QS STARS™
RATING SYSTEM

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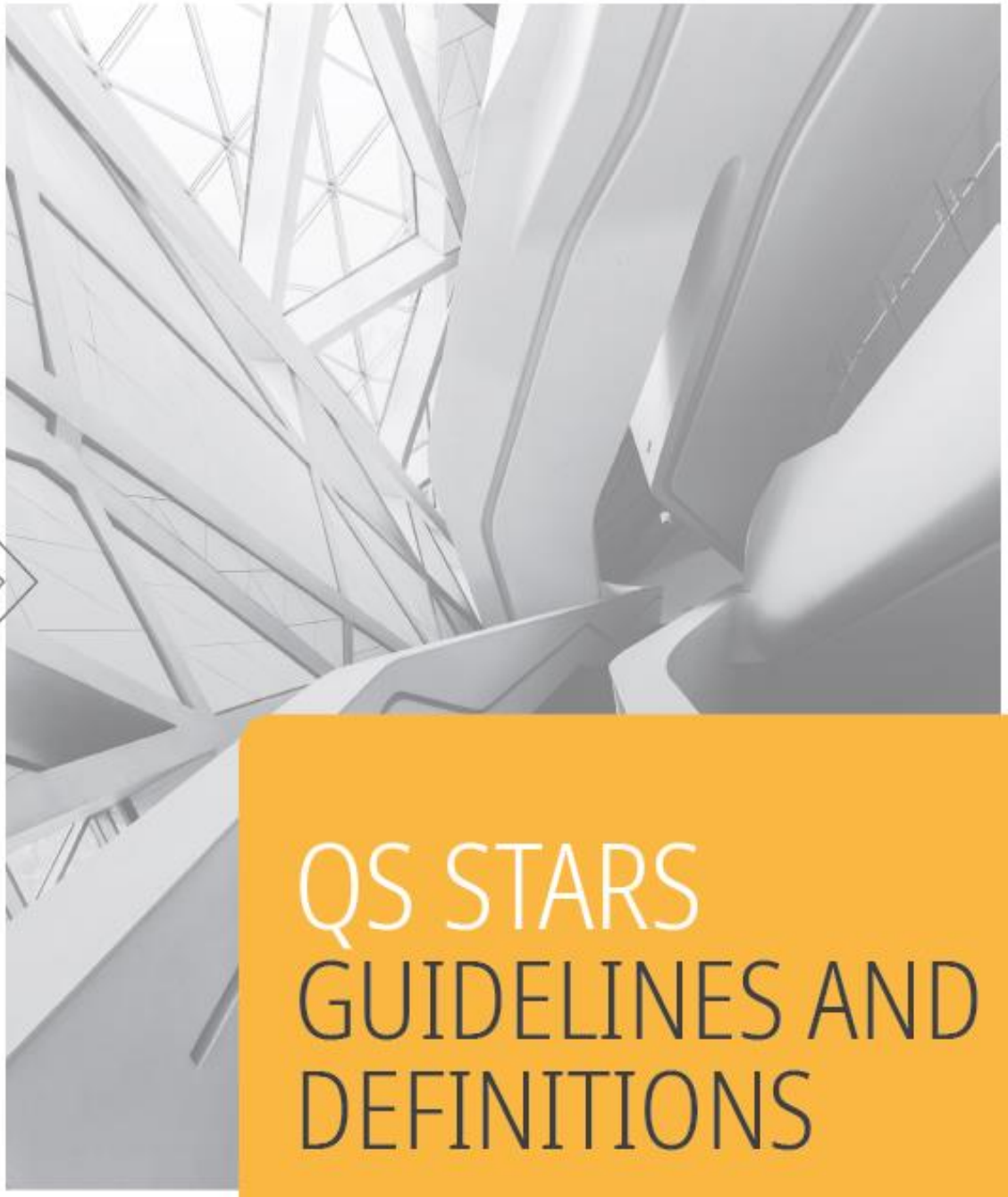

QS STARS GUIDELINES AND DEFINITIONS

Methodology v. 5.1

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I. Introduction and Overview

QS Stars is a university rating system used by hundreds of institutions around the world. Participating institutions take part in an in-depth assessment across areas such as Teaching, Facilities, and Innovation.

At the beginning of the project a dedicated QS Stars analyst is assigned to the project; the analyst will work with the main contact at the university to collect the necessary data and supporting evidence.

At the end of the evaluation institutions receive an overall rating, as well as a rating in at least eight categories. These ratings are detailed in the QS Stars report, which is provided to the university along with a certificate summarizing the category ratings.

If the university has a valid licence, it will also receive a set of QS Stars badges (available in JPG, PDF, and PNG versions). These images have the rating received in each category, and can be used in the university's own marketing materials.

About This Document

This document is designed to provide comprehensive instructions, definitions, examples, and guidelines to assist institutions during a QS Stars evaluation.

We will start with general concepts that apply to the entire process, followed by a collection of all the relevant definitions used in the latest version of the methodology. We recommend consulting the online data collection portal (https://qsstars.gomovein.com) whenever possible. This portal has been designed to provide the best interactive experience, providing contextual data and easy navigation. You should always use the portal to upload and submit the data for the QS Stars evaluation, unless otherwise agreed with the primary analyst.

Categories

The QS Stars rating system is a comprehensive audit of a university's performance, rating your institution against eight of 13 key categories across four category types:

- **Core Criteria:** Teaching, Employability, Internationalization, Research, and Academic Development
  These categories feature the key building blocks of a university whether focused globally, domestically, or locally. Teaching, Employability, and Internationalization are mandatory for the evaluation. Institutions can select between Academic Development and Research for the final Core Criteria category.
- **Learning Environment:** Facilities or Online Learning
  Only one of these categories will be count towards the overall result of the QS Stars evaluation.
- **Advanced Criteria:** Arts & Culture, Innovation, Social Responsibility, and Inclusiveness
  These categories look at areas which universities might concentrate on in order to advance to a higher level of performance and global recognition. Recognizing that institutions vary in specialization, this section requires that two out of four categories be chosen and assessed.
- **Specialist Criteria:** Program Strength or Subject Ranking
  This section allows institutions to highlight an area of specialization. This is done either by looking at a university's performance in a global subject ranking, or by the university selecting and submitting evidence about a high-performing degree program.

In the case of alternate categories and indicators institutions may submit data for each of them, but only the best-performing categories/indicators will count towards the final ratings. (For example, you can submit data for both Research and Academic Development, but only the higher-rated category will be included in the final report).

Overall Thresholds and Pre-requisites

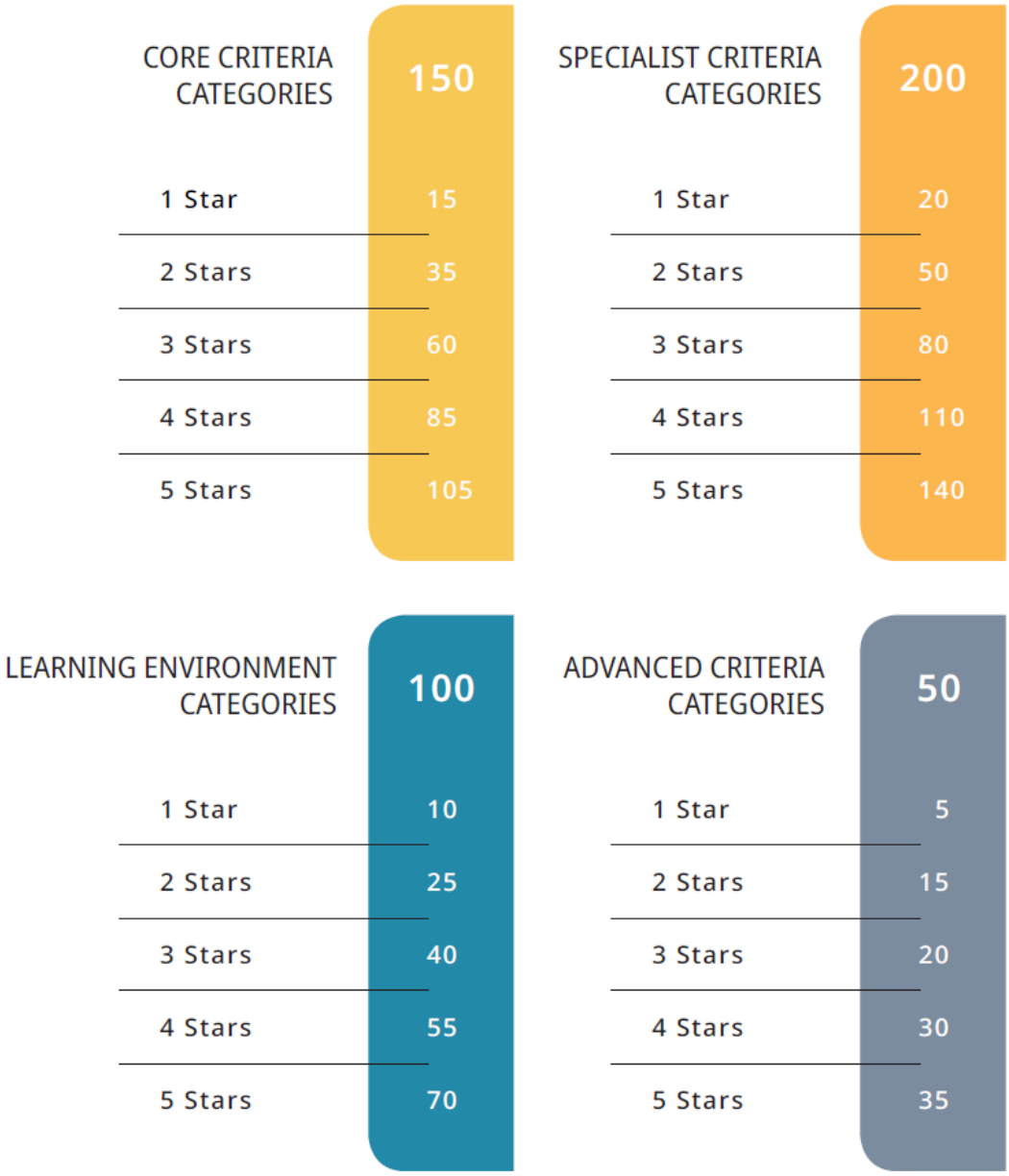
In addition to reaching a minimum score, for the overall ratings of 4, 5, and 5+ Stars there are additional pre-requisites that must be met in order to be awarded the respective rating. These pre-requisites vary slightly depending on whether the Research or Academic Development category was assessed for the final rating.

If Research is used, the university will need to fulfil the pre-requisites related to the number of citations or academic referees. If Academic Development is used, it will need to fulfil the pre-requisites related to the number of points in the Teaching category.

If an institution has the required score but lacks at least 1 of the pre-requisites, it will be awarded the next-best rating for which it satisfies all the conditions. For example, if an institution has 550 points but does not have at least 1% international students, it will be awarded 3 Stars.

Category Thresholds

The thresholds for category ratings are as follows:



Time Period Considered

Unless stated otherwise, the time period which should apply to any data is ***the most recently available annual reporting period***. Depending on the indicator this may be the most recently completed academic, financial, or calendar year.

Conversion rate

For indicators with reference values expressed in USD, conversion will be made based on the historical exchange rate from local currency to USD on the published by xe.com first day of the quarter in which the data forms were submitted.

Online Learning and the Effects of COVID-19

The Online Learning category was initially designed to assess degree programs which are carried out entirely online. However, due to COVID-19 this category is currently open for programs which were not traditionally online courses but are being carried out remotely. Institutions will be assessed based on what is available to students at the time of the evaluation.

The other significant change is the introduction of an alternative indicator to Applications Per Enrollment, Faculty-Student Ratio.

You can find additional details about this category by downloading the Online Learning category methodology and FAQs at https://bit.ly/3gd74UW.

Formula for Calculating Scores

The first part of the assessment focuses on data collection and analysis. Universities should concentrate on ensuring that any data submitted accurately reflects an institution's performance, while QS Stars analysts should make sure that the validation and calculations are carried out consistently from one institution to another.

As such, the final scores are calculated shortly before delivering the final results. This is done after the university has accepted the data from the interim data summary report as final, and that data is used to calculate the final scores and ratings.

However, it is possible to calculate the points based on data provided. The following formula is used throughout the methodology; points are scaled and distributed according to the maximum and minimum threshold in each indicator.

(Data – Minimum)/(Maximum – Minimum) * total points available = SCORE

As an example, consider the Completion Rate, where up to 40 points are awarded for having between 60% and 90% of students graduating within the expected time for their course.

- Maximum threshold: 90%
- Minimum threshold: 60%
- Available points: 40
- Data from institution: 78% completion rate

(78 – 60)/(90 – 60) = (18)/(30) = 0.6 * 40 available points = **24 points**

Profiles on Topuniversities.com

If the university has a valid licence, it can use the QS Stars badges to advertise the overall ratings, as well as ratings received in different categories or specializations.

The QS Stars results can also be published on the university's Topuniversities.com profile. If your institution does not have a complete profile yet, you can create one for free. You can download the basic profile user guide at https://bit.ly/2FDVeqy, or email the QS TopUniversities support team at tusupport@qs.com.

Timeline

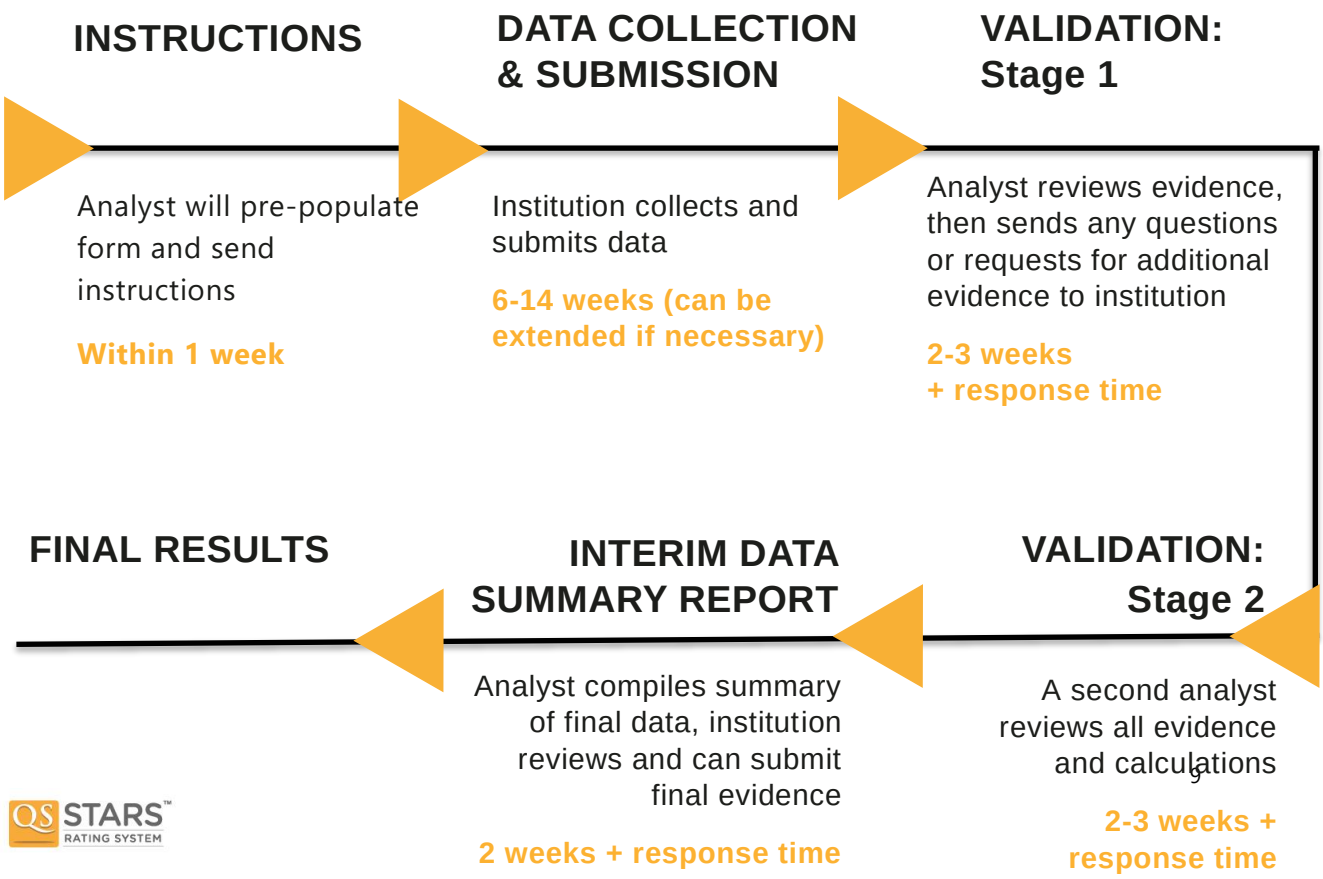
You can find below a typical timeline for a QS Stars evaluation; the actual times will depend on the amount of time institutions require to submit the essential data, as well as the response time of the institution to the requests that arise after the validation.

During the Data Collection & Submission stage, you can contact your analyst if you have any queries about the methodology. We recommend email as the primary form of communication as it allows us to research your query before providing an answer. You will usually receive an answer within a couple of days. We can also schedule occasional calls to discuss any outstanding questions.

Due to the fact that each audit undergoes a two-stage validation process and some questions require involvement from the QS Stars Product Manager, for some issues the final decision will only be taken after the second stage of the validation. It will be communicated together with final findings in the interim data summary report.

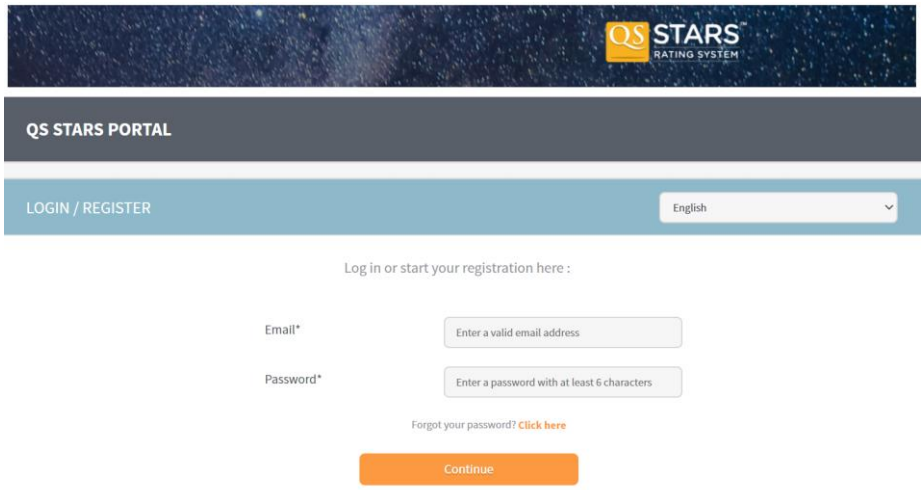
We cannot pre-accept evidence before it has been submitted and reviewed, but we encourage universities to submit all the data or evidence they believe may be relevant.

After the initial data submission, you will have several opportunities to submit additional information. After the second-stage validation, but before calculating the final results, the analyst will provide an interim data summary report for your review. This summarizes the final data that we intend to use. As part of this report the analyst will also inform you if they have identified any areas where the university may be able to improve its performance. You may submit any final evidence or ask questions; once the interim report has been submitted, we will proceed with the final calculations.

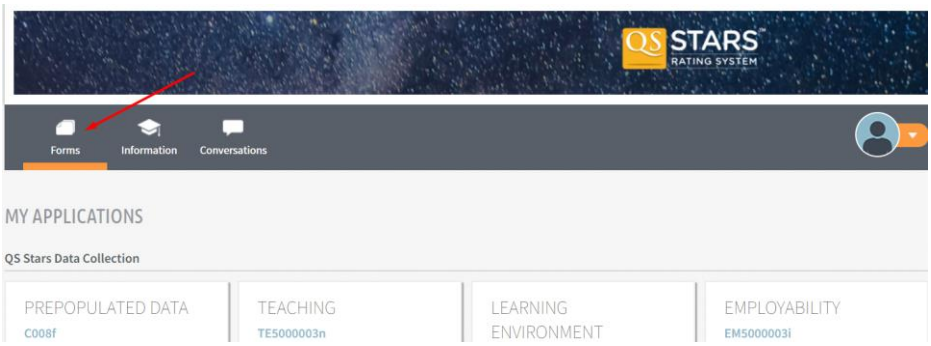


How to use the QS Stars Portal

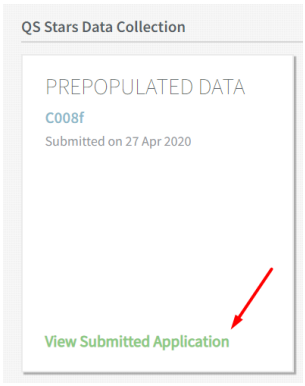
1) Log into the QS Stars portal with the credentials received from the assigned QS Stars analyst:



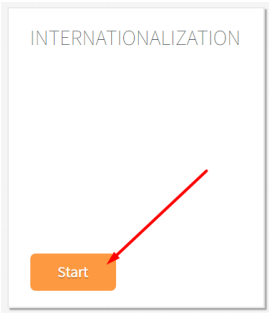
2) In the "Forms" section, you will find the QS Stars data collection forms:



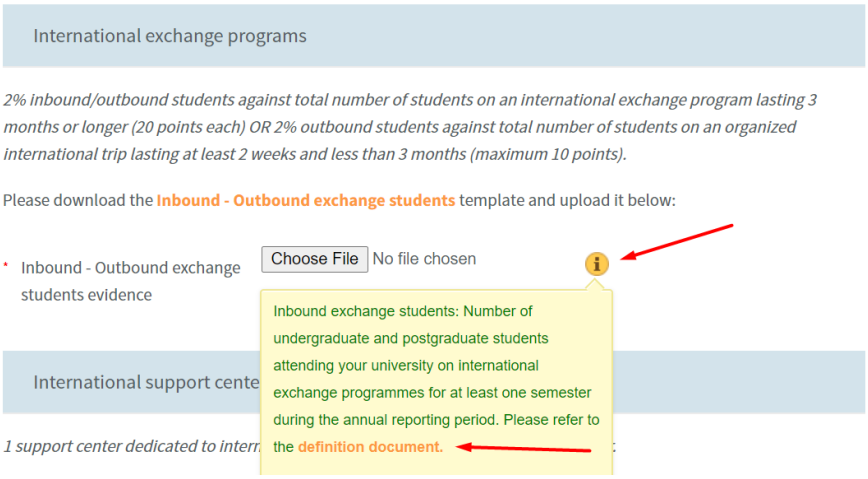
3) Once you log in, you will be able to access the "Pre-Populated Data" form, where we've filled in pre-populated data such as the number of academic and employer survey nominations the university has received. Please be aware that the number of papers, citations, collaborations, academic or employer survey nominations is taken from the latest QS World University Rankings, and the latest figures will be used for the final results; if these update during the course of the project, QS will update the figures on the form.



4) To start the data collection, click the "Start" button on any form. The order is not important; any form can be started at any time, and all seven forms can be in progress at once.

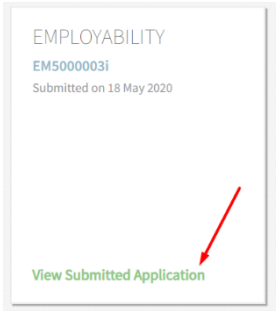


5) Throughout the form, each indicator requires some type of evidence – either by filling it in directly in the form, or downloading and uploading the QS Stars evidence template. There are also useful guidelines next to the indicators, in the yellow information bullets. Where privacy laws don't allow sharing confidential information (such as name, email address etc), you may provide anonymized data about staff and students.



6) The progress you have made can be saved at any time.

7) Once all the indicators are finalized, you may submit the form. Once submitted, a PDF summary report will be generated, and the form will be locked. However, if you realize that you need to make any amendments after the form is submitted, please contact the QS Stars analyst; they can un-submit the form if needed.



8) When the summary of the final data is available, an interim data summary report will be generated in the portal. You should navigate through each category, check the final data and let us know if you have any concerns with the data. Once the review has been done, please submit the interim report.

II. Methodology and Data Collection Portal

The following sections include for your convenience guidelines from the online QS Stars portal (https://qsstars.gomovein.com).

Throughout this section you will find details about every category and indicator, and links to download evidence templates. There are also definitions and additional useful information marked by this symbol:

QS Stars is a university rating system which has been used by hundreds of institutions across more than 60 countries. Participants undergo an evaluation across several areas of the university, resulting in a Stars rating in at least eight categories, as well as an overall rating of between 0 and 5+ Stars.
This data collection portal will be used by institutions to submit all required evidence to QS. A dedicated QS Stars analyst will be assigned to the project and will guide

you through the process. You can follow communications between the institution and QS by looking at the Conversations tab.

In the Forms tab you'll find data forms for the Core Categories (Teaching, Employability, Internationalization, and Research/Academic Development), Learning Environment (Facilities/Online Learning), Specialist Criteria (Subject Ranking/Program Strength), and Advanced Criteria (Arts & Culture, Innovation, Social Responsibility, Inclusiveness). We have also pre-populated some data in the Prepopulated Data form; select "View Submitted Application" to see the data already accepted by QS. Please download the latest version of the QS Stars methodology (found below) to help you understand each indicator and how to fill out each form. Where both data and supporting evidence is required, please download and populate the accompanying template. You can also refer to information text and documentation throughout.

You should submit each form separately as it's ready or all forms at once.

If you experience any problems, would like to submit additional evidence even after submitting a form, or have any questions please contact the QS Stars analyst assigned to the project, or email us at qsstars@qs.com. You can also download the latest QS Stars methodology at https://bit.ly/3g5G6ic.

Teaching 150 points

This category is mandatory for all institutions.

Turnover

Indicator: Turnover is not itself an indicator, and is not itself worth any points. However, it is used in some parts of QS Stars, such as looking at the percentage of turnover spent on scholarships.

Data required: University's annual turnover in local currency

Evidence required: Financial statement or other proof of turnover

This data point looks at the institution's turnover amount for the most recently completed financial year. "Turnover" is the total annual financial income of the university before incurring any costs, including tuition fees, grants, student accommodation, etc

Turnover, along with all financials, should be submitted in the university's local currency. This will be converted to USD by the QS Stars team using the historical exchange rate from the first day of the quarter in which the evidence was submitted to QS.

Faculty-Student Ratio 50 points

Indicator: 10% faculty-student ratio (1 faculty member per 10 students) scaled down to 2% (1 faculty member per 50 students)

Data required: Please populate the table provided with the number of academic faculty staff, undergraduate students, and postgraduate students. You should provide a breakdown by full-time and part-time faculty and students, as well as the full-time equivalent (FTE) calculation.

Evidence required: Supporting evidence is not usually required, particularly if the data has been submitted for any QS rankings within the past year. The analyst assigned to your QS Stars assessment will request evidence when needed.

QS uses a standard formula to calculate FTE: **FT + (PT/3) = FTE** If your institution calculates FTE in a different way you can submit this, but you should specify what formula was used.

Please refer to the definitions below, which are identical to the definitions used for QS rankings.

*Academic faculty staff and students Definition file

Faculty Staff

Total number of academic faculty staff who are responsible for planning, directing and undertaking academic teaching only, research only or both academic teaching and research within Higher Education Institutions.

Please include: vice-chancellors, deputy vice-chancellors, principals and deputy principals, professors, heads of school, associate professors, assistant professors, principal lecturers, readers, tutors, researchers, research fellows or postdoctoral researchers who contribute to teaching or research or both at your university for a minimum period of at least three months.

Please exclude: research assistants[1], PhD students who contribute to teaching, hospital residents who do not teach and/or undertake research in addition to clinical duties, exchange scholars and visiting faculty staff who are members of a university other than yours.

Off-shore academic faculty staff and staff that hold an academic post but are not active due to retirement or honorary appointment should also be excluded.

(1) The important distinction for us is that staff counted as 'research only' should be academically involved in that research and should be likely to publish research outputs. A research assistant, in our understanding, is any individual who is not conducting their own research and is therefore not likely to publish research outputs. Said individual is (only) involved in research in terms of operational execution, such as a lab technician or equipment operator.

Students – Overall

Total number of students. Where possible, please only include students pursuing degree level programs or higher.

Exclude all students who are not currently active and distance learning students.

Undergraduate Students

Total number of students pursuing a Bachelor's level or equivalent degree.

This includes programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification. (UNESCO ISCED-2011 Level 6)

This excludes certificates/diplomas and associate's degrees.

Please also exclude off-shore and distance learning students from this count.

Graduate/Postgraduate Students

For clarity, 'graduate' and 'postgraduate' are synonyms to embrace all students pursuing Masters, Doctoral or similar degrees such as 'Specialist', mainly referring to Eastern European and Central Asian countries. The term 'graduate' is more broadly used in US institutions and 'postgraduate' in British and European institutions.

Total number of students pursuing a higher-level degree (Master and Doctorate), including both taught and research postgraduates. (e.g. PhD students)

That refers to programmes designed to provide advanced academic and/or professional knowledge, skills and competencies leading to a second tertiary degree or equivalent qualification (UNESCO ISCED-2011 Level 7) and programmes designed primarily to lead to an advanced research qualification, usually concluding with the submission and defence of a substantive dissertation of publishable quality based on original research. (UNESCO ISCED-2011 Level 8)

Overall Student Satisfaction OR Completion 40 points

You may submit data for one or both indicators. QS will validate any data submitted and will use the better-performing indicator for the final results.

Overall Student Satisfaction

Indicator: *75% student satisfaction scaled down to 50%. Results based on a minimum 20% response rate OR 1000 respondents using the QS Stars surveys, official national survey, or equivalent.*
Two basic types of surveys can be considered:

- QS Stars student satisfaction survey
- National student satisfaction survey or equivalent (including university-run surveys)

If you've chosen to run the QS Stars student satisfaction survey, the analyst will provide the results once the survey has been completed. If you have not used a QS survey, please select "National Student Satisfaction Survey or equivalent" and provide the following:

- Number of total respondents in survey
- Link to public survey results

If the data is not publicly available online, please provide the questionnaire and raw data as requested below:

- Copy of the Overall Student Satisfaction questionnaire
- Overall Student Satisfaction full raw data file*****
- Percentage of ***Dissatisfied*** responses
- Percentage of ***Not very satisfied*** responses
- Percentage of ***Neutral*** responses
- Percentage of ***Slightly satisfied*** responses
- Percentage of ***Satisfied*** responses

The "raw data file" is a document with the answers to every question from each individual respondent. In order to maintain consistency between audits we have standard rules to calculate and normalize results of surveys, which may differ from the way institutions themselves have calculated the survey results.

For Overall Student Satisfaction, please refer to the following definition document.

***Overall Student Satisfaction definition document**

Overall Student Satisfaction

75% student satisfaction or higher with scaled scores down to 50% student satisfaction. Results based on a minimum 20% response rate OR 1000 respondents using the National Student Satisfaction Survey or equivalent

Based on online either university/QS/national student survey distributed to all students of the university for feedback on the overall quality and teaching quality of their study programs or using a National Student Satisfaction Survey equivalent.

If you have not used a QS survey, please provide a copy of the questionnaire used, as well as the full raw data, i.e. a file with every answer from each individual. Also, in order to be accepted, the survey should meet the following requirements:

- The survey can be sent to all current students, as well as alumni that have graduated within the past 3 years
- There should be a minimum of 1000 responses or 20% of the total number of students, otherwise the score is scaled down
- It should feature questions about the overall student satisfaction and the student's satisfaction with teaching, and should use a 5 point scale

or higher (if a higher rating scale is used, we will consider only top 40% of the scale to calculate student satisfaction)

Completion

Indicator: *90% of students scaled down to 60% graduate within the expected time for their course.*

Data/evidence required: Download the **Completion** template: https://bit.ly/32ezESj

Completion is the alternate indicator to Overall Student Satisfaction. You may find more details on Completion through the following definition document.

Completion definition document

Percentage of Undergraduate students from the initial enrolment cohort that completed the degree course through to graduation.

The completion rate is based on a graduating cohort from the most recent year for which you have data available. By a "graduating cohort" we mean the group of people who will graduate in the same year. For example, in the US most degrees are done in four years, therefore the graduating cohort in 2015 would be people who began their programmes in 2011. In this case, we would need the number of students who began in 2011 (say, 10,000) and the number of students from that group who graduated in 2015 (say, 9,000, or 90%).

If the university doesn't have a typical length of time for programmes, or these vary between programmes, we would be looking for the number of people who graduated on time. For example, the 2016 cohort can be defined as: 1) students doing a 3 year degree who began studying in 2013, as well as 2) students doing a 4 year degree who began studying in 2012, as well as 3) students doing a 6 year degree who began studying in 2010.

If most of the university's degree programmes are the same length, please provide us the number of students which begun studying and graduated on time. If the programme length is variable, please submit data as per the example above in the evidence sheet tables.

Satisfaction with Teaching OR Faculty with PhD 40 points

Indicator: *75% student satisfaction with teaching, scaled down to 50% OR 80% scaled down to 60% of faculty with PhD or equivalent terminal degree.*

Satisfaction with Teaching

Indicator: *75% student satisfaction with teaching, scaled down to 50%. Results based on a minimum 20% response rate OR 1000 respondents using the QS Stars surveys,*

official national survey, or equivalent.
Two basic types of surveys can be considered:

- QS Stars student satisfaction survey
- National student satisfaction survey or equivalent (including university-run surveys)

If you've chosen to run the QS Stars student satisfaction survey, the analyst will provide the results once the survey has been completed. If you have not used a QS survey, please select "National Student Satisfaction Survey or equivalent" and provide the following:

- Number of total respondents in survey
- Link to public survey results

If the data is not publicly available online, please provide the questionnaire and raw data as requested below:

- Copy of the Student Satisfaction with Teaching questionnaire
- Student Satisfaction with Teaching full raw data file*****
- Percentage of ***Dissatisfied*** responses
- Percentage of ***Not very satisfied*** responses
- Percentage of ***Neutral*** responses
- Percentage of ***Slightly satisfied*** responses
- Percentage of ***Satisfied*** responses

*****The "raw data file" is a document with the answers to every question from each individual respondent. In order to maintain consistency between audits we have standard rules to calculate and normalize results of surveys, which may differ from the way institutions themselves have calculated the survey results.

For Student Satisfaction with Teaching, please refer to the "Overall Student Satisfaction" definition document found earlier in this section.

Faculty with PhD

Indicator: *80% scaled down to 60% of faculty with PhD or equivalent terminal degree.*

Data/evidence required: Download the **Faculty with PhD** template: https://bit.ly/3kWLZlj

Faculty with PhD is the alternate indicator to Student Satisfaction with Teaching. You may find more details on Faculty with PhD through the following definition document.

*Faculty with PhD definition document

Number of academic faculty staff working at your institution during the last annual reporting period that have been awarded a PhD or equivalent terminal degree. FTE will be considered.

- The annual reporting period is the last complete academic, financial or calendar year. Please supply whichever is easier to collect.
- A terminal degree is the highest academic qualification in a given field.

Further Study 20 points

Indicator: *30% scaled down to 10% of undergraduate students pursuing further study within 12 months of graduation. Results based on a minimum 20% response rate OR 1000 respondents, with points being scaled down for lower response rates.*

Two basic types of surveys can be considered:

- QS Stars alumni survey
- National graduate employment survey or equivalent (including university-run surveys)

In case you've chosen to run the QS Alumni survey, the analyst will provide the results once the survey has been completed. If you have not used a QS survey, please select "National survey or equivalent" and provide the following:

- Number of total respondents in survey
- Link to public survey results

Data required: Download the **Further Study** template: https://bit.ly/3f6pyaX
Evidence required: Please also provide an official report, link or a database snapshot with number of graduates in further study.

Additional data required: Number of undergraduates in the last 5 years; the 20% response rate is based on this number

If there are other situations (for example, the survey covers a different time period), please submit the number of total graduates from that respective period

For more information about this indicator see the definition document below.

*Further Study definition document

If the institution has over 70% postgraduate students, then you can provide data for postgraduate students.

Based on online either university/QS/national alumni survey distributed to all undergraduate alumni the university for feedback on their further study status or using a National Alumni Survey equivalent. If you have not used a QS Alumni survey, please provide a copy of the questionnaire used, as well as the full raw data, i.e. a file with every answer from each individual. Also, in order to be accepted, the survey should meet the following requirements:

- The survey can be sent to all undergraduate alumni from the last 5 years
- There should be a minimum of 1000 responses or 20% of the total number of students, otherwise the score is scaled down
- It should feature questions about the further study status within 12 months of graduation

If there are other situations, where the data is from a different time period (e.g. cohort from the last 3 years), please let us know and provide the number of undergraduate students from the specific time period (e.g. 2016-2017, 2017-2018 and 2018-2019) in order to compute the response rate.

Employability 150 points

This category is mandatory for all institutions.

Employer Reputation (50 points) OR Campus Employer Presence (maximum 30 points)

Employer Reputation

Indicator: *50 employer nominations received from the latest QS Global Employer Reputation analysis*

If your institution has 30 or more employer nominations, you should **not** submit evidence for Campus Employer Presence because you will receive more points in Employer Reputation. You may find the data used in the most recent QS World University Rankings in the Prepopulated Data PDF file in your application. Please note that the number of nominations may update according to the most recent QS World University Rankings. You can find more information about the QS Employer Survey at the following link: http://www.iu.qs.com/university-rankings/indicator-employer/

Campus Employer Presence

Indicator: *200 distinct companies OR a number equivalent to 1% of the FTE student body present at events on campus in a recent 12-month period (for example, an institution with 10,000 students will require the presence of 100 to score 30 points)*

Evidence required: Download the **Campus Employer Presence** evidence template: https://bit.ly/3hiK73a

Campus Employer Presence is the alternate indicator to Employer Reputation. You may find more details on Campus Employer Presence through the following definition document.

*Campus Employer Presence definition document

Number of distinct companies present at events on campus in a recent 12-month period such as recruitment fairs or for a talk about their company specifically. Please specify name of the talk or recruitment fair.

Please note a recruiter delivering a talk about marketing or any other general subject will not be accepted, as this needs to be about the company itself.

External recruitment fairs will not be counted as they are not on campus.

Graduate Employment Rate 50 points

Indicator: *90% scaled down to 50% of graduates employed or started a business within 24 months of graduation (excluding those not actively seeking work e.g. pursuing further study) as evidenced by public graduate employment outcomes or by an alumni survey. Results based on a minimum 20% response rate OR 1000 respondents, with points being scaled down for lower response rates.*

If submitting a survey as evidence, two basic types can be considered:

- QS Stars alumni survey
- National graduate employment survey or equivalent (including university-run surveys)

If you've chosen to run the QS alumni survey, the analyst will provide the results once the survey has been completed. If you have not used a QS survey, please select "National survey or equivalent" and provide the following:

- Number of total respondents in survey
- Link to public survey results

Data required: Download the **Graduate Employment Rate** evidence template: https://bit.ly/2Rh1qXO

Additional data required: Number of undergraduates in the last 5 years; the 20% response rate is based on this number.

If there are other situations (the survey is covered by different years), please submit the number of total graduates from that respective period. Also refer to the definition document below.

* Graduate Employment Rate definition document

Based on online either university/QS/national alumni survey distributed to all graduates of the university for feedback on their employment status or using a National Alumni Survey equivalent. If you have not used a QS Alumni survey, please provide a copy of the questionnaire used, as well as the full raw data, i.e. a file with every answer from each individual. Also, in order to be accepted, the survey should meet the following requirements:

- The survey can be sent to all alumni from the last 5 years
- There should be a minimum of 1000 responses or 20% of graduates from the last 5 years, otherwise the score is scaled down
- It should feature questions about the employment status within 24 months of graduation

If there are other situations, where the data is from a different time period (e.g. cohort from the last 3 years), please let us know and provide the number of

graduates from the specific time period (e.g. 2016-2017, 2017-2018 and 2018-2019) in order to compute the response rate.

Career Service Support 50 points

Indicator: *10 points for each of the following with 2 bonus points for 3 or more (maximum 50 points):*

1. *10 career advisors scaled down to 2 OR 1 career advisor per 1000 students*
2. *Career interview trainings or CV/resume and/or cover letter writing*
3. *At least one on-campus career fair in the last academic year organized by the academic institution*
4. *Career advising sessions available for students*
5. *Online career portal with access to job vacancies and/or career advisor appointment system*

Data/evidence required: Download the **Career Service Support** evidence template: https://bit.ly/2Q4wZni

Please refer to the definition document below for more information on each sub-indicator.

*Career Service Support Definition document

1. ***10 career advisors scaled down to 2 OR 1 career advisor per 1000 student*** – number of career counsellors or advisors that are fully dedicated to helping students seek professional experience. Only dedicated careers advisors for the whole university and specific departments can be counted here. The FTE will be calculated. If academics are part of the careers service, then we can count them by calculating the FTE.
   - Please include in the "Description of employability activities" column a comprehensive description of the employability activities each staff member conducts, please explain what type of employability activities fall under "administration".
   - The "Total number of working hours per week" column should include the total number of hours the staff member works in a week. For example, a full-time employee usually works around 40 hours per week.
   - The "Number of hours of employability activities per week" column should include for how many hours out of the total working hours does the staff member conduct employability activities. For full-time employees in the career service department, this usually means 40 hours out of 40 hours and that person will be counted as one. For a part-time employee, this could

mean for example 20 hours employability activities out of 40 hours and will be counted as 0.5.

2. ***Career Interview trainings or CV/Resume and/or cover letter writing*** – enhancing students' soft skills such as interviewing, resume and cover letter - in order to increase their opportunities in the market.

3. ***At least one on-campus career fair in the last academic year organized by academic institution*** – On campus career fairs that are designed to provide students with a range of employers offering job opportunities such as: internships, graduate work schemes, part time work.

4. ***Career advising sessions available for students*** – career advisors holding one-on-one sessions with students to provide tailored professional advice.

5. ***Online career portal with access to job vacancies and/or career advisor appointment system*** – a dedicated online platform hosted by the academic institution that brings a wide range of career related information for students seeking a career, career professional guidance and more.

Internationalization 150 points

This category is required for all institutions.

International Faculty 20 points

Indicator: *25% international faculty members*
More information about this indicator appears below.

International Students 20 points

Indicator: *25% international students*
More information about this indicator appears below.

International Faculty and Students – Further Information

Data required: Please populate the table provided with the number of international academic faculty staff, international undergraduate students, and international postgraduate students. You should provide a breakdown by full-time and part-time faculty and students, as well as the full-time equivalent (FTE) calculation.

QS uses a standard formula to calculate FTE: **FT + (PT/3) = FTE**

If your institution calculates FTE in a different way you can submit this, but you should specify what formula was used

Please refer to the definition document below for more information on international students and faculty.

*International Academic Faculty Staff and International Students definition document

International faculty

- Number of academic faculty staff who contributes to academic teaching or research or both at your university for a minimum period of at least three months and who are of foreign nationality.
- The term 'international' is hereby determined by citizenship.
- For EU countries, this includes all foreign nationals, even if from another EU state. In Hong Kong, this includes professors from Mainland China.
- Inclusion and exclusion mirrors those for academic faculty staff.
- It is important to note that visiting international faculty staff who are of foreign origin but members of a university other than yours should NOT be counted under this category.

- In case of dual citizenship, the 'deciding' criteria should be 'citizenship obtained through birth', basically first passport obtained.

International students - Overall

- Number of students who are foreign nationals.
- The term 'international' is hereby determined by citizenship.
- EU countries: include all foreign nationals, even nationals of other EU states.
- Hong Kong: include students from Mainland China.
- Include: permanent residents
- The 'deciding' criteria for 'dual citizenship' should be 'citizenship obtained through birth', basically first passport obtained.

Undergraduate International Students

- Number of undergraduate students who are foreign nationals and who spend at least three months at your university. (This figure is a proportion of the 'total number of undergraduate students'.)
- The term 'international' is hereby determined by citizenship.
- For EU countries, this includes all foreign nationals, even nationals of other EU states. In Hong Kong, this includes students from Mainland China.
- In case of dual citizenship, the 'deciding' criteria should be 'citizenship obtained through birth', basically first passport obtained.
- Please exclude all exchange off-shore, and distance learning students.
- As for summer school and/or language students, they can be included under 'international undergraduate students' only if they take up a particular (language) course that is outlined as 'undergraduate degree program' and the student can earn credits towards their final degree.
- Foreign dual degree students can be included under 'international undergraduate students' if they fulfil above criteria, spend at least three months at your university, earn credits towards their final degree and have your university's name written on their diploma.

Graduate/Postgraduate International Students

- Number of graduate / postgraduate students who are foreign nationals and who spend at least three months at your university. (This figure is a proportion of the 'total number of graduate/postgraduate students'.)
- The term 'international' is hereby determined by citizenship.
- For EU countries, this includes all foreign nationals, even nationals of other EU states. In Hong Kong, this includes students from Mainland China.

- In case of dual citizenship, the 'deciding' criteria should be 'citizenship obtained through birth', basically first passport obtained.
- Please exclude all exchange, off-shore and distance learning students.
- As for summer school and/or language students, they can be included under 'international postgraduate students' only if they take up a particular (language) course that is outlined as 'postgraduate degree program' and the student can earn credits towards their final degree.
- Foreign dual degree students can be included under 'international graduate/postgraduate students' if they fulfil above criteria, spend at least three months at your university, earn credits towards their final degree and have your university's name written on their diploma.

International Collaborations 50 points

Indicator: *50 joint-degree programs AND/OR university research collaborations yielding publications in Scopus™ in a recent 5-year period as per the latest QS World University Rankings analysis.*

If your institution has 50 or more international research collaborations you should not submit evidence for Joint-degree programs, as the institution has already achieved full points in the indicator. You may find the data used in the most recent QS World University Rankings in the Prepopulated Data PDF file in your application.

"Joint-degree programs" are defined as dual, combined, conjoined, or simultaneous degree programs involving a student studying at two different universities in parallel, completing the degrees in less time than it would take to earn them separately. This may result in either a degree from each institution or a combined degree issued by the two institutions together. Exchange programs and blended learning programs are not accepted, and a partner institution will only be counted once, even if it has several joint-degree programs.

Data/evidence required: Download the **Joint-Degree Programs** template: https://bit.ly/326wVsH

International Exchange Programs 40 points

Institutions will be assessed in one of the alternate indicators below. If your institution has both long-term and short-term exchange programs, you should submit data for each indicator and we will count the one which brings more points. Please note that the short-term exchange programs only count outbound (not inbound) exchanges, and that indicator is worth a maximum 10 points.

Long-term Exchange Programs 20 points each

Indicator: *2% inbound and 2% outbound students against total number of students on an international exchange program* ***lasting 3 months or longer*** *(20 points each, maximum 40 points in total*)

Data/evidence required: Download the **Inbound and Outbound Exchange Students** evidence template: https://bit.ly/2Fr9hPT

Inbound exchange students: Number of undergraduate and postgraduate students attending your university on international exchange programmes for at least one semester during the annual reporting period. Please refer to the definition document.

Long-term Inbound Exchange Students definition file

- Number of undergraduate and postgraduate students attending your university on international exchange programmes for at least one semester during the annual reporting period. Exchange programmes that give out credit points but are less than one semester in duration are to be excluded. The student exchange must be academic in nature and acknowledged by a formal agreement between the two Higher Education Providers.
- The international exchange programme must be between universities, NOT between a university and a company OR corporation OR a university with its international/offshore campuses.

Long-term Outbound Exchange Students definition file

- Number of undergraduate and postgraduate students registered at your university who have attended another university abroad on international exchange programmes for at least one semester during the annual reporting period. Exchange programmes that give out credit points but are less than one semester in duration are to be excluded.
- The student exchange must be academic in nature and acknowledged by a formal agreement between the two Higher Education Providers. The international exchange program must be between universities, not between a university and a company nor corporation or a university with its international/offshore campuses.

Outbound Short-term Exchange Programs 10 points

Indicator: *2% outbound students against total number of students on an organized international trip* ***lasting at least 2 weeks and less than 3 months*** *(maximum 10 points). Short-term inbound exchange students are not considered for this indicator.*

Data/evidence required: Download the **Inbound and Outbound Exchange Students** evidence template: https://bit.ly/2Fr9hPT

Short-term outbound exchange students definition file

- Short-term outbound exchange programs: number of students on an organized international trip or exchange program lasting between 2 to less than 12 weeks.
- The student exchange must be academic in nature and acknowledged by a formal agreement between the two Higher Education Providers. The international exchange program must be between universities, not between a university and a company nor corporation or a university with its international/offshore campuses.

International Support Center 10 points

Indicator: *1 support center dedicated to international students with at least 1 FTE staff member.*

Evidence required: Download the **International Support Center** template: https://bit.ly/3241MGo

The international support center provides advice and support to international students and inbound exchange students during their time at an academic institution. The international support center should ideally run programs and activities to ensure international students are integrated and have a successful learning experience.

International Diversity 10 points

Indicator: *50 nationalities scaled down to 5 represented in student body*

Evidence required: Download the **International Diversity** template: https://bit.ly/3hfnBIv

This indicator considers the number of different nationalities represented in the student body in the past academic year, including those from international students and inbound exchange students.

Research OR Academic Development 150 points

This section is mandatory for all institutions; please choose between Research and Academic Development, or you may submit data for both categories.

QS has created guidelines to help classify institutions as "teaching-intensive" or "research-intensive" institutions. If you would like advice on how to classify your institution, please refer to the section "QS Teaching- and Research-Intensive Classifications" towards the end of this document.

Research

The QS Stars team will pre-populate data for Papers, Citations, and Academic Reputation as used in the most recent QS World University Rankings. Please see the "Prepopulated Data" form for details.

Research funds 40 points

Indicator: *30% scaled down to 10% of total income for total expenditure for past fiscal year – including all public and/or private funds*

Evidence required: Download the **Research Funds** template: https://bit.ly/35nv4mB

This indicator considers the total research funds, as a percentage of turnover, in the last completed fiscal year. All public and private research funds from any source should be submitted.

Papers per faculty 40 points

Indicator: *7 papers per faculty member indexed on Scopus™ in a recent five-year period as per the latest QS World University Rankings analysis*

Time period considered: 2014-2018 (updates in June 2021)

Data/evidence required: none

Citations per Paper 40 points

Indicator: *8 citations per paper indexed on Scopus™ in a recent six-year period as per the latest QS World University Rankings analysis*

Time period considered: 2014-2019 (updates in June 2021)

Data/evidence required: none

Academic Reputation 30 points

Indicator: *200 nominations received in the latest QS Global Academic Survey analysis*

Data/evidence required: none

Academic Development

Teaching and Research Assistantships 35 points

Indicator: *30% scaled down to 10% of total student body participating in teaching or research assistantships in*

Evidence required: Download the **Teaching and Research Assistantships** template: https://bit.ly/34dxmnV

Please refer to the definition document below for additional details.

*Teaching and Research Assistantships definition document

An assistantship is a form of funding in which a student works as an "assistant" in exchange for partial or full tuition and/or a small living expense stipend in the most recently available academic year (12 month period).

Students who are awarded research assistantships become research assistants and are assigned to work in a faculty member's lab. Duties of research assistants vary by discipline and lab but include all tasks needed to pursue research in a given area.

Students who are awarded teaching assistantships become a teacher's assistant and may be assigned to teach a class (often introductory undergraduate classes), hold office hours, run tutorial sessions, lead discussion groups, grade student assignments and exams, supervise lab sections and answer student emails.

Teaching and research assistantships may be offered by the student's faculty advisor or through the student's graduate academic department. Research assistantships may be tied to the student's academic advisor's research contracts.

Learning Development Center 35 points

Indicator: *Learning development center staffed with 3 scaled down to 1 full time staff*

Evidence required: Download the **Learning Development Center** template: https://bit.ly/3gejvA1

Please refer to the definition document below for additional details.

*Learning Development Center definition document

A "learning development center" is defined as professional environment that provides academic assistance for all students in developing the knowledge base, skills, and strategies that will help them to become confident, independent, and active learners.

The center should provide a range of individual consultations, workshops, and programs to help students identify and develop the academic skills they need for success in their studies. Centers devoted to a sub-group of the study body will not be accepted.

(Therefore a minority support center would not be accepted here, even if it offered learning development services.)

Faculty Office Hours 30 points

Indicator: *3:3 faculty office hours to classroom teaching hours per week scaled down to a ratio of 1:3*

This is the number of hours per week that academic faculty dedicate to being available to meet with students on an individual basis, through scheduled meetings or by dropping in. This does not include labs, tutorials, or other meeting which are part of a course. If an institution has an official policy regarding office hours, such as requiring academic faculty to spend at least 10 hours available to students, that policy can be submitted as evidence.

Evidence required: Download the **Faculty Office Hours** template: https://bit.ly/2Q3G3ca

Please refer to the definition document below for additional details.

*Faculty Office Hours definition document

The indicator measures how much time a teacher spends available to their students versus the hours spent teaching in the classroom.
"Office hours" refers to the number of hours devoted by the academic faculty to being available to students in order to discuss individual questions or concerns. This may be calculated by taking a tally of the time that individual faculty members spent holding office hours, or by submitting details regarding the institution's office hours policy.

Faculty Development Programs 25 points

Indicator: *70% scaled down to 30% of total faculty members participating in faculty development programs*
Evidence required: Download the **Faculty Development Programs** template: https://bit.ly/3iQgLdG

Please refer to the definition document below for additional details.

* Faculty Development Programs definition document

This indicator measures the number of faculty members who have attended at least one faculty development program in the most recently available academic year (12-month period). The programs should help enrich the teaching and professional development of faculty members.

These might include programs related to the faculty's area of expertise (such as ongoing practical training for a professor of medicine), development concerning lecturing or working with students, or programs to learn new university systems and technologies. The university should be involved in driving participation in these programs. Typically we will not accept programs if the faculty member is participating in and funding a course on their own.

Member of University Networks 25 points

Indicator: *25 points available through a combination of different types of networks:*

1) *2 international university networks for full points*
2) *4 regional university networks for full points*
3) *6 national university networks for full points*

Evidence required: Download the **Member of University Networks** template: https://bit.ly/3mbbgJ6

Please refer to the definition document below for additional details.

*Member of University Networks definition document

By "university network" we refer to a coalition of universities with the intent of sharing resources, improving finances, and educating students.

A "national" network is defined as a consortium where all institutions are in the same country or in two very closely related countries (such as the United

Kingdom and Ireland); a "regional" network has university members from different countries within the same global region; and "international" includes members from institutions across at least two regions.

We may accept networks which allow to non-higher education providers (e.g. business companies, research institutes) to be members of the consortium, alongside universities, if part of their stated mission is improving teaching and education quality. For an example of this kind please see AACSB.

Learning Environment 100 points

The Learning Environment categories look at the student's experience within their environment, whether that's a physical campus or an online learning environment. This section is mandatory for all institutions. Institutions will be assessed in either **Facilities** or **Online Learning**, but can submit data for both.

Facilities

Sports Facilities (main campus only) 20 points

Indicator: *4 points for each of the following on-campus facilities (or access to local facilities with an official agreement), with 2 bonus points for 3 or more (maximum 20 points):*

1) *Swimming pool*
2) *Indoor or outdoor fitness gym*
3) *Indoor sports court*
4) *Outdoor sports court*
5) *Outdoor sports field*

Evidence required: Download the **Sports Facilities** template: https://bit.ly/3k61V3q

These facilities should be available on the **main campus only**, or should be facilities which students and faculty have access to within one hour of public transportation. If the facility is not on campus, please provide a copy of the agreement in the additional evidence section.

Campus Facilities (main campus only) 20 points

Indicator: *4 points for each of the following on-campus facilities, with 3 bonus points for 3 or more (maximum 20 points):*

1) *Cafeteria*
2) *Bookstore*
3) *Social room*
4) *Support center for minority groups**
5) *Religious Facilities*

Evidence required: Download the **Campus Facilities** template: https://bit.ly/3m9kpC5

These facilities should be available on the **main campus only**.

With the support center for minority groups we are looking at the support institutions offer specifically for one or more minority groups, such as LGBTQ+ students or those from an ethnic or religious minority (as defined in the institution's country). To be accepted the institution should provide services, not simply a space that students may use.

Student Accommodation 20 points

Indicator: *Maximum points for the same number of rooms available in student residences as first-year students*

Evidence required: Download the **Student Accommodation** template: https://bit.ly/3k33P4X

Data required: number of first year undergraduate students (FTE)

Number of rooms in university-owned or university-run student residences, or rooms made available to students through an official agreement with a local housing authority. We only consider the number of **rooms**, not beds or students.

Library Expenditure 20 points

Indicator: *$250 USD scaled down to $10 invested per student towards total library operating expenditure in a 12-month period*
Data required: Library expenditure (in local currency, as evidenced in financial report or similar)
Evidence required: annual financial report or other supporting evidence

Library expenditure refers to the cost of ALL library expenditure including materials in physical form (books, DVDS, etc.) and e-learning material (databases, online journals, purchased online training courses, etc.) in the past fiscal year. Please **exclude staff costs**.

Health Support Services (main campus only) 10 points

This indicator looks at the availability of an on-campus or off-campus medical center providing medical assistance to students. At minimum the center should include basic medical equipment and at least one doctor or one nurse providing medical assistance from a medically-equipped space.

Health Support Services on campus 10 points

Indicator: *1 on-campus student medical center as demonstrated on a university website*

Evidence required: Download the **Health Support Services** template: https://bit.ly/32ifw1v

Health Support Services 5 points

Indicator: *1 local medical center within 1 km of campus at which students may register, as demonstrated on a university's website or by an official agreement*

Evidence required: Download the **Health Support Services** template: https://bit.ly/32ifw1v

Student Clubs and Societies 10 points

Indicator: *50 scaled down to 10 student clubs and societies, including hobby clubs, educational and religious societies, and sports teams as demonstrated on a university website*

Evidence required: *Link to university's website listing clubs and societies for students*

Online Learning

This category looks at an institution's ability to offer classes online through remote teaching. It assesses an institution's offering at the time of review; in cases where 100% of classes have been moved online due to the COVID-19 pandemic these will be considered fully online, although this may not be the case in the future. MOOCs should not be included unless they can be taken for credit towards a degree.

Download the methodology and FAQs for this category: https://bit.ly/2FtiLtY

Student-Faculty Engagement 30 points

Indicator: *6 points for each of the following with 3 bonus points for 3 or more (maximum 30 points):*

1) *Scheduled one-to-one conversations OR face to face component such as an opportunity to meet faculty in person, including at regional centers*
2) *Live tutoring*
3) *Live streaming course video*
4) *Pre-recorded course video*
5) *Faculty assessment*

Evidence required: Download the **Student-Faculty Engagement** template: https://bit.ly/3hjnSdI

Definitions for each sub-indicator can be found below.

Scheduled one-to-one conversations OR face to face component such as an opportunity to meet faculty in person, including at regional centers

The purpose of this indicator is to ensure students have the chance to ask questions or get feedback in a one-to-one setting with their teachers. Students should have the option of requesting conversations through an audio or video chat (in addition to instant messaging services such as WhatsApp).

Scheduled one-to-one conversations: Students should have the opportunity to schedule one-to-one appointments with faculty members. We can accept hours set aside for students to meet or make appointments with professors (i.e. office hours). While email, WhatsApp, or other instance messaging services may be used to schedule meetings, they do not take the place of them.

Face-to-face component: This applies only to fully distance learning courses. Classes which were originally held in person and moved online due to the COVID-19 outbreak cannot count the original in-person classes here.

Live tutoring

"Tutoring" usually consists of small groups meeting to discuss material from lectures and readings which can be discussed in detail. These may be led a faculty member, teaching assistant, or other academic leader and should be scheduled as part of the syllabus.

Live streaming course video

Faculty holds pre-scheduled, live-stream lectures which students attend in real time

Pre-recorded course video

Faculty makes available pre-recorded videos which students may watch in their own time; videos can be a fundamental part of teaching (i.e. lectures) or supplemental materials

Faculty assessment

Students are given the opportunity to complete online assessments about the teachers of their online courses. Institutions should collect feedback for all classes. Evidence may include completed online surveys from the past two years, or an online survey which will be sent for the most recently completed classes.

Student Interaction 20 points

Indicator: *10 points for each of the following types of student interaction:*

1) *Online forum / discussion board*
2) *Alumni Network*

Evidence required: Download the **Student Interaction** template: https://bit.ly/3lptvKK

Online forum/discussion board

The institution should provide a dedicated area online where students may discuss class work, readings, upcoming exams, etc. Chat function in live video programs such as Zoom are not accepted.

Alumni network

- Should have online access (an alumni center on campus wouldn't be accepted)
- Should be a live, active site to which alumni through online or distance learning are included
- Ideally this would be a built-for-purpose online community rather than simply the existence of a Facebook page or similar; an active Facebook group on its own may not be accepted

Student Services and Technology 15 points

Indicator: *5 points for each of the following:*

Student services and technology

1) *Access to online library databases*
2) *Customized access for users with special needs*
3) *Online access to career center / dedicated online career advisor*

Evidence required: Download the **Student Services and Technology** template: https://bit.ly/2Rewacc

Access to online library databases

- Students should have access to online materials including e-books and databases
- Can be accepted even if students do not have access to physical books held in the campus library
- Not accepted if students only have access to the catalogue of physical books

Customized access for users with special needs

- Special needs students include those who are physically or mentally disabled or those with learning disabilities
- Examples of customized access which can be accepted: reading software to assist blind students; software or service to assist deaf or hard of hearing students; opportunity for dyslexic students to work directly with someone to help them with reading or writing
- Physical accommodations, such as adapted hardware, can be accepted only if they are available to online/distance learning students; these cannot be limited only to students on campus
- Counselling for mental health issues are not accepted here

Online access to career center OR dedicated online career advisor

Online access to career center: Students should have access to an online career center with services such as job listings, tips on writing a CV or cover letter, and advice on looking for a job

Dedicated online career advisor: Students should be able to make appointments with an advisor

Online Outsourcing 10 points

Indicator: *5 organizations relying on programs and technologies created by the academic institution, scaled down to 2*

Evidence required: Download the **Online Outsourcing** template: https://bit.ly/3bNbtxe

Online outsourcing refers to an organization/company as a whole that fully utilizes online learning programs provided by the academic institution audited to train staff. Please note that online outsourcing does not include a single employee within a company using an institution's online learning program. We require a list of companies with as many details about the outsourced programs as possible.

This indicator looks at a university's partnerships with external companies, organizations (including educational organizations) or government agencies. These external organizations use the university's online learning programs to train their staff, OR educators licence the university's online learning platform or other software for educational purposes.

- Institutions must have an agreement with companies to offer training; individuals taking courses without an official agreement between the university and their employer will not be considered
- Licencing of software like an online learning platform developed by the institution can be accepted • In the case of COVID-19, partnerships with external organizations can be accepted if carried out online
- Institution must present evidence of licencing or partnership, such as an official agreement

Accepted examples (if taking place at least partially online):

- Custom executive education programs, such as those offered by Cambridge's Judge Business School (https://www.jbs.cam.ac.uk/executive-education/custom-programmes/)
- Massey University offering postgraduate diplomas to Royal Brunei Armed Forces (https://bit. ly/2Z8ex35)
- Massey University offering custom MBA for Qater Airways (https://bit.ly/2y0z3Yc)
- Virtual learning environment, CRM, or online learning platforms developed by institution and used by external organizations Not accepted: organizations using university premises or equipment

Applications per Enrolment OR Faculty-Student Ratio 10 points

Indicator: *5 completed applications per enrolment scaled proportion of the points down to a ratio of 2:1 OR 10% faculty-student ratio (1 faculty member per 10 students) scaled down to 1% (1 faculty per 100 students)*

Applications per Enrolment

Indicator: *5 completed applications per enrolment scaled proportion of the points down to a ratio of 2:1*

Required data:

- Number of completed applications in the previous academic year
- Number of enrollments in the previous academic year

Where all classes have moved online due to COVID-19, all applications and enrolments across the university can be considered.

Faculty-Student Ratio

Indicator: *10% faculty-student ratio (1 faculty member per 10 students) scaled down to 1% (1 faculty per 100 students)*

This figure should include all students and faculty members who are currently participating in distance learning – even if they began the year with traditional teaching.

Commitment to Online 10 points

Indicator: *50% scaled down to 15% of degrees available at the university that can be taken entirely through online learning*

Required data:

- Total number of degree programs available at institution
- Total number of degree programs available through online learning

COVID consideration: We consider courses as they are run at the time of audit; if all in-person courses have been temporarily moved online, 100% of degrees can be considered available as online courses

Track Record 5 points

Indicator: *10 years of operating successful online programs since the first graduating class*

Required data: Year the institution had its first graduation for online learning students

COVID consideration: Institutions which are carrying out temporary distance learning due to COVID-19 but have previously not run any graduations should report "none"

Specialist Criteria 200 points

This section is mandatory for all institutions.

The Subject Ranking category looks at the highest-ranking area, either at a subject or faculty level, as well as at the number of national and international accreditations in that particular subject or subject area. For example, a university ranking in top 50 in Social Sciences && Management would receive maximum points for this broad subject area and would need to have accreditations in subjects pertaining to this broad subject area (e.g. Accounting && Finance, Communication && Media Studies, etc.). A university ranking in top 20 for a specific subject (e.g. Linguistics) would receive maximum points for this subject and would need to have accredited programs in Linguistics.

The second category, Program Strength, looks at the competitiveness and strength of a certain program of your choice from the degree programs offered by the institution. Therefore, you need to choose which program you would like to be assessed in. The university may select one specific degree program, either at undergraduate or postgraduate level, (e.g. Bachelor in Computer Science or Masters in Economics and Management etc.) and will then need to submit the corresponding information for each indicator for this program only. Please keep in mind that there should be a minimum of 100 FTE students in the program or 20% FTE students in the faculty.

Subject Ranking

Subject Ranking OR Broad Subject Area Ranking 50 points

Indicator: *Points awarded on a sliding scale for being in the top 200 of any subject or top 300 of any broad subject area.*

The score in this category looks at the highest ranked subjects and broad subject areas in the most recent QS World University Rankings by Subject, as well as at the number of national and international accreditations in that particular subject or subject area. If an institution ranks highly enough to score points in multiple subjects, it can choose which subject or faculty area to be assessed in.

Please refer to the website which lists the latest ***QS World University Rankings by Subject***: https://www.topuniversities.com/subject-rankings

Points awarded for being in the **top 200 subjects** or **top 300 faculties**. Please refer to the subject ranking definition document below.

Evidence required if ranked in QS World University Rankings by Subject: none
Evidence required if ranked in alternate global subject ranking: Name of global subject ranking, and link to subject ranking online showing institution's rank.

*Subject ranking definition file

The rankings are taken from the QS World University Rankings: By Subject Area or from the QS World University Rankings: By Subject. It is worth noting that a university who does not appear in the QS World University Rankings may appear in these specialist rankings.

If the institution features in the Top 300 of the following five Broad Subject areas; Arts & Humanities, Engineering & Technology, Life Sciences & Medicine, Natural Sciences, Social Sciences & Management they will be awarded points depending on the position of the institution.

If an institution appears in the top 200 of the 48 subject areas featured by QS (found at www.topuniversities.com/subject-rankings/2020), they will be awarded points depending on the position, should the institution score similar points in more than one area, they will be able to make a choice which subject they wish to be rated in.

Broad subject area ranking

Indicator: *Highly ranked in any of one of 5 broad specialist areas based on the QS World University Rankings by Subject. Maximum points for ranked position 1-50, scaled down to 10 points at position 300.*

i) Engineering & Technology
ii) Natural Sciences
iii) Life Sciences & Medicine
iv) Arts & Humanities
v) Social Sciences & Management

Subject ranking

Highest scoring discipline based on one of the QS World University Rankings by Subject or respected alternate global subject rankings. Maximum points for ranked position 1-20, scaled down to 10 points at position 200.

For a full list of subjects please visit https://www.topuniversities.com/subject-rankings

Please find more details about the QS World University Rankings by Subject through the following link: http://www.iu.qs.com/university-rankings/subject-tables/

Accreditations for Specialist Subject 50 points

Indicator: *25 points for an international or 10 points for a national accreditation relative to a specific, named degree program (maximum 50 points).*

Evidence required: Download the **Accreditations** template: https://bit.ly/3ilEaE7

If institution chooses Subject Ranking: Please note that the accreditations are complementary to the ranking and must be linked to a subject within the subject area that has been ranked.

If institution chooses Program Strength: Accreditations must be specifically for the chosen specialist program. Each accrediting body is only counted once, even if they have granted accreditations for multiple programs.

This indicator considers the number of internationally or nationally recognized accreditations received for a specific, named degree program. Please refer to the definition document below.

*Accreditations definition document

This area looks at either 2 international accreditations or 5 national accreditations; it can be a combination of the two, with a cap of 50 points. If a university does not score any points in the Rankings section, then they can still be awarded some points in the Subject Ranking area with the accreditations.

The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. There is a premium on both quantity (increased access) and quality (relevance and excellence of academic programs offered) of higher education.

There are two basic types of educational accreditation, one identified as 'institutional' and one referred to as 'specialized' or 'programmatic.' Institutional accreditation (not counted in QS Stars) normally applies to an entire institution, indicating that each of an institution's parts is contributing

to the achievement of the institution's objectives, although not necessarily all at the same level of quality.

Specialized accreditation which is what is considered in the QS Stars audit, it normally applies to the evaluation of programs, departments, or college which usually are parts of a total collegiate or other post-secondary institution. The unit accredited may be as large as a college within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a post-secondary institution which is accredited by one of the regional accrediting commissions.

Accrediting agencies are organizations (or bodies) that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings.

To be accepted, an accreditation should be internationally (25 points for each) or nationally (see hereunder) recognised and follow the following rules:

- An accrediting body can only be counted once even though it has accredited different programmes.
- The accreditation body should have given accreditation to institutions from at least three countries to be counted as international
- Evidence of the accreditation should be found online (website of the accreditation body, letter, etc)
- We do not accept accreditations which have been purchased
- ISO 9001:2008 cannot be accepted as an accreditation

Program Strength

All indicators in this category relate specifically to the chosen specialist program, NOT to the institution as a whole

Requirements for choosing a specialist program

1. Must be a specific, named program (i.e. BA Psychiatric Nursing)
2. Minimum 100 FTE students on program or 20% FTE students in the faculty; if you wish to select a program with fewer students please speak with QS about alternatives
3. Program may be UG or PG

If you would like to submit a specialist program which does not meet one or more of these requirements, please speak with your QS Stars analyst.

Download the **Program Strength Category FAQs** (contents pasted below): https://bit.ly/2RcF89J

Frequently Asked Questions for QS Stars Program Strength category

Q. Many of the indicators in the Program Strength category are duplicated elsewhere. For example, Graduate Employment Rate is also featured in the Employability category. Why have the same indicators been used?

A. This category was based on a similar category in the methodology for QS Stars for Business Schools. Although many of the indicators are used elsewhere, they are not identical.

First, these indicators refer specifically to the chosen specialist program. The graduate employment rate in the Employability category refers to the employment rate of graduates across all programs. But in the Program Strength category, we only consider the employment rate of graduates in the specialist program only.

Second, the thresholds may be higher for the specialist program. In the Employability category, points are awarded for an institution having between 50% and 90% graduate employment. However, within the specialist program the thresholds are higher, at 70% to 95%.

Q. Does "Student Satisfaction" look at overall satisfaction with the program, satisfaction with teaching on the program, or both?

A. We are looking for the student's satisfaction with the specialist program, but this could be assessed in different ways. You may choose to distribute a QS student satisfaction survey, or your institution's own survey can be used if it meets certain criteria. (Please note that you may be required to submit a copy

of the survey itself, as well as the full survey responses.) If you would like to use your institution's own survey please contact the QS Stars team for more details.

Q. What is "Applications per Place"? How is it calculated?

A. This is the number of applications made to the specialist program in the last academic year versus the total number of places in the first year of the program. If the program has 100 places and the university receive 500 applications, that's five applications per place.
If the specialist program doesn't have a set number of available places, this can be calculated as applications per enrolment.

Q. When calculating Applications per Place, what is "total places on program"? Does this refer to the total number of places, or the number of places available for first year students?

A. This refers to the number of places available for first year students.

Graduate Employment Rate (Program Strength) 30 points

Indicator: *95% scaled down to 70% of graduates employed or started a business within 24 months of graduation (excluding those not actively seeking work e.g. pursuing further study). Results based on a minimum 20% response rate, with points being scaled down for lower response rates*

Percentage of graduated students from specialist program in employment **within 24 months of graduation** seeking full-time employment, excluding further study students. For more details, please refer to the definition file.

If submitting a survey as evidence, two basic types of surveys can be considered:

- QS Stars Alumni Survey
- National (public) survey or equivalent

Data required if information was collected via a survey: Download the **Graduate Employment Rate** template: https://bit.ly/32gmcNA

Additional data required: Please also provide an official report, link or a database snapshot with number of graduates employed.

Additional data required: Number of graduates from the specialist program in the last 5 years.

If there are other situations (the survey is covered by different years), please submit the number of total graduates from that respective period.

*Graduate employment rate (Program Strength) Definition file

Based on online either university/QS/national alumni survey distributed to all graduates of the university for feedback on their employment status or using a National Alumni Survey equivalent. If you have not used a QS Alumni survey, please provide a copy of the questionnaire used, as well as the full raw data, i.e. a file with every answer from each individual. Also, in order to be accepted, the survey should meet the following requirements:

- The survey can be sent to all alumni from the last 5 years
- There should be a minimum of 1000 responses or 20% of graduates from the last 5 years, otherwise the score is scaled down
- It should feature questions about the employment status within 24 months of graduation

If there are other situations, where the data is from a different time period (e.g. cohort from the last 3 years), please let us know and provide the number of graduates from the specific time period (e.g. 2016-2017, 2017-2018 and 2018-2019) in order to compute the response rate.

Completion 20 points

Indicator: *95% of students scheduled to graduate, succeed in doing so on time, scaled down to 65%*

Required evidence: Download the **Completion** template: https://bit.ly/2F9yUW1

The completion rate is the percentage of students from the initial enrolment cohort of the specialist program that completed the degree course through to graduation within the expected time.

Student Satisfaction (Program Strength) 40 points

Indicator: *Maximum points for 90% student satisfaction scaled down to 65%. Results based on a minimum 20% response rate using the QS Stars surveys, official national survey, or equivalent.*

Two basic types of surveys can be considered:

- QS Stars student satisfaction survey
- National student satisfaction survey or equivalent (including university-run surveys)

If you've chosen to run the QS Stars student satisfaction survey, the analyst will provide the results once the survey has been completed. If you have not used a QS survey, please select "National Student Satisfaction Survey or equivalent" and provide the following:

- Number of total respondents in survey
- Link to public survey results

Survey must have a minimum response rate of 20% of students on specialist program. Publicly available national surveys may be accepted if responses are narrowed down to the specialist program. Otherwise a copy of the questionnaire and the survey raw data must be provided as evidence. Survey must be on at least a 5 point scale and should measure student satisfaction with the specialist program.

If the data is not publicly available online, please provide the questionnaire and raw data as requested below:

- Copy of the Overall Student Satisfaction questionnaire
- Overall Student Satisfaction full raw data file*****
- Percentage of ***Dissatisfied*** responses
- Percentage of ***Not very satisfied*** responses
- Percentage of ***Neutral*** responses
- Percentage of ***Slightly satisfied*** responses
- Percentage of ***Satisfied*** responses

*****The "raw data file" is a document with the answers to every question from each individual respondent. In order to maintain consistency between audits we have standard rules to calculate and normalize results of surveys, which may differ from the way institutions themselves have calculated the survey results.

For Overall Student Satisfaction, please refer to the following definition document.

***Overall Student Satisfaction definition document**

Overall Student Satisfaction

75% student satisfaction or higher with scaled scores down to 50% student satisfaction. Results based on a minimum 20% response rate OR 1000 respondents using the National Student Satisfaction Survey or equivalent

Based on online either university/QS/national student survey distributed to all students of the university for feedback on the overall quality and teaching quality of their study programs or using a National Student Satisfaction Survey equivalent.

If you have not used a QS survey, please provide a copy of the questionnaire used, as well as the full raw data, i.e. a file with every answer from each

individual. Also, in order to be accepted, the survey should meet the following requirements:

- The survey can be sent to all current students, as well as alumni that have graduated within the past 3 years
- There should be a minimum of 1000 responses or 20% of the total number of students, otherwise the score is scaled down
- It should feature questions about the overall student satisfaction and the student's satisfaction with teaching, and should use a 5 point scale or higher (if a higher rating scale is used, we will consider only top 40% of the scale to calculate student satisfaction)

Faculty-Student Ratio 20 points

Indicator: *20% faculty-student ratio (1 faculty member per 5 students) scaled down to 5% (1 faculty member per 20 students)*

Data required: Please populate the table labelled "Academic faculty staff and students on program" with the number of academic faculty staff, total students, and international students. You should provide a breakdown by full-time and part-time faculty and students, as well as the full-time equivalent (FTE) calculation.

Evidence required: Supporting evidence is not usually required, particularly if the data has been submitted for any QS rankings within the past year. The analyst assigned to your QS Stars assessment will request evidence when needed.

QS uses a standard formula to calculate FTE: **FT + (PT/3) = FTE** If your institution calculates FTE in a different way you can submit this, but you should specify what formula was used.

Please refer to the faculty and student definition file, found in the Teaching category section.

International Students 20 points

Indicator: *30% scaled down to 10% international students*

Data required: Please populate the table provided with the number of academic faculty staff, total students, and international students. You should provide a breakdown by full-time and part-time faculty and students, as well as the full-time equivalent (FTE) calculation.

Evidence required: Supporting evidence is not usually required, particularly if the data has been submitted for any QS rankings within the past year. The analyst assigned to your QS Stars assessment will request evidence when needed.

QS uses a standard formula to calculate FTE: **FT + (PT/3) = FTE** If your institution calculates FTE in a different way you can submit this, but you should specify what formula was used.

Please refer to the faculty and student definition file, found in the Teaching category section.

Applications per Place 20 points

Indicator: *10:1 ratio scaled down to 2:1 of number of completed applications against spaces available*

Data required:

- Number of total applications for specialist program

  Total applications for specialist program in previous academic year. For more details on this indicator, please refer to the Program Strength FAQ document.

- Number of total places in the first year of the specialist program.

  Number of first year students in the specialist program in the previous academic year.

Accreditations for Specialist Subject 50 points

Indicator: *25 points for international or 10 points for national, non-governmental accreditations for a specific, named degree program (maximum 50 points).*

Evidence required: Download the **Accreditations** template: https://bit.ly/2GFVshc

Accreditations must be **specifically for the chosen specialist program**. Each accrediting body may only be counted once.

Number of internationally/nationally recognized accreditations received for a specific, named degree program in the specialist program area. Please refer to the definition document below.

Accreditations definition file (same as in Subject Ranking)

This area looks at either 2 international accreditations or 5 national accreditations; it can be a combination of the two, with a cap of 50 points. If a university does not score any points in the Rankings section, then they can still be awarded some points in the Subject Ranking area with the accreditations.

The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. There is a premium on both quantity (increased access) and quality (relevance and excellence of academic programs offered) of higher education.

There are two basic types of educational accreditation, one identified as 'institutional' and one referred to as 'specialized' or 'programmatic.' Institutional accreditation (not counted in QS Stars) normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality.

Specialized accreditation which is what is considered in the QS Stars audit, it normally applies to the evaluation of programs, departments, or college which usually are parts of a total collegiate or other post-secondary institution. The unit accredited may be as large as a college within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a post-secondary institution which is accredited by one of the regional accrediting commissions.

Accrediting agencies are organizations (or bodies) that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings.

To be accepted, an accreditation should be internationally (25 points for each) or nationally (see hereunder) recognised and follow the following rules:

- An accrediting body can only be counted once even though it has accredited different programmes.

- The accreditation body should have given accreditation to institutions from at least three countries to be counted as international
- Evidence of the accreditation should be found online (website of the accreditation body, letter, etc)
- We do not accept accreditations which have been purchased
- ISO 9001:2008 cannot be accepted as an accreditation

Advanced Criteria 50 points each

This section is mandatory for all institutions, which will be assessed in TWO of the FOUR categories.

Arts and Culture

General information: Evidence must be presented for each indicator, ideally in the form of a URL. Where a website is not available photos or other documents can usually be accepted. The time period considered should be the **most recently completed academic year** (a period of 12 months).

Arts and Culture Facilities 15 points

Indicator: *2 points each with 3 additional points for 6 or more from the list below; all facilities must be open to students and faculty but do not have to be open to the public.*

1. *Purpose-built museum*
2. *Purpose-built theatre**
3. *Concert hall**
4. *Dedicated art studio*
5. *Campus art exhibition program*
6. *Recording studio OR music practice rooms*
7. *Campus radio station OR TV channel*
8. *Dedicated cinema**
9. *Outdoor art space (e.g. sculpture garden)*

*Facilities marked with an asterisk (*) must feature at least **10 performances per year** to be considered.*

Evidence required: Download the **Arts and Culture Facilities** template: https://bit.ly/3m9cLrn

Concerts, Events, and Exhibitions 15 points

Indicator: *150 scaled down to 50 (OR events numbering 1% to 5% of the student population, i.e. for 600 students, thresholds are 6 to 30 events) on or off campus concerts, events, or exhibitions in the last academic year organized by the academic institution (12-month period)*

Evidence required: Download the **Number of Concerts, Events, and Exhibitions** template: https://bit.ly/32h2v8v

This indicator considers the number of on or off campus concerts, events, or exhibitions in the most recently available academic year (over a 12-month period). Please refer to the definition document below.

***Concerts, events, and exhibitions definition document**

- Events must be from artistic fields such as music, dancing, theatre, literature, painting, drawing, sculpture, photography, film, etc, or related to local/ national culture
- Events from fields unrelated to art such as medicine, agriculture, sports, engineering, law, business etc. are not considered in this category.
- Includes concerts and plays performed by students and faculty, but also events featuring non-university participants (e.g. a concert by a visiting professional violinist).
- Can include lecture series, with each lecture counted as one event, as long as the lecture is related to the arts or culture and attendees do not receive course credit.
- Does not need to be open to the outside community, but it should at least be open to students and faculty.

Artistic and Cultural Accolades 10 points

Indicator: *25 scaled down to 5 awards or accolades given in the last academic year (12-month period) to students, staff, departments, or the institution as a whole for publicly accessible works relating to the arts or local/national culture.*

Evidence required: Download the **Artistic and Cultural Accolades** template: https://bit.ly/3bJdbQm

This indicator considers the number of credits or cultural awards given to students and faculty in publicly accessible works. Please refer to the definition document below.

***Artistic and cultural accolades definition document**

Areas of award include but are not limited to performing and visual arts such as music, dancing, theatre, literature, painting, drawing, sculpture, photography, and film.

Awards from fields unrelated to art such as medicine, agriculture, sports, engineering, law, business etc. are not considered in this category.

- These are awards, not individuals, so one person receiving multiple awards can be counted for each award. If multiple individuals win an award as a group, it is only counted once.
- Scholarships awarded for artistic or cultural purposes can be accepted, but the scholarship should normally be for attending an external program rather than a scholarship to cover regular university fees. (Example: Linley Wilson scholarship)
- Grants are not generally accepted, but will be considered if awarded for artistic or cultural purposes.
- Should be awarded in recognition of a completed work or performance, not simply a training opportunity.
- Must be an external accolade; cannot be awarded by the university.
- Awards should not be at the university level; they should be at a regional, state, national, or international level.
- Residencies/internships should last for a minimum of six weeks (although shorter time periods can be considered for exceptional programs).
- For contest winners, only first place is normally accepted.
- Where two awards are tied together (i.e. winning one automatically means you win the other), only one award is counted. (Example: Leverhulme Royal Northern College of Music Award and Phoebe Patrick Award are always awarded together)
- Participation in a workshop/forum is not usually counted but may be accepted if the application process is rigorous enough to be considered its own accolade.

Community Art and Cultural Investment 10 points

Indicator: *Contributing 0.5% of turnover OR $1 million USD to public art projects and to cultural preservation, on or off campus (but within the university's own country) for a 12-month period.*

Evidence required: Download the **Community Art and Cultural Investment** template: https://bit.ly/2RcLztp

This indicator considers the amount spent on art projects or cultural preservation, either on or off campus but within the university's own country. Please refer to the definition document below.

***Community art and cultural investment definition document**

Contributing 0.5% of turnover or $1 million USD to public art projects outside the university and cultural preservation on or off campus (but within the university's own country).

- Funds are counted but time volunteered is not.
- Donations in kind can be accepted at half their value. For example, if a university donated the use of its auditorium for a conference, and that rental would normally go for $10,000, we can count that as a $5,000 contribution.
- Community art projects should be external, not created or run by the university, although university students may take part.
- We can count the total cost of both community art and cultural investment; this is not an alternate indicator.

Innovation

Patents 20 points

Indicator: *50 scaled down to 0 unique, active patents registered with national or international patent offices with no limitation of time*

Evidence required: Download the **Patents** template: https://bit.ly/2Rfh464

This indicator considers the number of granted patents registered with national or international patent offices. There is no limitation on how long ago the patent was granted. Please refer to the definition document below.

*Patents definition document

Number of granted invention patents registered with national or international patent offices; no limitation of date. The same invention patented in multiple countries will be counted only once.

To be accepted, the institution should also provide a link to the website where patents can be found as we need to verify from an external source.

Other types of intellectual property registrations (such as utility models, industrial design, copyright etc.) are not considered for this indicator.

Spin-off Companies 10 points

Indicator: *5 spin-off companies established in the last 5 years, still operating and less than 50% owned by the academic institution.*

Evidence required: Download the **Spin-Off Companies** template: https://bit.ly/32dZ1Ui

This indicator considers the number of spin-off companies established in the last 5 years still operating and requiring less than 50% financial support from the university. Please refer to the definition document below.

*Spin-off companies definition document

The Spin-off Companies indicator looks at companies founded based on the findings or research of an individual or research group within the university. This means that the companies need to actually be created based on that

research or patent, rather than acquiring the patent at a later stage. Spin-off companies are thus newly founded businesses which stem from the university`s research findings and which have gradually become independent from the university. Please note that in order to be considered, a spin-off company needs to be established in the last five years and the university must have less than 50% ownership.

Industrial Research 10 points

Indicator: *10 distinct corporations (non-university) yielding publications in Scopus™ in a recent five-year period as per the latest QS World University Rankings analysis.*
QS extracts this data directly from Scopus. Please refer to the ***Pre-populated Form*** for the number of industrial research collaborations that will be used for the assessment.

Incubator 10 points

Indicator: *Existence of a university-run incubator as evidenced by the incubator's website*
Evidence required: Page on the university's website, or incubator's own website
If no link is available you can download the **Incubator** template:
https://bit.ly/3hjFLsT

An "incubator" is defined as an organization designed to accelerate the growth and success of entrepreneurial companies through an array of business support resources and services that could include physical space, capital, coaching, common services, and networking connections.

Social Responsibility

Funds for Community and Charity Work 15 points

Indicator: *1% of turnover OR $2 million USD contribution to community projects or charities; this includes funds donated by the institution, as well as money donated and raised by students and faculty.*

Here we are looking at projects where the university is actively contributing to the wider community, not only to the education of its own students. Community and charity projects can vary, so we have put together a list of the types of projects that may be considered:

- Improving the local area through maintenance such as cleaning streets, creating communal gardens, or building a local playground
- Promoting and supporting education
- Sharing resources and facilities
- Acts of goodwill
- Disaster relief

The above are only examples, each project is assessed individually to see whether the task and mission encompasses the essence of helping and improving the community (nationally or internationally).

Evidence required: Download the **Funds for Community Investment and Charity Work** template: https://bit.ly/2ZpMkE4

This indicator considers the amount of funds spent on or raised by contribution to community projects and charity work.

Volunteer Hours for Community and Charity Work 15 points

Indicator: *130 scaled down to 78 volunteer hours (i.e. 2.5 scaled down to 1.5 hours per week over 12 months) for each faculty member and student (total FTE)*

In many cases universities use resources such as volunteering students and staff rather than a set revenue; we also count these efforts.

Evidence required: Download the **Volunteer Hours for Community Investment and Charity Work** template: https://bit.ly/3mc0rGE

Amount of volunteer hours spent on community projects and charity work

Regional Human Capital Development 10 points

Indicator: *50% scaled down to 30% of graduates employed in the region OR 50% to 30% of students hailing from the region*

Region: Your institution's region appears in the "pre-populated" form. "Region" refers to governmental administrative divisions or traditional regions within each country.

Two options:

- Students *hailing from* the university's region
- Graduates *employed in* the university's region

Required evidence: Download the **Graduates Employed in the Region** template: https://bit.ly/3ij7vyX

Proportion of graduates employed in the region in the last five years; the region is considered as a specific region of the country.

Download the **Students Hailing from the Region** template: https://bit.ly/2FpzgXY

Proportion of students from the region in the last five years; the region is considered as a specific region of the country.

Environmental Impact 10 points

Indicator: *2 points for each of the following programs or websites:*

1. *Sustainability website*
2. *Energy conservation program link*
3. *Water conservation program link*
4. *Recycling program link*
5. *Transportation policy link*

To be accepted, these will need to be available on the university website and be specific policies with a description of what is being done. For example, for transportation, a description of carpooling organised within the institution or buses available for students is required. News stories are not generally accepted.

Definitions

1. Sustainability website: A page on the university's website describing the institution's commitment to sustainability. This page may include information about the other areas mentioned (energy and water conservation, and recycling and transportation policies).

2. Energy conservation program link: A page on the university's website describing a program designed to conserve energy on campus.
3. Water conservation program link: A page on the university's website describing a program designed to conserve or recycle water on campus.
4. Recycling program link: A page on the university's website outlining a recycling program or policy in place for university waste.
5. Transportation policy link: A transportation policy designed to limit the number of motor vehicles used on campus.

Evidence required: ideally a web link to the university's own website will be provided for each area. If such a website is not available, please submit other evidence such as an official policy.

Inclusiveness

Scholarships and Bursaries 15 points

Indicator: *2% of turnover spent on funds for scholarships, grants, and bursaries OR 1% of students on scholarships covering at least 50% of fees*

Evidence required: Download the **Scholarships and Bursaries** template: https://bit.ly/3bInzbd

Amount of funds spent on scholarships/bursaries by the university itself in the past 1 financial year in local currency (covers all funds awarded to students, both for tuition and living costs) OR Number of 50% minimum tuition fees scholarships and bursaries awarded to students by the university itself and government, companies, and associations in the past 1 financial year. Please refer to the definition document below.

*Scholarships and bursaries definition document

Scholarship funds - Amount of funds spent on scholarships, grants, and bursaries by the university in the past 1 financial year in local currency. Covers all funds awarded to students, both for tuition and living costs.

Students on 50% scholarship – These scholarships can come from any source but must cover at least 50% of tuition fees. Scholarships received from the government, companies, and associations in the past financial year can be counted here as we are looking at the number of students who can have access to a scholarship; it does not matter where the money comes from. In countries where there are no fees for some students, such as Scotland, we can count funds which go towards living costs.

Disabled Access 15 points

Indicator: *3 points for each of the following services or documentation:*

1. *Support services for mental health conditions*
2. *Built-in accessibility computer systems for visually impaired*
3. *Sign language interpreter or note-takers for hearing impaired*
4. *Map identifying wheelchair ramps, disabled toilets and parking access*
5. *Dedicated academic support for students with learning disabilities*

Evidence required: Download the **Disabled Access** template: https://bit.ly/3m6xtrL

Student Cohort Diversity 10 points

Indicator: *50:50 ratio scaled down to 60:40 for either gender,* ***OR*** *40% scaled down to 10% of study body made up of ethnic minority groups*

Gender Balance

Indicator: *50:50 ratio scaled down to 60:40 for either gender*
Data required: Breakdown of the total student body by male and female

Ethnic Diversity

Indicator: *40% scaled down to 10% of study body made up of ethnic minority groups*
Evidence required: Download the **Ethnic Diversity** template: https://bit.ly/3bKP6sl

Low-income Outreach 10 points

Indicator: *15% scaled down to 5% of students identified as low-income OR 1% of turnover investment or $2 million USD investment to recruit or support low-income students*

Low-income Outreach

Indicator: *15% scaled down to 5% of students identified as low-income*
Data required: Please provide the definition that your institution uses to classify students as "low-income". This is usually based on an official governmental definition.

Percentage of students identified as low income. The definition of "low-income" is required. Please see below some examples of definitions used in different countries:

- Students that come from a home with incomes below the minimum wage
- Students supported by government or total household income below the average country salary
- Proportion of students whose last secondary school was rated decile 1-3

Low-income Outreach Funds

Indicator: *1% of turnover investment or $2 million USD investment to recruit or support low-income students*
Evidence required: Download the **Low-income Outreach Funds** template: https://bit.ly/3ikRB7f

*** Low-income outreach funds definition document**

Please include all funds spent by the institution on recruiting low-income applicants, targeting applicants from low-income areas (e.g. university fair in high schools known to have a high proportion of students from low backgrounds, education engagement activities within low-decile schools such as overview of the university's programs, campus tours, scholarship information presentations), or for supporting current low-income students (e.g. hardship scholarships) .

QS Teaching- and Research-Intensive Classifications

QS categorizes Higher Education Institutions (HEI) as either research-intensive OR teaching-intensive based on the QS Classifications that were inspired by the Carnegie Classification of Institutions of Higher Education in the US. Please use the guidelines below to help decide whether to submit evidence for Research or Academic Development. QS uses the following classifications strictly as guidelines and not restrictive measures to classify institutions.

QS Research Intensive Classifications-

- Large class size ratio of approximately 1 to 50 FTE faculty to FTE student body or higher
- High ratio of post-graduate and professional courses to undergraduate courses
- High financial support for faculty research
- Faculty spend most their hours per week on research rather than teaching
- Faculty spend less time in preparation for teaching, formal classroom
- Research and publication productivity are weighed heavily for tenure decisions. Teaching functions are not ignored but they receive considerably less weight in tenure decisions
- The career success of the institution is heavily based on faculty research outputs.

QS Teaching Intensive Classifications

- Small class size ratio of approximately 1 to 8 FTE faculty to FTE student body
- High ratio of undergraduate courses to post-graduate and professional courses
- Low financial support for faculty research
- Faculty spend most of their hours per week in formal classroom instructions for undergraduate courses
- Faculty spend less of their hours per week on research rather than teaching
- Faculty assessed on the student interaction within the classroom and during faculty office hours more than research outputs
- The career success of the institution is heavily-based on scholarly creativity in the classroom

**Using the classifications above, institutions should select the most appropriate category*

Interim Data Summary Report

In the Interim Data Summary you will find a report for each assessed category with a summary of the accepted data for each indicator, as well as a few explanations regarding the reasons why some values are different from the ones you provided. The report will be shared with the institution after the second-stage validation is complete.

Please review this data and let us know if you agree or if you would like to submit further evidence by selecting "Yes" or "No" at the end of each category. The categories may be reviewed one by one, and the progress can be saved on each one. The left-hand side of the screen offers an overview of the categories, and these can be reviewed in any preferred order.

Some indicators have two options, which we refer to as "alternate indicators". Where data has been submitted for both options, we use the indicator which scored the higher number of points. For example, "Overall student satisfaction OR Completion" and "Satisfaction with teaching OR Faculty with PhD" are indicators that are composed of two separate options. Out of the two options, the alternate indicator that scores the most points will be counted towards the overall score in the category. For example, if your institution scored maximum points (40) in "Satisfaction with teaching", it is not necessary to evaluate the other option, "Faculty with PhD", because the maximum score has already been achieved in that indicator.

You may also find comments such as these in the "notes" section:

- **Full points/maximum points**: The institution achieved the maximum points available in the indicator
- **Full points/maximum points achieved in the alternate indicator**: The institution achieved the maximum points available in one of the two alternate indicators, thus the alternate is not considered towards to final number of points
- **No points/minimum threshold not reached**: The institution has not reached the minimum threshold and has therefore received no points in the indicator (e.g. for Overall Student Satisfaction, "75% student satisfaction scaled down to 50%", if the institution's data shows satisfaction below the minimum 50% threshold, no points are achieved)
- **At least …:** relates to the threshold achieved for the maximum number of points (e.g. "at least 25 artistic and cultural accolades" means that the institution qualifies for full points in the indicator by accepting 25 accolades from the list provided)

N/A, No data submitted or Category not considered: The institution didn't submit any data or the indicator/category was not used in calculating the final

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