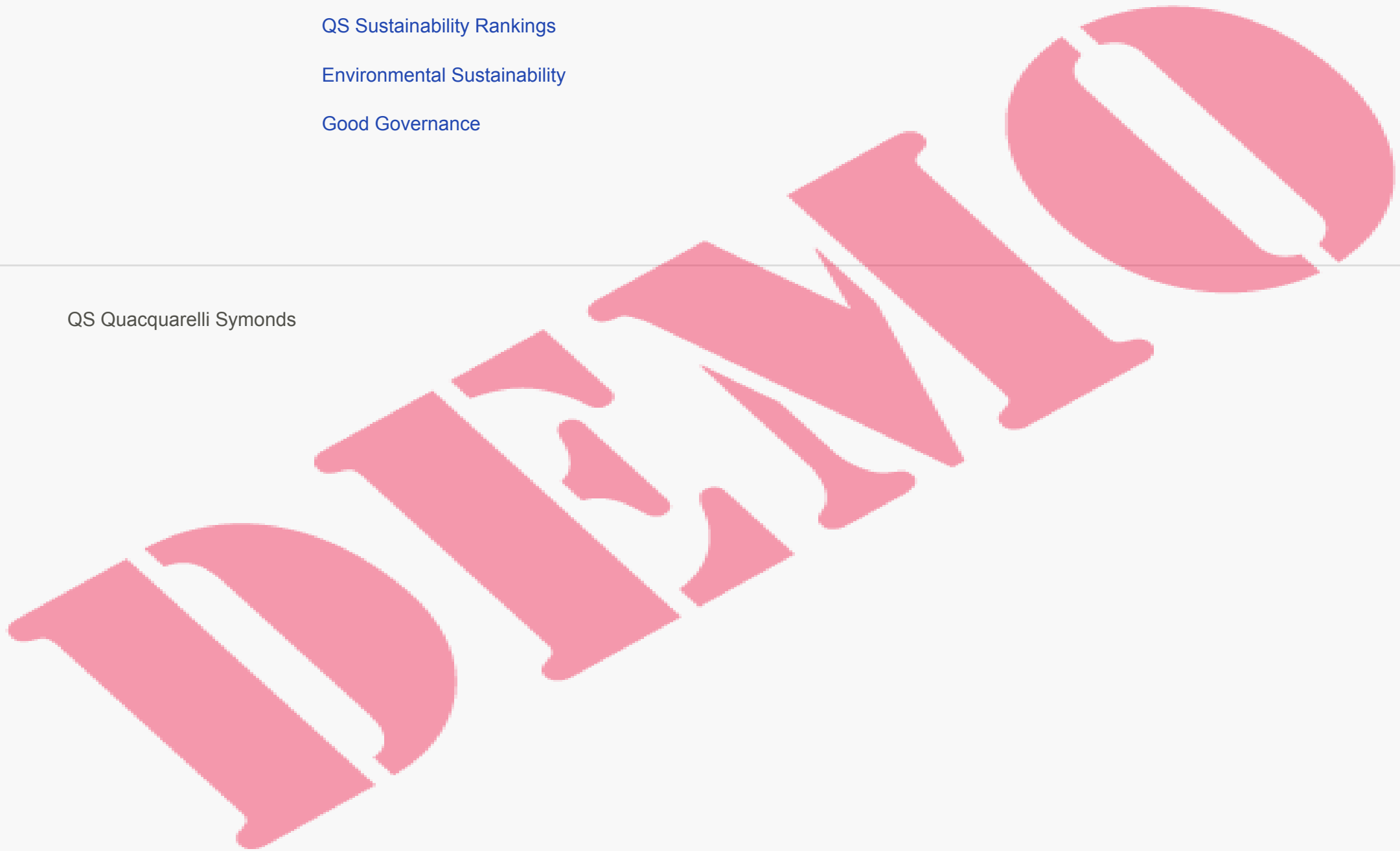Have more questions? Submit a request

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International Research Network (IRN) Index

5 months ago · Updated

The **International Research Network (IRN)** is a measure of global engagement, and specifically on how institutions create and sustain research partnerships resulting in internationally co-authored publications with other institutions across borders to collaborate on solving the world's challenges and disseminate vital research to wider audiences.

The IRN adapts the *Margalef Index*, widely used in the environmental sciences, to estimate the richness of international research partners for a given institution. IRN Index reflects the ability of institutions to diversify the geography of their international research network by establishing repeated research partnerships with other higher education institutions. It also reflects the efficiency of this as we look at the diversity of partner locations against the efforts needed to achieve such a diversity. Specifically, the QS International Research Network (IRN) Index is calculated with the following formula:

IRN Index = L / ln(P), **

Environmental Education	*where ln(P) is the natural logarithm of the distinct count of international partners (higher education institutions) and L is the distinct count of international countries/territories represented by them.*
Environmental Sustainability	In QS World University Rankings, QS University Rankings by Region, as well as QS Rankings by Subject, this metric considers only sustained partnerships, which we define as those which result in 3 or more joint papers published in the corresponding broad or narrow subject in a five-year period.
Environmental Impact	
See more	In the QS Subject Rankings, we produce IRN Index for only those subjects with a decent volume of papers (those subjects with a paper threshold of more than 50 papers over the last 5 years).

The usual paper types and affiliation caps are applied.

Processing Steps.

1. We apply the above formula to the papers from each of the five-broad faculty areas (A&H, E&T, LSM, NS, & SS).

2. We take five raw values from step 1 and scale each of them using min-max normalization from 1-100.

3. We average (mean) those five scaled scores.

4. We apply Z-score normalization to the score from step 3 or (in case of narrow subjects) to a subject-level score.

5. We rescale the Z-score to arrive at the final score.

Steps 1-3 are applicable only to QS World University Rankings and QS University Rankings by Region.

Note on the QS World University Ranking 2023/2024 editions of this indicator:

When we transform an institution's scores into Z-scores, we lock the mean and standard deviations that we use in our sample. We do this so that institutions do not receive score increases simply because we have added new institutions to a ranking year on year. When we add new institutions, their performance across indicators is typically rather low. Adding new institutions may move them closer or further away from the mean performance, and thus adjusting their rank position based on no underlying shifts in performance. For International Research Network, we set the sample size to the top 700 – as we do for Citations per Faculty. This also helps ensure a more equal distribution of scores across indicators- making it easier to compare, e.g., Citations per Faculty with International Research Network.

Last year we published this indicator unweighted, the intent being to give a rough estimation of how an institution would fare. We did not, however, apply our standard normalization procedures for that indicator. This year we have reconciled the normalization in line with our other indicators. Institutions may compare rank positions rather than scores for this indicator and for this edition. Further details on this approach here: https://support.qs.com/hc/en-gb/articles/4402503754130-Z-Score-

IRN Timeline

- 2016/2017 edition - Adopted for the first time in the QS Latin America Region Ranking.
- 2018 edition onwards - included in the remaining regional rankings (Asia, Arab, EECA)
- 2022 - Added to the broad faculty area rankings in our QS Subject rankings
- 2022 - IRN methodology used for 'Knowledge Exchange' lens in QS Sustainability Ranking

- 2023 - Added to some of the narrow subject area rankings in our QS Subject rankings
- 2023 - Added as a lens to the QS World University Rankings 2024

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Faculty Industry Experiences

1 year ago · Updated

Context

This lens assesses the level of expertise in the faculty team. The all-important experience held by faculty members as measured by how many years of industry experience do programme instructors have. The years of experience is converted into score, normalized and scaled from 20-100

Source of Data

Institutions were invited to submit data via the International Trade Survey. They were asked to note the average number of years of faculty industry work experience within the trade area. Where data was not provided via surveys, we have attempted to source this from the publicly available information on the program's website.

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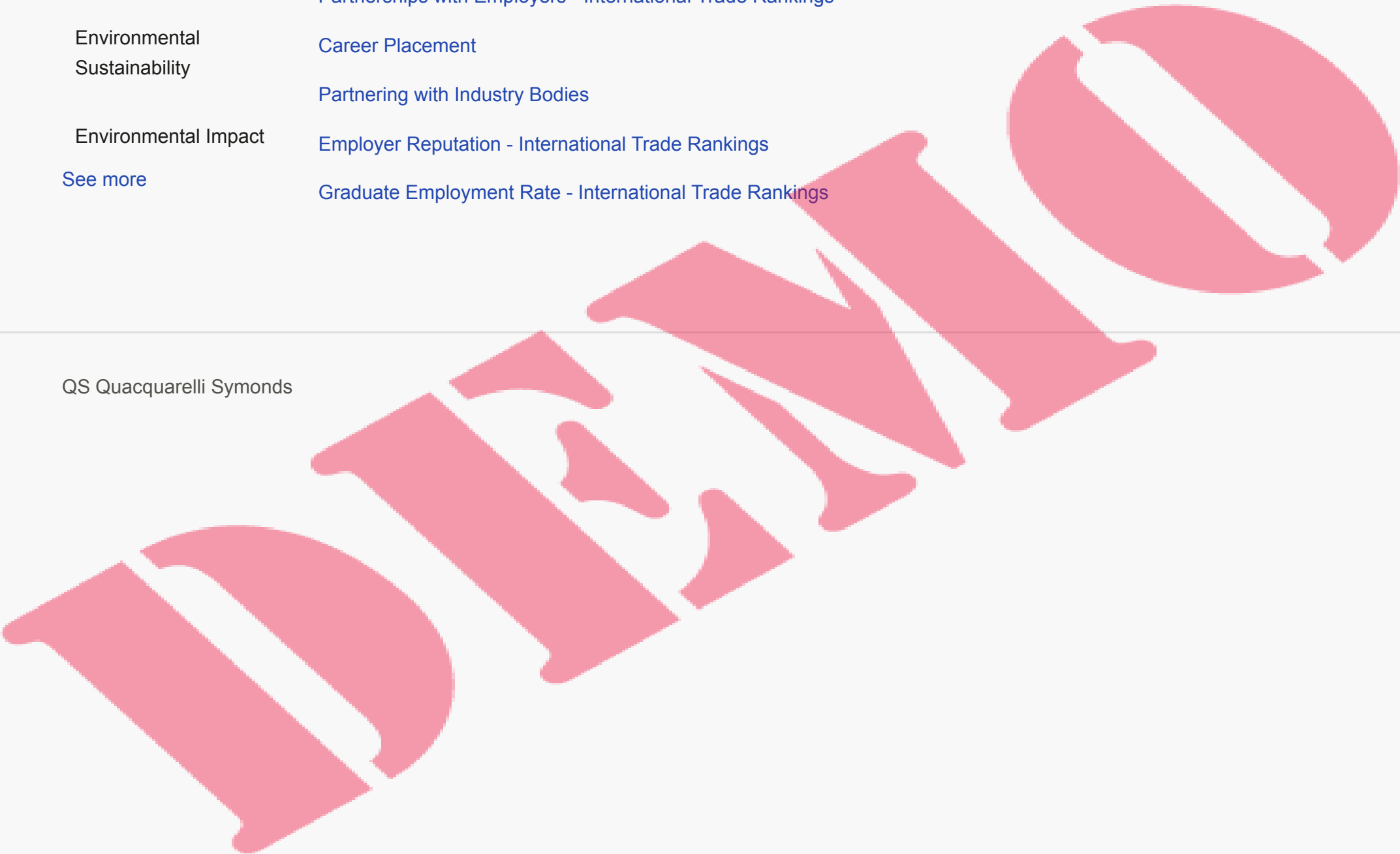[Partnerships with Employers - International Trade Rankings](#)

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Articles in this section

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International Student Diversity

Inbound and Outbound Exchange Students

QS World University Rankings - previous methodology

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Governance

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Class Profile

2 years ago · Updated

This measure is designed to give a clear representation of diversity within a program. We look at the diversity and internationality of the cohort, the average work experience of the cohort and the competitiveness of the program.

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

We collect the following data from schools

- Number of students enrolled
- Number of Applicants
- Number of places available
- Percentage women in the classroom
- Number of nationalities in the classroom
- Mean work experience in years in the classroom

Environmental
Education

Environmental
Sustainability

Environmental Impact

See more

The data is normalized by z-scores.

Weights of the subcomponents in the class profile measure:

Number of students enrolled	10%
Applicants/Place ratio	5%
Percentage of women	5%
Number of nationalities	5%
Mean work experience	5%

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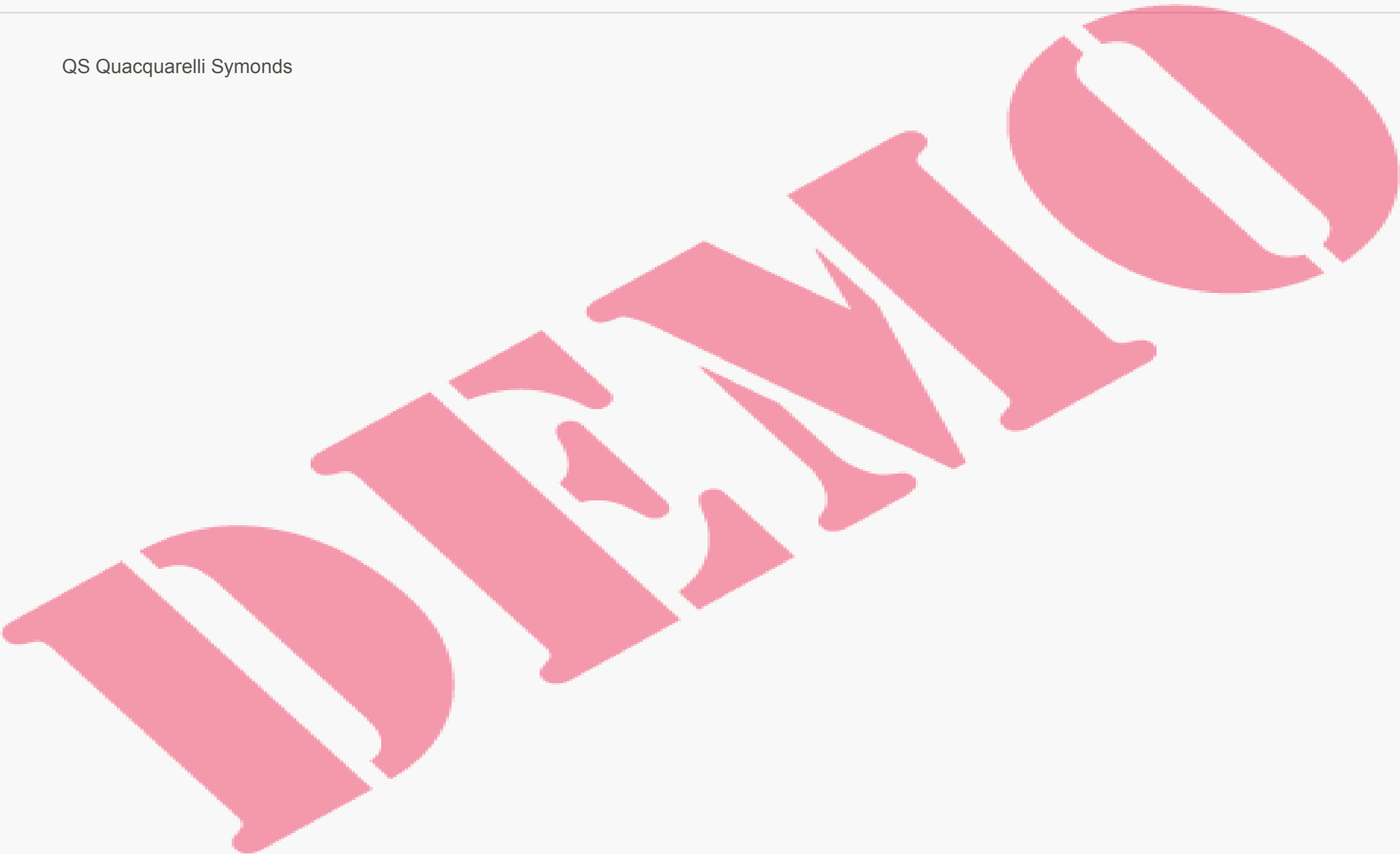
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Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Z-Score Normalization

4 months ago · Updated

The calculation of indicator scores

Once the underlying values (ratios or indices) for each indicator are calculated and, if needed, adjusted (see our capping and damping methods), the next thing to do is to rescale each indicator's value into a common range from 1 to 100, so that they are compatible with each other. This process is widely known as data normalization.

- Firstly, the widely used z-score normalization (or standardization) is applied. A z-value shows the number of standard deviations a given data point lies above (positive z-value), below (negative z-value) or exactly on the mean (zero z-value)*.
- Once z-scores are calculated, their position on the normal curve is plotted resulting in the scaled value from 0 to 1 for each indicator, showing the probability that an indicator value of a random institution from the population is less than or equal to the given value. For example, if an institution has Academic Reputation at this step of calculations equal to 0.9, this will indicate that it performs in the top 10% of institutions by this indicator.

- The resulting scores are finally linearly scaled between 1 and 100 for each indicator using min-max normalization.

The calculation of overall scores

After each indicator's data is compatible with each other, we can combine the data reliably and apply weightings fairly to the calculation of the overall score.

The final overall score is scaled again using min-max normalization, where 100 goes to the maximum overall score, and 1 goes to the minimum overall score. For MBA and Business Masters Rankings, it was scaled from 20-100.

*As the number of institutions in a given ranking grows, this can have an inconsistent effect on how z-score normalization applies to different indicators. Typically, new institutions added will tend to have weaker performances in reputation and research indicators, but may have strengths in faculty student ratio or the international measures. The effect of this has been to bring down the means used for indicators more closely correlated with overall performance at a faster rate than those with indicators less strongly correlated. From 2016, **we have locked the mean and standard deviation used for the standardization calculations in the QS World University Rankings to the top X in any given indicator (e.g. X=700 for Citations per Faculty), not including capped values.** An impact from this is to space out the institutions above the mean a little more and another is that it is typical for an institution in the same rank position to have a lower score than previously in any given indicator.

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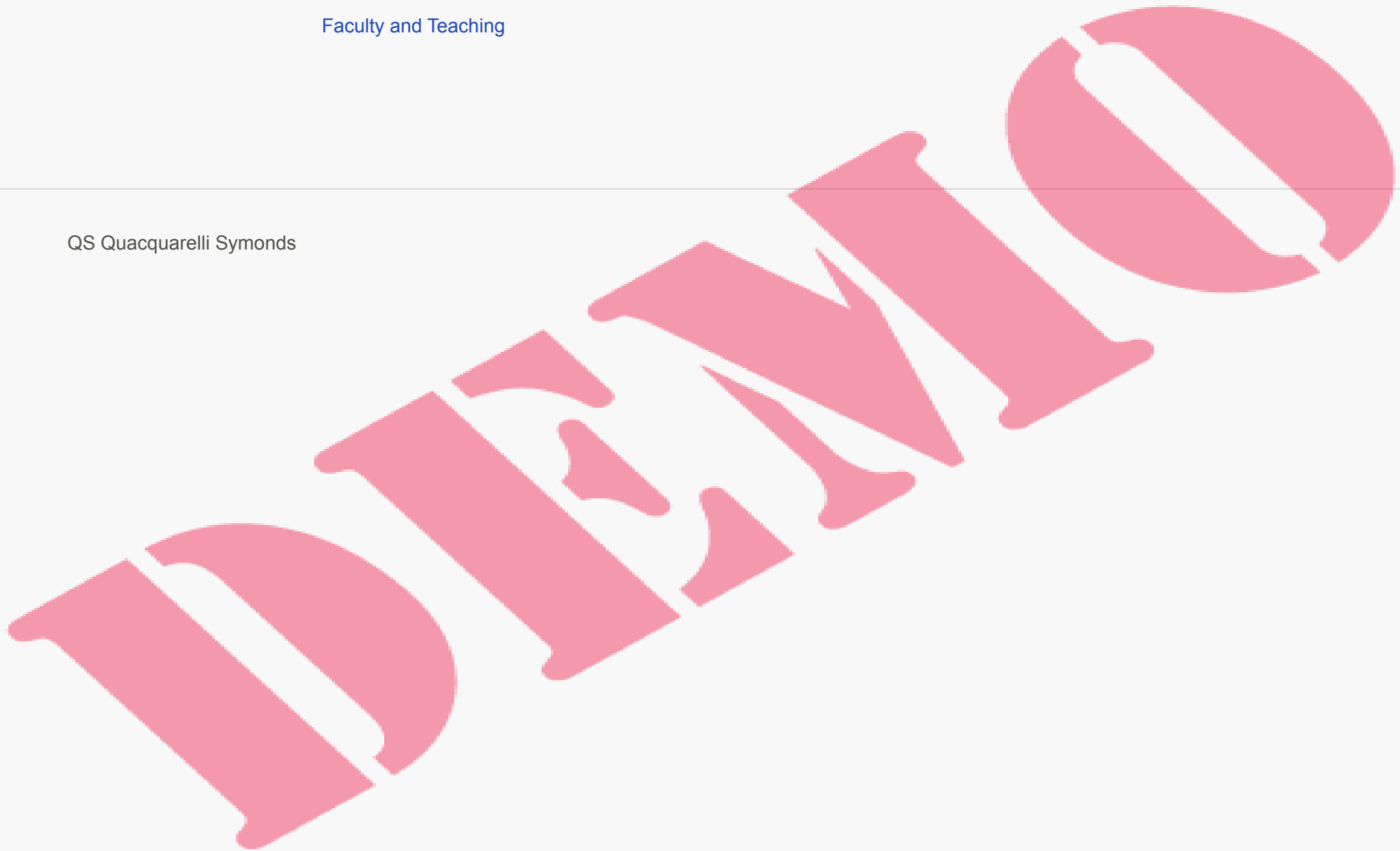
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QS World University Rankings

2 months ago · Updated

The QS World University Rankings, the most comprehensive ranking of its kind, shines a light on the best institutions from across the world, supporting our mission of enabling motivated people anywhere in the world to fulfil their potential through educational achievement, international mobility, and career development.

For this 20th edition, as planned, we have significantly evolved our methodology. These changes reflect the shifts in higher education that have occurred over the past two decades, such as the growing importance of sustainability, employability, and research collaborations. We have introduced three new indicators (see Table) and rebalanced the weights for other indicators. Sustainability, employability, and international research collaboration are the dimensions that are either reinforced or introduced for the first time. We did not make these changes lightly and believe that they reflect the collective intelligence of the sector, and the changing priorities of students. This evolution of our rankings helps students identify institutions that excel in the areas that matter to them.

Performances Lenses	2024 Edition Weights	Change from previous editions
Academic Reputation	30%	10% deducted
Employer Reputation	15%	5% added
Faculty Student Ratio	10%	10% deducted
Citations per Faculty	20%	No change
International Faculty Ratio	5%	No change
International Student Ratio	5%	No change
International Research Network	5%	New
Employment Outcomes	5%	New
Sustainability	5%	New

To be eligible for this ranking, institutions must fulfil our Eligibility Criteria.

If an institution is eligible, it then must pass the following 3 thresholds to be analysed as part of the sample. Note that "being analysed" does not necessarily mean "being published" (see Other terminology).

Inclusion criteria:

1	Reputation Threshold	A new entrant should be in the global Top 20% in Academic Reputation.*1
2	Research 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.

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 Citations 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 1,000 for Academic Reputation, Employer Reputation and Citations per Faculty (all three performance lenses) • to be in the top 900 in at least two of the above • to be in the top 800 in at least one of the above

*1 Note that the 5-year cohort of nominations is subject to stringent validation techniques.

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Governance

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Graduate Support

1 year ago · Updated

Context

This lens assesses the support offered by the University to help students in starting/continuing in their careers before and after graduation through the following options:

- Career advice and support
- Networking opportunities
- Industry mentorship opportunities
- Job fairs
- Job application portals
- Alumni network & events.

These graduate supports offered by the university are aggregated to produce a score. The total score is 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.

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Citations per Paper - International Trade Rankings

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International Student Ratio

2 years ago · Updated

Rationale:

This indicator looks at the ratio of international students to overall students. If an institution is attracting a sizeable population of international students 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:
The total number of undergraduate and postgraduate students who are foreign nationals and who spend at least three months at your university as a proportion of the total number of undergraduate students and postgraduate students overall.

Important notes:

- The term 'international' is determined by citizenship.

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- For EU countries, this includes all foreign nationals, even nationals of other EU states. In Hong Kong SAR, this includes students from China (Mainland).
- 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 exclude from the calculations.

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International Research Network (IRN) Index

International Faculty Ratio

Academic Reputation

Employer Reputation

Z-Score Normalization

QS Global MBA Rankings

3 months ago · Updated

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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

The QS Global MBA Ranking highlights the best MBA programs across the globe. 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 our users can also view the results by regional breakdowns.

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

- Have either AACSB, AMBA, EQUIS or EPAS accreditation. We also allow schools which have rated at least 3 or more QS Stars*.
- Have an average class size of least 20 students.
- Have at least three graduating classes.
- Programs must be offered face-to-face
- Classes should be taught Full-time or FTE

* QS stars will help us determine the quality and authenticity of the institution and its programs, so we at QS will be confident to include the institution in our ranking. However, a negative penalty of 15% will be applied to the overall score, to account for the fact that an industry-wide accreditation is not

present. QS is committed to improving standards, and encouraging accreditation is one way we can support the industry.

The set of indicators for our Global MBA Ranking 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 Global MBA ranking:

Indicator	Weight
Employer Reputation	35%
Graduate Employment Rate	5%
Alumni Impact	10%
Entrepreneurship	5%
Return on Investment (ROI)	15%
Payback Month	5%
Academic Reputation	10%
Research Impact	2.5%
Staff with PhD	2.5%
Class & Faculty Diversity	10%

The overall score of newly established MBA programs (up to a threshold of 5 previous graduation cohorts) is reduced by 15%. This ensures that programs which have

demonstrated stability in their offerings are rewarded for that stability as well as allowing enough time to ensure our scores are well calibrated to the market.

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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Data Appendix

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Class Diversity

2 years ago · Updated

This measure is designed to give a clear representation of student gender and nationality diversity within a program.

This data is collected on an annual basis and the reporting period covers the previous academic year from July to June.

We collect the following data from schools:

- % of women in the class
- Number of nationalities in the class

The data is normalized by z-scores.

Weights of the subcomponents in the Diversity measure:

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% Women in the class	5%
Number of nationalities in the class	5%

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Definitions:

Nationalities is defined by passport, in line with our definition for 'International'. Where a student holds dual passports, both may be counted.

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Faculty-Student Ratio

2 years ago · Updated

Faculty Student Ratio is a major indicator in many of the QS Rankings. This indicator aims to act as a proxy for the learning and teaching environment of the institution. The more academic staff resource made available to students, such as teaching, supervision, curriculum development, and pastoral support, the better this experience ought to be. It is calculated by dividing the number of Faculty figure validated by QS by the Students figure validated by QS. It aims to serve as a proxy measure for the learning and teaching environment of the institution.

Datasets

For the calculation of this indicator, QS gathers two distinct datasets:

Full-Time Equivalent (FTE) students

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QS requests an array of data pertaining to students, much of which supports university profiles on this website, much of which may be used in the future to enrich the rankings metrics, but at present, the total student numbers are first drawn from the addition of separate undergraduate and postgraduate numbers supplied to us. Where this data is unavailable or incomplete, total student numbers are used.

Full-Time Equivalent (FTE) faculty

Faculty numbers used are totals. Whilst it would be ideal to separate the notions of teaching and research and use the former for calculating this indicator and the latter for the Citations per Faculty indicator, it has not been possible to do so as data to that degree of distinction has so far proved unavailable for many countries in the study.

Data Sources

Student Faculty Ratio is a commonly used measure in many evaluations and rankings around the world. In the UK, for example, the Higher Education Statistics Agency (HESA), compiles the results of a very detailed Student-Faculty Ratio, but the underlying data is more sophisticated than that available in many other countries.

QS sources data not only directly from institutions themselves but also from government ministries, agencies such as HESA, web sources, and other third parties. Where possible our data are checked against multiple sources to verify their authenticity.

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Damping and Capping Mechanisms

6 months ago · Updated

QS utilize a damping mechanism to spread large inter-annual swings in data. This has the effect both of minimizing the impact on rankings of these (possibly temporary) swings in data, and correcting for errors of interpretation in data submission.

To illustrate how and when the damping mechanism is applied, the following concepts are crucial to understand.

Maximum Accepted Variation: the maximum increase or decrease in an underlying value (score, index or ratio) we will accept without adjustments. It is the underlying scores that are damped in Academic Reputation and Employer Reputation as we use normalized scores to calculate Academic and Employer reputation results in the rankings analysis, whereas for other indicators we use underlying ratios or indices due to the nature of those indicators (for example, Faculty Student Ratio or IRN Index).

Damping Threshold: the damping mechanism is only applied when the underlying values are above this threshold. Any underlying value below will not be affected.

Recovery Increment: the rate QS accepts when the value exceeds the maximum accepted variation.

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Damping is applied every time when the current value (submitted by an institution or received from a third party this year) exceeds the previous value (used in the calculations last year, i.e. damped value) by more than the maximum accepted variation.

Reputation Damping

Let's consider example values from the table below. For Academic Reputation, we accept in full a maximum year to year increase of 10 points in the underlying scores. In this case, the recovery increment is 20%, which means we will accept 20% of the excess over the maximum accepted variation. However, if the score has not exceeded the damping threshold of 15, no damping would be applied (even if the year to year change exceeds 10 points). A similar approach is used for Employer Reputation, however, the maximum accepted variation will be 3 points, the damping threshold 4 and the recovery increment 20%.

International Faculty/ International Student Damping

For International Faculty Ratio and International Student Ratios, if the variation of the ratio against last year is over 3% while the ratios of both years exceed 5% then the damping mechanism will be applied. In this case, any variation exceeding 3% will be accepted at a recovery rate of 33%. For example, if the International Faculty Ratio of an institution increased from 5% to 9% this year, the variation would be is 9%-5%=4%, which is higher than 3%. What we use will be 5%+3%+0.33*(4%-3%)) = 8.33%. However, if the International Faculty Ratio is below 5% then we will accept the original value. It should be noted that the International Faculty Ratio is capped at 50%.

Having said that, the maximum ratio increase we could accept will be 50% (Cap) so any values beyond that will be discarded.

Faculty Student Ratio / Citations per Faculty Ratio Damping

Damping of the Faculty Student Ratio and the Citations per Faculty Ratio is similar to the damping of the International Faculty Ratio and International Student Ratio. The main difference is in the way we calculate the variations in ratios. For International Faculty and International Students Ratios, this is calculated by a simple subtraction between the current and previous years' ratios. The variation of Faculty-Student Ratio and Citations per Faculty Ratio is calculated from the percentage growth/decay from last year.

Taking Faculty Student Ratio as an example, if the increased percentage against the previous year is over 10% while the ratio exceeds 4% then the damping mechanism will be applied. In this case, any variation exceeding 10% will be accepted at a recovery rate of 20%. However, if the Faculty-Student Ratio is below 4% then we will accept the original value. It should be noted that the Faculty-Student Ratio is capped at 30%. Having said that, the maximum ratio increase we could accept will be 30% (Cap) so any values beyond that will be discarded.

In the case of the Citations per Faculty Ratio, we allow a maximum year-to-year change of 20% (plus a reference value depending on the average change level year on year). For any excess, we only consider 33%. For example, let's assume the reference value equals 0. If a ratio changes from 1.0 to 1.3 in a given year, we would only accept the full change to 1.2 and 33% of the remaining 0.1. So, the hypothetical ratio used in a case like this would be 1.233 (and not the original 1.3).

The following table provides a summary of the damping parameters we used in the QS World University Rankings 2020:

Indicator	Weight	Cap	Maximum Accepted Variation	Damping Threshold	Recovery Increment
Academic Reputation	40.0%		10.0	15	20%

Employer Reputation	10.0%		3.0	4	20%
Faculty Student Ratio	20.0%	30%	10%	4.0%	20%
Citations per Faculty	20.0%		20%	2	33%
International Faculty Ratio	5.0%	50%	3%	5%	33%
International Students Ratio	5.0%	50%	3%	5%	33%

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