# QS Stars University Ratings: Methodology



**QS** Stars

# Contents

# About QS Stars

The QS Stars university rating system was launched in 2009 to assess institutions beyond rankings. Now, with over 700 institutions evaluated worldwide and partnerships with local governments, QS Stars has earned a strong reputation as the leading international ratings provider.

With a Stars rating given in at least nine categories and for the institution's overall performance, QS Stars allows universities to publicly highlight their strengths, while recognising and improving on areas of weakness.



**01** **Audit and guidance**: To ensure a seamless audit, your university will be assigned a dedicated QS analyst. They'll guide you throughout the process, from data gathering to reviewing your submissions and validating information from third parties.

**02** **Scores and badges**: Ratings are earned according to the table on page six, and points are calculated from the data gathered. You'll be awarded badges to showcase your institution's achievements.

**03** **Marketing and strategy**: Equipped with your QS Stars results, your institution is ready to propel its marketing and strategic planning. Publish and share your ratings to boost your global reputation, and use our Marketing Guidebook and extra support to maximise your impact.

# QS Stars badges

Show your strengths and achievements to the world and attract more high-quality students with QS Stars badges.

**RATED OUTSTANDING**

### Overall badge

The Overall badge reflects your total QS Stars rating, from 1 Star to 5+ Stars. It's a mark of your institution's quality.

### Category badges

Take a closer look at your institution's strengths. QS Stars presents distinct badges for each category analysed. These category badges range from 1 Star to 5 Stars, highlighting your institution's key strengths in specific areas. You'll come across both mandatory and optional categories. Teaching, Facilities OR Online learning, Social OR Environmental impact, Research OR Academic development, Global engagement, Employability, Good governance are required for all assessments.

### Unlocking the QS Stars scoring system

Throughout this scoring document you'll find reference to a scaling down process used to award points for various indicators. This process is a calculation based on thresholds. The maximum threshold will be awarded maximum points and the minimum threshold will be awarded zero points. Any score in between will be calculated using an internal formula.
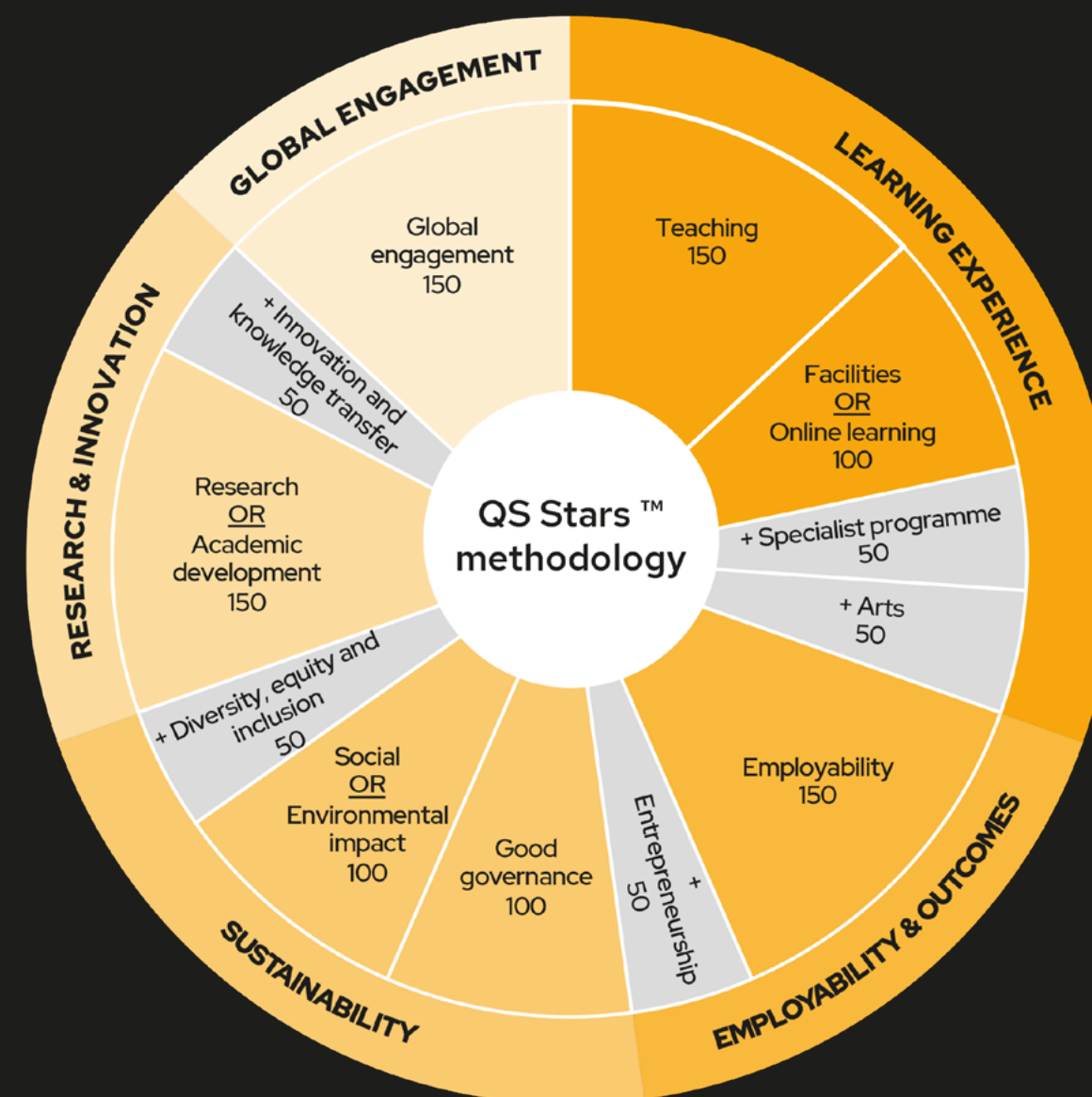
> "QS Stars is teaching us more about how we stand out, and in which areas we are performing well, and where we have room to grow."
>
> **LOUISE HARGREAVES**, MANAGER, GOVERNMENT RELATIONS AND INSTITUTIONAL RESEARCH AT BOND UNIVERSITY

# Categories

The diagram below outlines the different categories evaluated in the Stars rating system. Each category has a maximum number of points that can be earned.

Every standard audit includes core categories, as well as optional categories (in grey) that you can choose to be assessed in.



QS Stars ™ methodology

- GLOBAL ENGAGEMENT — Global engagement 150
- LEARNING EXPERIENCE — Teaching 150; Facilities OR Online learning 100; + Specialist programme 50; + Arts 50
- EMPLOYABILITY & OUTCOMES — Employability 150; + Entrepreneurship 50
- SUSTAINABILITY — Good governance 100; Social OR Environmental impact 100; + Diversity, equity and inclusion 50
- RESEARCH & INNOVATION — Research OR Academic development 150; + Innovation and knowledge transfer 50

+ A standard audit involves evaluation in TWO elective categories

Badges are awarded for individual categories

# QS Stars process

## Minimum points required for corresponding Stars categories

**Categories with a maximum of 50 points:** Innovation and knowledge transfer, Specialist programme, Arts, Entrepreneurship, Diversity, equity and inclusion

| Rating | Minimum points |
|---|---|
| 1 Star | 5 |
| 2 Stars | 15 |
| 3 Stars | 20 |
| 4 Stars | 30 |
| 5 Stars | 35 |

**Categories with a maximum of 100 points:** Facilities, Online learning, Social impact, Environmental impact, Good governance

| Rating | Minimum points |
|---|---|
| 1 Star | 10 |
| 2 Stars | 25 |
| 3 Stars | 40 |
| 4 Stars | 55 |
| 5 Stars | 70 |

**Categories with a maximum of 150 points:** Teaching, Employability, Research, Academic development, Global engagement

| Rating | Minimum points |
|---|---|
| 1 Star | 15 |
| 2 Stars | 35 |
| 3 Stars | 60 |
| 4 Stars | 85 |
| 5 Stars | 105 |

# Overall thresholds and prerequisites

The table below sets out the minimum points and key prerequisites that need to be met to achieve each overall rating. Your institution must meet the point threshold and all prerequisites listed in order to qualify for the overall Stars rating.

| Overall | Points | Prerequisites |
|---|---|---|
| OUTSTANDING (5+ Stars) | 900+ | • 5 Star ratings in all categories and meet all prerequisites needed for 5 Stars<br>• 105 points in the Research category |
| EXCELLENT (5 Stars) | 700+ | • 5% international faculty (or 75% of the regional average)<br>• 5% international students (or 75% of the regional average)<br>• 70 points in the Facilities or Online learning categories<br>• 85 points in the Employability category<br>• 150 academic referees OR 3 citations per faculty member*<br>• 105 points in the Teaching category^ |
| VERY GOOD (4 Stars) | 550+ | • 1% international students (or 25% of the regional average) OR 85 points in Global engagement<br>• 75 academic referees OR at least 2 citations per faculty member*<br>• 85 points in the Teaching category^ |
| GOOD (3 Stars) | 400+ | • At least a 3 Star rating in two of the mandatory categories |
| MODERATE (2 Stars) | 250+ | • At least a 2 Star rating in two of the mandatory categories |
| SATISFACTORY (1 Star) | 100+ | • Must have the authority to grant officially recognised degree-level programmes in its own name and have at least one graduating cohort |

\* If assessed in Research category
^ If assessed in Academic development category

# Learning experience

When evaluating your university's learning experience, we examine two core areas – teaching and the learning environment.

Teaching is a mandatory category, while in Learning environment, you can choose from either Facilities or Online learning. Subject ranking, Programme strength and Arts are all elective categories.

## Teaching | 150

| | Points |
|---|---|
| **Faculty–student ratio**<br>10% faculty–student ratio (one faculty member per ten students) scaled down to 2% (one faculty member per 50 students) | 40 |
| **Overall student satisfaction**<br>75% student satisfaction scaled down to 50% **OR** **Satisfaction with teaching**<br>75% student satisfaction scaled down to 50% | 40 |
| **Completion**<br>90% of students scaled down to 60% graduate within the expected time for their course **OR** **Further study**<br>30% scaled down to 10% of undergraduate students pursuing further study within 12 months of graduation | 30 |
| **Retention**<br>90% of students carrying over from first to second year, scaled down to 70% | 15 |
| **Learning management system**<br>3 points each for the following learning management system (LMS) attributes:<br>1. Available from anywhere at any time (including mobile)<br>2. Communication and/or collaboration tools embedded<br>3. At least 90% programmes using LMS<br>4. Staff trained to work with the LMS<br>5. Reporting and analytics to track progress | 15 |
| **Academic consultation hours**<br>Consultation hours equal to teaching hours scaled down to consultation hours representing one third of teaching hours | 10 |

*A note about surveys*

*QS Stars surveys and public national surveys can be accepted, as well as your institution's own survey with the proper evidence. Results are based on a minimum 20% response rate OR 1,000 respondents, with points being scaled down for lower response rates. Please speak with a QS representative to take part in the QS Stars student satisfaction or alumni surveys.*

## Facilities OR

| | |
|---|---|
| **Sports facilities**<br>3 points for each on-campus facility, OR 1 point for each local facility that can be accessed with an official agreement, with 3 bonus points for 3 or more *(maximum 15 points)*:<br>1. Swimming pool     4. Outdoor sports court<br>2. Indoor or outdoor fitness gym     5. Outdoor sports field<br>3. Indoor sports court | **15** |
| **Campus facilities**<br>4 points for each on-campus facility, with 3 bonus points for 3 or more *(maximum 20 points)*:<br>1. Cafeteria / restaurant     4. Support centre for minority groups<br>2. Bookstore<br>3. Social room     5. Religious facilities | **20** |
| **Student accommodation**<br>Maximum points for the same number of rooms available in student residences as first-year students (agreements with local housing facilities can be considered) | **10** |
| **Library expenditure**<br>$250 USD scaled down to $10 invested per student towards total library operating expenditure in a 12-month period | **20** |
| **Health support services**<br>**On-campus medical facility**   **OR**   **Off-campus medical facility**<br>One on-campus student medical centre    *(maximum 5 points)*<br>   One local medical centre at which student may register | **10** |
| **Student clubs and societies**<br>50 scaled down to 10 student clubs and societies, including hobby clubs, educational and religious societies, and sports teams | **10** |
| **Technology in the classroom**<br>3 points for each with 3 bonus points for 4 or more *(maximum 15 points)*:<br>1. Computer equipped teaching spaces     5. Coworking and meeting spaces with Internet access<br>2. Printing services<br>3. Teaching spaces with modern audiovisual equipment     6. Connectivity for hybrid learning (must have: WiFi, camera, microphone, electronic devices, IT support)<br>4. Labs with specialised equipment | **15** |

## Online learning 100

**Category specific prerequisites:**

- At least one fully online programme with a graduating cohort
- Online programme must be a full recognised degree
- Institution uses a Learning Management System
- Access to online library databases

| | |
|---|---|
| **Student-faculty engagement**<br>4 points each with 2 bonus points for 3 or more *(maximum 20 points)*:<br>1. Scheduled one-to-one conversations OR face to face component such as an opportunity to meet faculty in person, including at regional centres<br>2. Live tutoring<br>3. Live streaming course video<br>4. Pre-recorded course video<br>5. Faculty assessment | **20** |
| **Student interaction**<br>3 points each with 2 bonus points for at least 6 *(maximum 20 points)*:<br>1. Online forum OR discussion board<br>2. Online alumni network<br>3. Live chat support OR 24/7 help centre<br>4. Existence of policies/methods for monitoring student engagement<br>5. Events for online students other than career fairs<br>6. At least one online career fair per academic year<br>7. Evidence of online collaboration between students (e.g: study groups, group projects, break-out sessions) | **20** |
| **Student services and technology**<br>4 points each *(maximum 20 points)*:<br>1. Customised access for users with special needs<br>2. Online access to career centre / dedicated online career advisor<br>3. Scholarships covering 50% of student fees<br>4. Advisory services for students from different backgrounds<br>5. Enrolment process support: online resources and/or help centre<br>6. Learning resources for individual study | **20** |

# Online learning
## 100

| | | |
|---|---|---|
| **Application per enrolment**<br>Five completed applications per enrolment (5:1) scaled down to two completed applications per enrolment (2:1) | **OR** **Faculty–student ratio**<br>10% faculty–student ratio (one faculty member per 10 students) scaled down to 1% (one faculty member per 100 students) | **10** |
| **Training in the use of online learning/creating and delivering courses online**<br>70% scaled down to 30% of staff having received specific training on design and implementation of online courses | | **10** |
| **International online experience (COIL: Collaborative online international learning)**<br>At least one COIL programme in the last three years | | **10** |
| **Completion within the expected time**<br>80% scaled down to 40% of online students graduating in expected time | | **5** |
| **Online mission statement**<br>The university acknowledges online learning through a mention in its mission statement or a dedicated mission statement/strategic plan for the online learning component | | **5** |

# Subject ranking OR

| | |
|---|---|
| **Broad subject area ranking** OR **Subject ranking** <br><br>**Broad subject area ranking** <br>Highest-scoring out of five broad specialist areas based on the most recent QS World University Rankings by Subject *(Maximum points for ranked position 1–50, scaled down to 10 points at position 300)* <br>1. Engineering and Technology <br>2. Natural Sciences <br>3. Life Sciences and Medicine <br>4. Arts and Humanities <br>5. Social Sciences and Management <br><br>**Subject ranking** <br>Highest-scoring discipline based on the most recent 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)* <br><br>For a full list of subjects please visit www.topuniversities.com/subject-rankings/2023 | **40** |
| **Internationally recognised accreditations** AND/OR **Nationally recognised accreditations** <br>5 points for each international and 2 points for each national accreditations relative to a specific, named degree programme within the specialist subject or broad subject area *(maximum 10 points)* | **10** |

# Programme strength 50

*All indicators in this category relate specifically to the institution's chosen specialist programme*

| | |
|---|---|
| **Graduate employment rate** <br>95% scaled down to 70% of graduates employed or started a business within 24 months of graduation | **10** |
| **Completion** <br>95% of students scheduled to graduate succeed in doing so on time, scaled down to 65% OR **Retention** <br>95% of students continuing from first to second year, scaled down to 75% | **5** |
| **Student satisfaction** <br>90% student satisfaction with the specialist programme, scaled down to 65% | **10** |
| **Faculty-student ratio** <br>20% faculty-student ratio (1 faculty member per 5 students) scaled down to 5% (1 faculty member per 20 students) | **5** |
| **Applications per place** <br>10:1 ratio scaled down to 2:1 of number of completed applications against available places | **5** |
| **Internationally recognised accreditations** AND/OR **Nationally recognised accreditations** <br>5 points for each international and 2 points for each national accreditations relative to the selected degree programme *(maximum 10 points)* | **10** |
| **International students** OR **International exchange programmes** <br>20% scaled down to 0% international students <br><br>**International exchange programmes** <br>5% inbound/outbound students against total number of students on an international exchange programme lasting three months or longer *(maximum 5 points)* OR 5% outbound students against total programme number of students on an organised international trip lasting at least two weeks and less than three months *(maximum 3 points)* | **5** |

# Arts                                                                        50

## Arts facilities

2 points each, with 3 additional points for 6 or more from the list, to a maximum of 15 points; 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 studios
5. Campus art exhibition programme
6. Dedicated recording studio OR music practice rooms
7. Campus radio station, TV studio, OR TV channel
8. Cinema*
9. Outdoor art space (e.g. sculpture garden)

*Must feature at least five performances in 12 months to be considered

**15**

## Concerts, art events, and exhibitions

150 scaled down to 50, OR events numbering 1% to 5% of the student population (i.e. for 600 students, thresholds are 6-30 events), on- or off- campus concerts, art events, or exhibitions organised by the academic institution over a 12-month period

**15**

## Artistic accolades

25 scaled down to five awards or accolades given in a 12-month period to students, faculty, departments, or the institution as a whole, for publicly accessible works relating to the arts or local/national culture

**10**

## Community art and cultural investment

Contributing 0.5% of turnover OR $1 million USD to art projects and to cultural preservation, on or off campus but within the university's own country, over a 12-month period

**10**

# Employability and outcomes

Employers want graduates who are work-ready – not just book smart.
That means being able to jump right in and contribute to a multicultural team, with the skills and confidence to manage diverse projects and people effectively. Employability is a mandatory category, while Entrepreneurship is elective.

## Employability — 150

| | | | Points |
|---|---|---|---|
| **Employer reputation** 50 employer nominations received from the most recent QS Global Employer Survey analysis | **OR** | **Campus employer presence** (maximum 25 points) 200 distinct companies, OR a number equivalent to 1% of the total FTE student body, attending employability events on campus in 12 months | 40 |
| **Graduate employment rate** 90% scaled down to 50% of graduates employed or started a business within 24 months of graduation | | | 40 |
| **Employability outcomes** 85% scaled down to 50% of employed graduates working in jobs requiring higher education OR in the field of study, according to university or official surveys within 24 months of graduation | **OR** | **Alumni impact** At least 50 alumni in the Alumni Impact list of the QS World University Rankings, scaled down to 0 | 15 |
| **Career service support** 8 points each with 3 bonus points for 3 or more (*maximum 40 points*): 1. 10 career advisors scaled down to two OR one career advisor per 1000 students 2. Career interview trainings or CV/cover letter writing support 3. At least one on-campus career fair in the last academic year organised by the academic institution 4. Career advising sessions available for students 5. Online career portal with access to job vacancies or career advisor appointment system | | | 40 |
| **Apprenticeships** 10% scaled down to 5% of total students enrolled in programmes with apprenticeships | **OR** | **Internships** 50% scaled down to 10% of total students enrolled in programmes where internship is part of the curriculum and organised/supported by the university | 15 |

# Entrepreneurship 50

| | |
|---|---|
| **Student or alumni-created startups**<br>30 scaled down to 10 startups created in the last five years OR a number of startups equivalent to 10% of student body, scaled down to 6% | **15** |
| **Incubator**<br>Presence of a business incubator and 5 points for each of the following:<br>1. At least 20 places for students scaled down to five<br>2. At least 40% female entrepreneurs, scaled down to 20%<br>3. 50% of companies still operating after five years (including those purchased by another bigger company), scaled down to 30%<br>4. 70% of companies receiving seed funding scaled down to 10% (includes funds both from university and from private entities/companies, but students' personal funding investment is not accepted) | **20** |
| **Faculty members in operational companies**<br>25% scaled down to 0% of FTE faculty members on boards of operational companies | **10** |
| **Entrepreneurship clubs for students**<br>At least three student clubs with a focus on entrepreneurship and business, scaled down to 0 | **5** |

# Sustainability

The Sustainability indicators measure how well your institution is stepping up to tackle the world's biggest environmental, social, and governance (ESG) challenges. This dimension includes Good governance and either Social impact or Environmental impact as mandatory categories. Diversity, equity and inclusion is an elective category.

## Good governance — 100

| | |
|---|---|
| **Transparent financial reporting and solvency**<br>Annual financial report published on the website (5 points) AND financial compliance certified by an independent audit/control body based on the annual financial statement presented *(5 points)* | 10 |
| **Ethics committee (not research related)**<br>4 points for each of the following *(maximum 15 points)*:<br>1. Ethics committee has a regular meeting schedule<br>2. There is an annual report of the ethics committee published on the university website<br>3. Information about submitting claims and complaints is public and accessible via a website link<br>4. Ethics committee has met once a month for the past 12 months | 15 |
| **Representation in the university governing structures**<br>5 points for each of the below:<br>1. Students are represented in the university governing body<br>2. Proportion of female leadership staff exceeds 35%<br>3. The institution publishes a gender pay gap report | 15 |
| **Policies and provisions for sustainability and integrity***<br>2 points for each of the policies below that is publicly available, with 3 bonus points for six or more items, up to maximum 15 points:<br>1. Research independence / academic freedom policy<br>2. Anti-bribery or corruption policy<br>3. Sustainable procurement/ purchasing policy<br>4. Sustainable investment policy<br>5. Sustainability policy on donations and funding<br>6. Modern slavery policy<br>7. Student safety policy<br>8. Diversity & Inclusion policy<br><br>*Policies should be publicly available | 15 |
| **Staff satisfaction**<br>75% staff satisfaction scaled down to 50% | 15 |
| **Institutional accreditation (quality assurance)**<br>At least one institutional accreditation by a national or regional quality assurance agency | 10 |
| **Publication of governance meeting minutes**<br>At least one publication of governance meeting minutes in the last 12 months | 10 |
| **Strategy and risk management**<br>5 points each for:<br>1. Strategic plan<br>2. Risk management plan or equivalent | 10 |

# Social impact | OR | | Environmental impact | 100

## Social impact

| | | | |
|---|---|---|---|
| **Social impact research**<br>Up to 20 points awarded based on the SDG research indicators contained in the Social Impact category of the QS World University Rankings | | | 20 |

| **Funds for community investment and charity work**<br>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 | **OR** | **Volunteer hours for community investment and charity work**<br>50 scaled down to 0 volunteer hours (i.e. 1 scaled down to 0 hours per week over 12 months) for each faculty and student (total FTE) in a 12-month period | 20 |

| **Human capital development**<br>**Students from the university's local region (e.g. province, state)**<br>50% scaled down to 30% of students hailing from the university's local region | **OR** | **Graduates employed in the local region (e.g. province, state)**<br>50% scaled down to 30% of graduates employed in the university's local region | 15 |

| **Scholarships and bursaries**<br>**Scholarship funds**<br>2% of turnover spent by institution on funds for scholarships, grants, and bursaries | **OR** | **Students on 50% scholarship**<br>1% of students on scholarships covering at least 50% of fees | 20 |

| **Low-income outreach**<br>**Low-income students**<br>15% scaled down to 5% of students identified as low-income | **OR** | **Low-income funds**<br>1% of turnover or $2 million USD investment to recruit or support low-income students | 15 |

| **Alternative entry pathways**<br>Policy provision for admitting non-traditional students | | | 10 |

## Environmental impact

### Operations

**Environmental sustainability policies for investment, procurement and funding/donations**
4 points each *(maximum 10 points)* for:
1. Sustainable investment policy
2. Sustainable procurement policy
3. Sustainable donations/funding policy

**10**

**Environmental sustainability/ climate change employees**
At least one FTE staff member dedicated to sustainability or climate change

**5**

**Climate action plan**
7 points each for climate action plans cover the following areas *(maximum 20 points)*:
1. Operations
2. Education
3. Research
*The institution should have a climate action plan or have created sustainability reporting. This report/plan should include 'SMART' objectives that are Specific, Measurable, Actionable, Relevant and Time-bound.*

**OR** Carbon neutral certification *(40 points)*

**20**

**Energy and resource consumption**
1. Renewable Energy
   *7 points for 50% of energy coming from renewable sources scaled down to 0%*
2. Carbon Footprint
   *8 points for 1,000 kilograms of $CO_2$ emissions per person (students + faculty) per year with points scaled down to 0 for 4,000 kilograms*

**15**

# Environmental impact     100

## Research

**Environmental impact research**
Up to 20 points awarded based on the Environmental Research indicator of the QS World University Rankings
**20**

**Environmental sustainability research centre**
At least one research centre dedicated to environmental sustainability
**5**

## Education

**Environmental sustainability networks**
10 points for each international and 5 points for each national network that the university is a member of (up to a maximum of 10 points)
**10**

**Public education and outreach**
10 public education or outreach activities scaled down to 0
**10**

**Environmental sustainability student organisations**
At least one dedicated student organisation focusing on environmental sustainability issues
**5**

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# Diversity, equity and inclusion     50

**Scholarships and bursaries for underrepresented groups**
5% of students scaled down to 1% receiving scholarships meant to increase participation in higher education for underrepresented groups, as defined by local legal provisions
**5**

**Disability support**
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
**15**

**Student diversity**
2 points for presence of each type of students, with a 2 points bonus if 4 out of 5 are represented *(maximum 10 points)* :
1. 10% of students are from legally recognised ethnic minority groups (applies to domestic students only)
2. 5% mature students
3. 30% first generation learners
4. 8% religious minorities
5. 5% other underrepresented groups combined (e.g: LGBTQIA+, neurodiversity) - the percentage applies to the total of these groups, but the student groups here should be different from those listed in items 1–4
**10**

**Student gender ratio**
40:60 ratio scaled down to 30:70 for either gender
**5**

**Faculty gender ratio**
50% female academic staff, scaled down to 30%
**5**

**Student organisations for underrepresented groups**
1 point for each student organisation *(maximum 5 points)*
**5**

**Strategy on equality, diversity and inclusion**
Existence of an Equality, Diversity and Inclusion strategy with both defined goals and a time-defined action plan
**5**

# Research and innovation

How well are you empowering the next generation of innovators? This rating analyses your institution's focus on driving innovation and its ability to offer students opportunities for research and academic development. There is a mandatory requirement to choose either Research or Academic development, but the Innovation and knowledge transfer category is elective.

# Research    OR

| | |
|---|---|
| **Papers per faculty**<br>Seven papers per faculty member indexed on Scopus™ in a recent five-year period as per the latest QS World University Rankings analysis | **40** |
| **Citations per paper**<br>Eight citations per paper indexed on Scopus™ in a recent six-year period as per the latest QS World University Rankings analysis | **40** |
| **Research funds**<br>30% scaled down to 10% of turnover spent by institution on funds for research in the past fiscal year, including all public and private funds | **40** |
| **Academic reputation**<br>200 nominations received in the latest QS Global Academic Survey analysis | **30** |

# Academic development    150

| | |
|---|---|
| **Faculty development programmes**<br>70% scaled down to 30% of total faculty members participating in faculty development programmes | **40** |
| **Faculty with PhD**<br>80% scaled down to 60% of faculty with PhD (or equivalent terminal degree) | **40** |
| **Learning development centre**<br>8 points for each of the following resources and services available through the learning development centre :<br>1. At least one advisor<br>2. Academic writing support and assistance<br>3. Tutoring or mentoring programmes<br>4. Skills development resources (study skills, soft skills)<br>5. Webinars, tutorials, workshops organised by the learning development centre | **40** |
| **Pedagogical innovation**<br>Being awarded an international innovation in teaching award in the past five years | **10** |
| **Teaching spending out of turnover**<br>50% scaled down to 25% of total spending represents expenses with academic staff (including teaching staff costs) | **20** |

# Innovation and knowledge transfer  50

| | |
|---|---|
| **Patent grants**<br>50 scaled down to 0 unique, active patents registered with national or international patent offices (no limitation of time) | 20 |
| **Patent applications**<br>300 scaled down to 0 unique patents applications (no limitation of time) | 10 |
| **Spin-off companies**<br>Five spin-off companies established in the last five years, still operating and less than 50% owned by the academic institution | 10 |
| **Industrial research**<br>10 distinct university-corporate co-authored publications in Scopus™ in a recent five-year period as per the latest QS World University Rankings analysis | 10 |

# Global engagement

Our goal here is to understand how your institution is seen locally, regionally and globally. We'll look at factors including how many international students and staff you have, the diversity of nationalities represented in your student body, and the breadth and depth of your partnerships with universities across the globe.

## Global engagement      150

| | | |
|---|---|---|
| **International collaborations**<br>100 joint degree programmes and/or university research collaborations yielding publications in Scopus™ in a recent five-year period as per the latest QS World and Regional University Rankings | **OR** | **International research network**<br>50 locations for research OR partnerships yielding publications in Scopus™ in a recent five-year period as per the latest QS World and Regional University Rankings | **40** |

| | |
|---|---|
| **International faculty**<br>25% scaled down to 0% international faculty members | **20** |

| | |
|---|---|
| **International students**<br>20% scaled down to 0% international students | **20** |

**International exchange programmes**

| | | |
|---|---|---|
| **Long-term exchange programmes**<br>*(maximum 30 points)*<br>2% inbound (max. 15 p.) and 2% outbound (max. 15p.) outbound students against total number of students on an international exchange programmes lasting three months or longer | **OR** | **Short-term exchange programmes**<br>*(maximum 10 points)*<br>2% outbound students against total number of students on an organised international trip lasting at least two weeks and less than three months | **30** |

**International support centre**
Presence of an international support centre with at least one FTE staff and evidence it provides or organises the following *(4 points each)*:
1. Events for international students (freshman day, buddy programme)
2. Immigration/visa support
3. Language support classes/ Language competency courses
4. Maintains a dedicated webpage
5. Scholarships dedicated to international students only (yes/no)

**20**

| | | |
|---|---|---|
| **International diversity**<br>50 nationalities scaled down to five in student body | **OR** | **Overseas campus** *(maximum 5 points)*<br>Existence of an overseas campus | **10** |

| | |
|---|---|
| **Member of regional or international university networks**<br>5 points for each international university network and 3 points for each regional network *(maximum 10 points)* | **10** |

**QS Stars**