

Frequently Asked Questions

What are the THE Sustainability Impact Ratings?

The Times Higher Education **Sustainability Impact Ratings, and Sustainability Impact Network.**

What does this mean?

Well, the first thing is to recognise that the Impact Ratings, in important ways, differ from other, more traditional rating exercises. By changing their name and calling them “ratings”, we acknowledge that in the case of impact and sustainability, we are working with a self-selecting group of universities committed to sustainability – only those voluntarily stepping forward for evaluation – rather than an exhaustive list of all the world’s eligible higher education institutions. This is very different from our traditional World University Ratings, which have a much more comprehensive coverage of all the eligible global research universities.

We will continue to deploy our tried and trusted Impact methodology to provide clear numerical scores for each university in each metric in each individual SDG they enter – and for their overall performance – and indeed we’ll continue to present the ratings for now in the form of a ranked list on our website as we do currently. So, our gold standard framework remains intact. But recognition of this framework as a rating system and network allows us to work with the community to consider moving to presenting the congested numerical score data in banded groups, not individually ranked places, or based on percentiles or performance classifications.

Why are the THE Sustainability Impact Ratings important?

It provides a showcase for the work being delivered by universities in our communities, and it is an opportunity to shine a light on institutional activities and efforts not covered in other ratings. It will allow us to demonstrate the differences a university is making to the world we live in.

Can I be included in the Sustainability Impact Ratings without being a member of the Sustainability Impact Network?

No. The paid subscription to the network unlocks the data submission support and the evaluation, assessment and benchmarking services required to be included in the ratings, so network membership is required for all universities that want to enter the ratings.

How much does membership of the Sustainability Impact Network cost?

We have carefully considered a modest range of price points to ensure that the system is inclusive and simple, while supporting the long-term future of the ratings framework and network and maximising added value for members. Annual membership, including entry into the Sustainability Impact Ratings, will be tiered, based on World Bank country classifications, to ensure inclusivity and to allow the best-resourced universities to subsidise the least well-resourced institutions. Prices will be:

High-income and upper middle-income nations: £3,500 per year.

Lower middle-income nations: £1,000 per year.

Low-income nations: Free of charge.

These categories will be based on the latest World Bank classifications.

[Is there a change in methodology from the Impact Ratings to the new Sustainability Impact Ratings?](#)

No. While we intend to work with network members to review the methodology and evolve the ratings framework over time, and while we reserve the right to make methodological modifications based on feedback, in the short term we will continue to use the tried and trusted Impact Ratings methodology for the new ratings – using the same wide range of indicators to produce scores in the same way. Moving to describing this as a “rating” helps demonstrate its difference from traditional ratings and helps us evolve how we present the numerical score data over time.

[Will the Sustainability Impact Ratings produce the same comprehensive range of outcomes as the past rating?](#)

Yes, the Sustainability Impact Ratings will continue to provide a published numerical score for each institution in each of the SDG categories entered – and an overall score will be provided in an overall published rating as with the Impact Ratings, based on a combination of universities’ strongest three SDGs and their submission to SDG17.

[Participants in the Impact Ratings could choose how many individual SDG categories to submit to, from just a single SDG to all 17. Does the network fee cover submission into all 17 SDGS and entry into all 18 individual ratings \(17 SDGs and overall\)?](#)

Yes. The flat network fee is for membership of a community with a range of benefits, including joining the Sustainability Impact Ratings, so the flat fee covers as many individual SDG submissions as each university desires.

[My university only wants to submit to a very small number of SDGs, not all 17. Will the network fee be discounted to take into account the breadth of submission?](#)

No. The flat membership fee is for membership of a community network, with a wide range of benefits including entry into the Sustainability Impact Ratings, so the flat fee covers as many individual rating submissions as each university desires.

My university already subscribes to THE's DataPoints product, SDG ID. Will we still have to pay for network membership and inclusion in the ratings?

No. All current subscribers to THE's SDG ID data product will have their network membership, and participation in the ratings, included in the cost of their data subscription.

If my institution chooses to subscribe to THE's DataPoints product, SDG ID, will the cost include membership of the network and entry into the next annual edition of the ratings?

Yes. All new subscribers to the SDG ID subscription data product will have their network membership and inclusion into the ratings included.

My institution is a subscriber to THE's DataPoints products – but not to the Impact and SDG ID modules. Will I still have to pay for the Sustainability Impact Network?

Yes. The network is for those committed to evidencing their commitment and contribution specifically to the sustainability agenda, through the Sustainability Impact Ratings, so a subscription fee is required to be part of this community.

Are THE's data products included in the Sustainability Impact Network subscription fee (for example SDG ID and SDG AI)?

No. While network members will receive access to their full performance data, across all SDGs entered, and will receive some international benchmarking data, full access to the full data products are separate to the network benefits and can be purchased as add-ons to network membership. There will be cost efficiencies for network members that also subscribe to data products.

My university is from a developing nation and securing budget for membership is a challenge. How can you help?

To ensure that the Sustainability Impact Ratings remain inclusive for universities in all parts of the world, especially developing nations, THE is introducing a reduced membership fee for all universities in nations categorised by the World Bank as “lower middle-income” and will waive fees for all institutions in low-income nations.

What additional membership benefits are you considering for the future?

THE has a range of exciting plans for further membership benefits and enhancements, including additional, bespoke marketing assets and best practice awards. As we develop the network, we'll be seeking views of members and consulting before agreeing and sharing additional plans.

How do you use AI for validation?

As part of our ongoing commitment to transparency and continuous improvement, we are incorporating large language model (LLM) technology into the validation of qualitative

evidence submitted for the Impact Ratings. This section outlines how LLM is used, what it evaluates, and what universities should keep in mind when preparing their submissions.

- All submitted evidence is reviewed and scored by our LLM model. The model determines whether each piece of evidence is specific, generic, or not relevant to the indicator question.
- Although the LLM is the primary tool for validation, our human validation team remains in place to conduct quality assurance and review evidence as required. • If a piece of evidence cannot be processed by the model (for example, due to inaccessible formats), it is not automatically scored as not relevant. Instead, the system flags it and forwards it to human validators, who review and score it directly.
- To ensure fairness, human validators follow the same visibility constraints as the AI—no clicking links or navigating beyond the visible content on a page.
- Evidence must be self-contained. The reviewer (AI or human) does not click on links or explore additional pages to locate information.

Documents or web pages containing multiple links pose a challenge in ensuring fairness across institutions. In line with our policy of evaluating a single piece of evidence per indicator, such files are now being rejected and will no longer be accepted as valid evidence.

What are the UN Sustainable Development Goals?

There are [17 Sustainable Development Goals \(SDGs\)](#), which were adopted by the UN in 2015 to provide a framework to achieve a better and more sustainable future for all. These include ending poverty and hunger; promoting good health and well-being and quality education; achieving gender equality and economic growth; providing access to clean water and sanitation and affordable and clean energy; fostering innovation; reducing inequalities; building sustainable cities and communities and achieving responsible consumption and production; tackling climate change; managing sustainably life below water and life on land; promoting peaceful societies; and revitalising global partnerships.

[How will the rating work?](#)

The rating is based on the 17 SDGs. Not every target in the SDGs relates directly to universities, but we believe that the higher education sector has a significant role to play in helping nations to deliver on the SDGs agenda. For each SDG, we have identified a limited set of metrics that can give an insight into progress.

In the first year, we collected data on 11 of the 17 goals from participating universities. For 2020, we expanded this to all 17 SDGs.

Universities may provide data on one or more of the SDGs.

We produce an overall rating of universities based on institutions' data for SDG 17 (the only mandatory goal) plus their best three results on the remaining SDGs. This will allow universities to demonstrate their excellence in the areas that are most relevant to them, their community and their country.

Ratings of the universities that are best achieving the individual SDGs will also be published.

My university is not active (or does not record data) across all SDGs – is it worth participating?

Not all universities will be able to report on all the metrics covered in the ratings. To be included in the overall rating, we ask that you submit data on SDG 17, which is mandatory, and at least three other SDGs of your choice.

A university that submits data in fewer than three other SDGs cannot be included in the overall rating. However, **it can still be ranked in the tables on individual goals**. For example, if you have done great work on climate action, submitting in that category alone would enable you to be ranked for it.

The rating will reflect local activities as well as international activities.

What happens if we submit data for more than four SDG areas?

We will evaluate your performance in all areas and then choose the three goals in which you excel; these will count towards the overall university score.

How many ratings will THE produce?

THE will use provided data to produce:

- An overall rating of universities based on the top three SDGs for each individual university, plus SDG 17 (revitalising global partnerships)
- Individual ratings of universities based on performance in each SDG

What is the ratings methodology?

The THE Impact Ratings is created using the UN Sustainable Development Goals as reference.

Each SDG has a small number of metrics associated with it. Data will come from a variety of sources, including:

- Direct submissions from institutions
- Bibliometric datasets from Elsevier

The total score will be calculated by counting SDG 17 (revitalising global partnerships) as a mandatory data field and combining this with data on the best three SDGs per university.

The score for the overall rating is an average of the last two year's total scores.

How did you come up with the methodology?

THE has been discussing aspects of university impact for several years. This has included a lengthy consultation with interested parties, culminating in an open session at the THE Young Universities Summit in Florida in June 2018.

Other crucial aspects informing our decision were feasibility and access to data.

How should a university interpret the results of the overall rating if different universities are supplying data on different areas?

The overall rating provides a sense of which universities are making positive steps towards the SDGs most strongly.

Universities can be compared more easily in the individual SDG tables.

Why did we select SDG 17 as mandatory?

SDG 17 can be considered as a meta-SDG. Working together through partnerships and collaborations in order to achieve the 2030 agenda highlights the cooperation and publishing aspect of the goals. However, as we have selected this as the mandatory SDG, we have decreased its score in the overall value. While every other SDG is valued at 26 per cent, SDG 17 only makes up 22 per cent of the overall score.

Won't this just favour big, established universities?

We have tried to define the metrics in a way that allows all universities to participate; this has included focusing on definitions that rely on less complex calculations than is ideal. We have also tried to ensure that the choice of metrics is not overly biased towards wealth.

As with the World University Ratings, we will normalise for university size where appropriate, and use other measures to ensure equity between different countries and universities.

We do not expect universities in different parts of the world to have the same areas of focus. By combining the SDGs and allowing flexibility, we open up the project to universities that have very different missions and ensure that institutions in Western

Europe and North America do not have an unfair advantage.

Can we participate in SDG 5 (gender equality) if we are a women's only institution?

Yes. The substance of this SDG is about addressing women's representation and access to higher education. So, if you are a women's institution with no enrolled male students this will not negatively affect your score for this SDG.

Were there any methodological changes in 2026 compared with 2025?

There are no major changes in the 2026 Methodology, and we will continue to incorporate AI into our processes, which is reflected in the Methodology.

HOW TO PARTICIPATE

What is the time frame for this rating?

Data collection for the Impact Ratings 2026 will open on the 15th of September 2025 and close on the 10^h of November 2025.

The Impact Ratings 2026 are expected to be published in June 2026, but this is yet to be confirmed.

HOW TO SUBMIT DATA

What are your data sources?

We invite universities to submit data in a subset of SDGs. For each SDG, there will be some data that are collected from universities as well as bibliometric data provided by Elsevier.

Which year should data be based on for the 2026 rating?

This year we request data from the academic year 2024.

A university “year” may be a calendar year or may be seasonal. Some institutions’ academic years are different from their financial years.

“Year” for the purposes of this rating is defined as follows:

- The calendar year January to December
- The academic year that ended in 2023-24

- The financial year that ended in 2024

However, note that these are only examples. You may use the most appropriate annual cycle that best fits your data, but ends in 2024.

For policies, we ask an institution to submit the date the policy was created and the date it was last reviewed. At least one of these dates must be submitted to establish whether a policy is an active policy. We expect policies to be regularly reviewed, meaning it should have been created or reviewed in the last five years.

Which types of evidence do you accept?

We accept links to documents or websites and publicly available timetables, brochures, magazines and articles.

If provided documents are confidential, universities must explicitly indicate this on their data submission.

We are not looking for a large volume of evidence; rather, we ask institutions to submit the best pieces of evidence.

We do not expect universities to submit all the evidence in English.

If one piece of evidence is applicable for more than one question you can re-submit the same piece of evidence.

More credit will be given to publicly available evidence but we do not rate different forms of evidence differently. For example, we do not consider public websites more or less important than a public PDF document or brochure.

You cannot upload videos as evidence but you can provide a URL that includes a video on the page.

We look for evidence from the "university as a whole" rather than, for example, a course in a single department.

If we provide evidence this year that we already provided last year, will we still receive credit for that evidence?

Where evidence from last year is still valid you can reuse it. For example, we don't necessarily expect policies to have changed.

How do we deal with measures that are already regulated by state or federal law?

Laws specify minimum standards and tell institutions what they cannot do. Policies should explain how particular laws are reflected in practice in the university. So, in most cases, we would expect a policy alongside the law. Please provide a URL to the relevant law on the government website. However, there are exceptions. For example, in Spain academic freedom is a constitutional requirement and therefore we will accept that that means that institutions in the country have a policy on supporting academic freedom.

If you think there are other exceptions, please contact us at impact@timeshighereducation.com.

Must universities submit data for all SDGs in order to participate?

Only SDG 17 (global partnerships) is a mandatory SDG for inclusion in the overall rating.

Otherwise, universities may submit data on as many SDGs as they would like or are able to.

We do not have all the data needed for a specific SDG – what will happen?

If certain data points within an SDG can't be answered because data is not available, the institution will receive a score of zero for that specific data point. The institution can still be ranked in that SDG but will score at a lower level than institutions that are able to provide all data. We would encourage you to provide data wherever you can, and to look to record data for future years, too.

Do you have a detailed description of the data fields?

We are providing a methodology document, which includes data submission guidance and explains key aspects of the process, including data field definitions.

If you have any queries, please send your questions to: impact@timeshighereducation.com

What do you mean by 'university as a body'?

When we refer to 'university as a body' we mean you should provide evidence whenever your institution, rather than individuals or faculties, work towards the metric.

The work done by individuals, for instance, a lecturer or researcher working for the university, can be accepted as evidence if their work is associated with an institutional action. For example, a local or national programme of environmental education, which is performed by the researcher, but thoroughly supported or carried out by the university.

Can the keyword search terms be accessed?

All research metrics are measured against a keyword search of the Scopus dataset. The search terms are available here:

<https://elsevier.digitalcommonsdata.com/datasets/y2zyy9vwzy/1>

How do you define 'number of students'?

Number of students means number of full time equivalent students in all years and all programmes that lead to a degree, certificate, institutional credit or other qualification. We are looking for undergraduate and postgraduate students who are studying for higher education programmes such as bachelor's, master's, doctoral or other equivalent degrees or components of those programmes. Please do not include postdoctoral students. We use the International Standard Classification of Education (ISCED) as a guiding framework.

How will you validate the data?

Universities will be asked to provide evidence or documentation to support their submissions. Information will be cross-checked against external sources at our discretion, and we reserve the right to investigate institutions where we believe inappropriate data collection or submission has taken place.

We encourage universities to publish their evidence, and in many cases we expect the evidence to be sourced from existing public sources, for example, annual reports. Public documents do not have password protections or time limits.

Our LLM validation tools and team of analysts will compare evidence that is provided to the definitions, and it will be marked accordingly.

We do not have a 'policy', but we do have a set of standards we apply. Will you accept this?

Ideally, the evidence should be a policy, but anything that shows that a set of standards or rules are implemented can be accepted.

What is your process for assessing the quality of qualitative evidence?

Where we are looking for evidence of action – for example the existence of mentoring programmes – our metrics require universities to provide evidence to support their claims. In these cases we will give credit for the evidence, and for the evidence being public.

We are not in a position to explore whether a policy is the best possible one, but we do aim to assess the evidence submitted consistently and fairly.

Evidence is evaluated against a set of criteria and decisions are cross-validated where there is uncertainty. Evidence is not required to be exhaustive – we are looking for examples that demonstrate best practice at the institutions concerned.

Will participating institutions be able to benchmark their data against peers?

Yes. There will be opportunity for benchmarking, using the SDG Impact Dashboard. It provides detailed, but easy to understand analysis of performance in the THE Impact Ratings. Strategic planners particularly will benefit from the user-friendly benchmarking and competitor analysis tools that can be customised for both global and domestic regions.

Contact data@timeshighereducation.com if you would like to learn more about SDG Impact Dashboard.

PORTAL ACCESS

How do I get access to the THE data collection portal?

Please send an email to impact@timeshighereducation.com to nominate your data provider. The data collection portal URL is at: <https://secure.timeshighereducation.co.uk/wur/portal>. The institution's data provider representative will be sent the THE data portal URL and their login details in order to access the portal.

How do I change my password?

To change your password, log in and go to the main navigation of the portal. Click on your name in the top right-hand side of the screen. You can reset your password from here. If you are experiencing problems changing your password, contact impact@timeshighereducation.com

I have forgotten my password. How do I reset it?

Click on the "forgot password?" link on the login page of the THE Data Collection Portal to reset your password.

INSTITUTION DETAILS

How can I change my institution details (name/address/email/telephone number)? If you wish to change your institution details, please contact us at impact@timeshighereducation.com

GENERAL QUERIES

How can I stay informed?

Periodic announcements and results will be sent to the email addresses provided for data submission. Please contact our team at impact@timeshighereducation.com to add members of your team to our distribution list.

DATA PRIVACY

Who has access to our data?

Information on how we use your data and who has access to the data can be found in the Terms & Conditions: <http://www.timeshighereducation.co.uk/terms-and-conditions/>

Is the website secure?

The THE World University Rating data collection site is encrypted with an https SSL certificate.

TIMING

We cannot submit by the deadline - what do we do?

The data collection period is planned to start on **September 15** and the final deadline for submissions is **November 10**. If you believe there will be an issue in meeting this deadline, please contact us at impact@timeshighereducation.com

SAVE/SUBMIT How do I submit?

In order to submit your data, please go to the last section "Review, Print & Submit". Please take note of any errors highlighted on this page that may prevent your submission as you will need to correct these in order to submit. At the bottom of the page, there is a check box to confirm your agreement with the terms and conditions, then please click "Submit".

Why can't I submit my data?

If you haven't fully completed all the compulsory fields the system will not allow you to submit the data. We also have some validation checks that will flag an error to you and block your submission if your data is deemed to be inconsistent. All such errors will be shown to you on the final "Review, Print & Submit" submission page. Please correct any such errors, then you should be able to submit.

Also, don't forget to agree to the Terms & Conditions.

Can I print out the data collection questions?

Yes, there is a print and review feature on the final page of the data submission portal, which will display all the data fields of the SDGs you have selected and entered data for, as well as some validation check results. For a complete submission template of the data collection questions, please contact impact@timeshighereducation.com

Can I submit data using another method?

Providing us with your institution's data through our online portal is the only way you can be considered in the THE Impact Ratings.

Can my data still be changed after I pressed submit?

If you have made an error in your data, and the deadline has not yet passed, please contact impact@timeshighereducation.com to request that your data be unsubmitted.

How do we know if we have submitted our data?

When you have submitted your data, the "Submit" button will no longer appear on the portal. This means you have successfully completed your data submission. You would also no longer be able to edit it.

MISSING DATA

I do not have sufficient data to complete the data collection portal, can I still submit?

You do not have to submit data for every field, but to be considered for a rating for a particular SDG you must submit some data in that section. If you indicate that data is unavailable for a specific data point, we will not impute data values, and your score for the empty questions will be zero.

To be considered for the **overall** THE Impact Ratings data must be submitted for **SDG17 - Partnerships for the Goals** and three elective SDGs from the non-mandatory list.

It is challenging for us to provide accurate data as our records are not compatible with the THE data definitions

The THE data definitions are designed to collect information that is relevant and

comparable globally. We appreciate that these definitions may differ from the definitions used in particular geographical regions. Should you have questions about how to interpret data definitions or report data, please contact the data collection team at impact@timeshighereducation.com

[I do not have exact data of some fields - can I estimate?](#)

It is acceptable to provide estimations where exact data is not available - please describe how you have made the estimation in the Comments box.

[May we provide a note explaining limitations or unique characteristics of our submitted data?](#)

For some data elements it is possible to write a note (this should be done in English) which can include clarifying data and explanations. However, the primary data we refer to will be that in the data fields.

[Can I submit financial data in multiple currencies?](#)

No, you must submit all financial data in the same currency.

[Can I submit data in units other than those specified?](#)

No, please use the units specified. This ensures that we have a consistent way of evaluating the data.

ENTITY LEVEL

[My institution is very large with multiple branches all over the country. How should I report my institution; should each campus be reported individually or should I provide the information on the main campus?](#)

Many institutions have constituent parts, and we recognise that it is often difficult to view these elements independently. To help you decide whether to include data relating to such affiliated institutions, it is worth considering if such elements are included or excluded from your annual and financial reports, or are a single legal entity or not. Once you decide whether an affiliated institution's data should be included or not, please retain consistency with all related data.

[Can my institution participate in the rating separately from our main campus participating? We would like to report our institution independently in addition to the main](#)

university.

Your institution may decide to report separately from the main campus, however this should be agreed with the other affiliates of the institution. If the main campus agrees, then the data submission of the main campus must not include the data of the affiliate reporting separately, to prevent double-counting.

Should we include income generated from the university hospital?

The income for the University Hospital should only include income used for teaching or research and should not include operational income of the Hospital. Therefore, funding for clinical trials for example, can be included, but not income generated from general medical service fees.

YEAR QUERIES

What year data do you collect?

Please see the statement on dates in the introduction to the methodology. Please also note the guidance by each question in the methodology identifying the relevant year.

We have more recent data available than is requested in the data collection portal. Where can we enter this data?

Data can only be entered for the years outlined in the data collection portal.

PEOPLE DEFINITIONS

What counts as long-term? Should temporary, short-term teaching staff be counted?

“Academic staff” pertains to permanent staff and those employed on long-term contracts. We realise that for all data collected, institutions’ interpretations of our requirements will vary to a degree. The distinction of “permanent staff and those employed on long-term contracts” is there to deter the reporting of temporary, short-term employees. We are aiming for a number that represents the overall, stable size of your academic staff. As a guidance, we can indicate that an academic staff is considered ‘long-term’ if they have been at the university for around 6 months. However, please note this is guidance only. We are looking here for staff who have ‘long-term relationship with the university’. What should not be included are all kinds of atypical employment, very casual staff or visiting

professors.

For SDG 8 there is a specific definition of contract length that is collected for other reasons.

Can we include temporary staff in the count for employees?

Here we are applying the same reasoning as seen above for 'academic staff'. We allow temporary staff to be included as full-time equivalent (FTE), if they are there for 6 months or more.

Should non-tenure track professors be included in the academic staff?

Yes, non-tenure track professors – such as regular adjunct professors or sessionals – can be included in the academic staff body. We are looking for a number that represents the overall, stable size of your academic staff, and if they are a distinctive and stable part of the academic staff body, they should be included.

Should research staff include those researchers who work on our campuses but are employed (contracted and paid) by a partner research organization?

Staff included in your data should be part of your organisation's stable staff numbers.

Academic staff "... will NOT include: ... technicians and staff that support the general infrastructure of the institution or students (of all levels). ..." Does this mean posts such as Vice-Chancellor, Deputy Vice-Chancellors, Deans, etc. (who have a support function in terms of student / institutional administration, yet also have an academic function and partake in teaching and research and are mostly Professors) should be excluded or not?

If they have an academic function and partake in teaching then yes they should count towards academic staff, but their contribution should be calculated in FTE terms, since only their academic / teaching role should count towards this, not their time spent in their support function / general infrastructure role.

For example, if a normal full-time workload is 20 hours; a Dean who works full time, and splits half her/his time (10 hours) in admin tasks, and half her/his time (10 hours) in teaching/research tasks, she/he would count as 0.5 FTE academic staff.

Should we include students studying uniquely online?

We have previously suggested that online students can be reported, as long as the staff teaching these students are also reported, and that the online activities are leading to some kind of institutional award / they are taking a credit bearing course. They should also be sure to report them in FTE, so if the students are on flexible “credit hours”, you should report the FTE of one year’s worth of credit hours. For example, if a year requires 50 credit hours to complete, then a student that enrolls to 25 credit hours in their first year is 0.5 FTE.

Can online resources be counted as educational outreach activities beyond campus?

Yes, if, for example, the evidence shows resources provided by the university for teachers and students in schools and if there is evidence of use, e.g. targeting etc.

How do we treat placement students?

Please include placement students, if their placement forms part of their credit for their degree.

Regarding exchange students, do we include outgoing and incoming exchange students?

Please include incoming exchange students and exclude outgoing exchange students.

DEGREE LEVEL

We're a Grande Ecole in France – our students pass 2 years of ‘classes préparatoires’ and a highly competitive entrance exam before entering. They then study to obtain a specialist diplôme, but often pass a masters in parallel. How should we record our students?

According to the Unesco ISCED guidelines upon which we base our definitions, graduates from Grande Ecoles attain the equivalent of a bachelors / undergraduate qualification level, so please input your student data in these fields.

How do we classify the "diplom"?

In the case of European universities, “diplom” awards are classified as programmes that are five or more years in duration that prepare the student for a first degree/qualification, and can be classified as either an undergraduate or a master's degree. Institutions should consider carefully, in consultation with the Unesco ISCED guidelines, which category their diplom falls into and whether it is in accordance with our definition:

<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

Our university system includes programmes of five and six years duration, that are not separated into undergraduate first then masters, but only receive a masters degree at the end - are they undergraduate or masters students?

It is the level of degree that the student attains that is important here, rather than the duration of the course. If they would receive an undergraduate (bachelors) degree at the end of their course they should be included in that category, alternatively if they would receive a masters degree at the end of their course then please include them in the masters category.

What is meant by “occupational programmes”?

Some institutions refer to the skills of mechanics, electricians, etc, as “vocational” rather than “occupational”, so the definition can be misleading. Here are some web definitions to consider when deciding who to include in your reporting:

- Occupation is a field or an area of work, for example; agriculture, business, medicine.
- Vocation is a specific work in an occupation e.g. building construction or electrical works in technical.

Various types of education can be considered “occupational”. For example, students who aim to become carpenters or electricians often work as apprentices to get practical training, while others attend vocational schools to train as nursing assistants or hairdressers. In some regions, vocational education may be classified as teaching “procedural” or “imperative” knowledge as opposed to “descriptive” or “declarative” knowledge, as used in education in a usually broader scientific field, which might focus on theory and abstract conceptual knowledge, characteristic of higher education.

When we say to exclude “occupational professions”, we understand that this might be interpreted to include medical (and similar) students, which is not our meaning. Data for all professional studies, eg, medical, law, etc, should be included in your entry.

Where shall we categorise the JD / LLB?

A JD/LLB should be treated as a professional undergraduate degree.

FINANCIAL DATA

What currency should I report financial data in?

The first time you submit data within the portal, it will allow you to enter and therefore specify the currency used by your institution under the 'Institutional profile' tab.

[I still need more help – what do I do?](#)

Guidelines and documentation are built into the collection tool pages. Should you have any further questions, please contact the data collection team by email at impact@timeshighereducation.com , alternatively contact us via telephone +44 (0) 2039634700 during UK office hours (Monday to Friday: 9am to 5pm).