

What Matters to International Students?

FOCUS ON
INDIA



 INTELLIGENCEUNIT

in association with



THE UNIVERSITY OF
SYDNEY

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As International Research Liaison in the QS Intelligence Unit, Dasha combines a largely public-facing role with extensive involvement in the unit's research, analysis and rankings delivery. She specialises in qualitative research, having run focus groups with prospective international students from all over the world. Leading on key partner relationships, she regularly liaises with university officials and presents at higher education conferences. Coming from a student leadership background, Dasha represented the academic interests of over 30,000 students in one of the biggest Students' Unions in the UK. During her time as Education Officer, she led a series of insight projects into student experience and campaigned for universities to improve their offering.

Laura Bridgestock

Part of the QS Digital Solutions team, Laura Bridgestock is the editor of *TopUniversities.com*, the student-focused platform on which the QS World University Rankings® is published. Attracting just under 30 million unique visitors in 2015, the site is one of the world's most-visited resources for prospective students. As well as focusing on the continued development of QS's online resources for students, Laura also contributes to the company's work in providing insights for the higher education sector, including reports on student motivations and priorities, online behaviour and mobility trends.

Georgia Philippou

Graphic designer Georgia Philippou also works within the QS Digital Solutions team, creating innovative infographics and visualisations based on QS's research and rankings. Her work is featured on *TopUniversities.com* and *TopMBA.com*, and across the company's social media channels. Georgia is the lead designer for a range of print and online publications, including a popular range of guides for prospective students, as well as market research reports for higher education professionals.

WHAT MATTERS TO PROSPECTIVE INTERNATIONAL STUDENTS?

Focus on India

The number of foreign tertiary students enrolled worldwide increased by 50% between 2005 and 2012, with the total number estimated to have surpassed five million by 2015. Students from India inevitably make up a large proportion of this movement and continue to account for a significant proportion of international enrolments. The latest UNESCO figures show India to be the second biggest sender of international students worldwide, as well as within the UK, US (13.6% according to Open Doors Data) and Australia in particular.

At QS, we engage with millions of current and prospective students all over the world on a daily basis. Our most-used resource, the QS World University Rankings®, is created primarily for the information and interest of prospective students, and it's important to us that we continue to provide materials in line with student needs. With this in mind, we initiated a series of focus groups with prospective students in key regions for student mobility, including China, India, the US, South East Asia, Europe and Latin America. Our qualitative research was accompanied by a short survey, the QS Student Rankings Survey, exploring the same issues in

a quantitative format. Having run a total of almost 60 focus groups and collected over 1,800 survey responses, we are able to present a series of reports, exploring key trends in each region.

While the bulk of this report is based on research collected in Delhi and Mumbai, a broader national context is provided by the QS World Grad School Tour Applicant Survey. This global survey has been running for almost 10 years, collecting more than 35,000 responses in the last three years alone. Respondents from across India are well represented, making it possible to see how closely our findings in these two major cities correspond to wider national trends.

A number of distinctive elements appear to characterise Indian applicants; these relate to their understanding of what constitutes quality of education, their focus on enhancing interpersonal skills, their reliance on a particular set of information sources, and the challenges they face as part of a country with such a large population and growing number of graduates. These factors form the key focus of this report, alongside insights into their attitude to university rankings and reputation.



Almost 60 focus groups
with ~300 participants



11 countries



15 cities



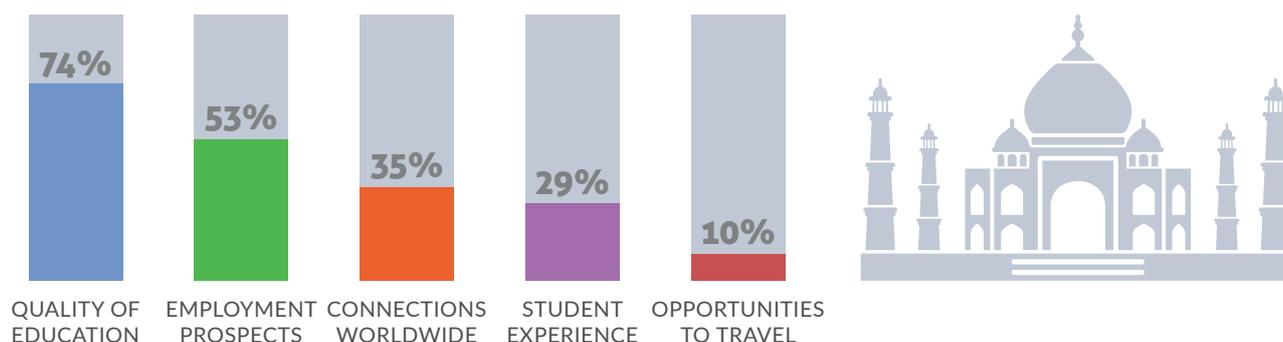
19 events



Over 1,800
survey responses

THE QUEST FOR 'QUALITY OF EDUCATION'

WHAT ARE THE BENEFITS OF STUDYING AT AN INTERNATIONALLY RECOGNISED UNIVERSITY?



Source: QS Student Rankings Survey 2015 (Indian respondents only)

Compared to prospective students in the other locations covered by this project, those in India are especially likely to name quality of education as a key benefit of studying at an internationally recognised university. Almost three quarters of surveyed Indian applicants named this among the top two benefits – compared, for example, to 53% of applicants in the US, and 48% of those in the UK. Consistent with this, ‘teaching quality’ is the priority most often cited by Indian applicants when comparing and assessing universities.

But what do the terms ‘quality of education’ and ‘teaching quality’ mean to this group of students? Our focus groups in Mumbai and Delhi highlight several key factors shaping Indian students’ understanding of the quality of education on offer.

Experienced and prominent faculty members

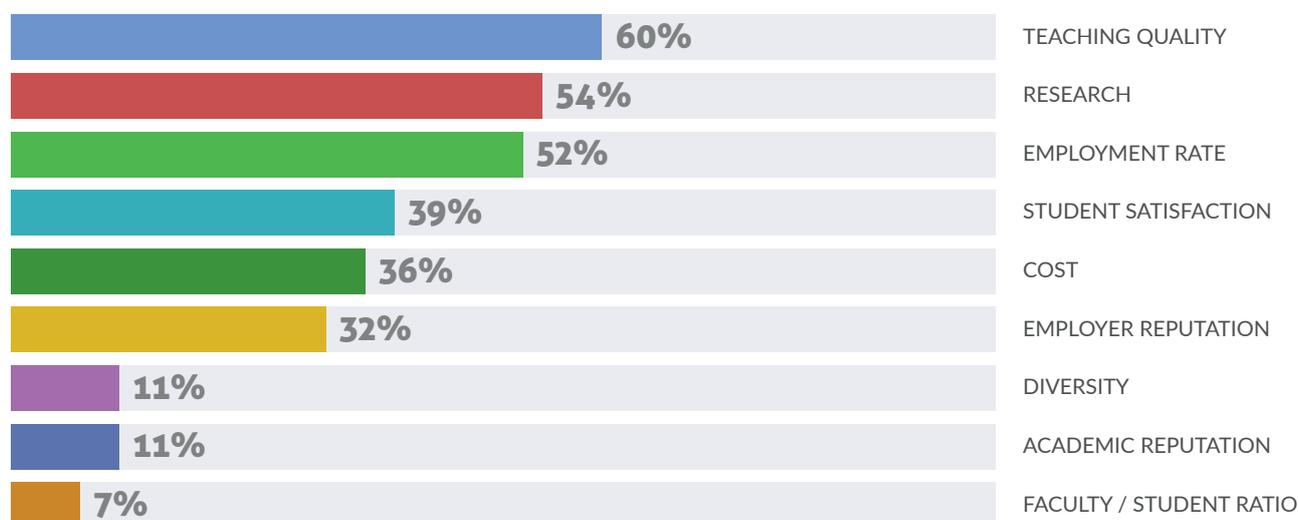
First, Indian applicants stand out for their focus on researching the academics in their shortlisted university departments. While the importance of strong teaching staff and researchers is mentioned by prospective

students in many locations, those in India are particularly likely to report spending time reading papers published by faculties under their consideration, and finding out as much as possible about faculty members’ specialisations and reputation.

Vivesh, keen to study an MA in Music at the University of California, Berkeley, told us: *“I really want to learn from very good teachers. So I’ve been following the journals of some of the professors from Berkeley, and that helped a lot. The teaching they are doing there is very different from the teaching they do here... For me the teachers are the most important thing.”*

Fellow master’s applicant Sunny similarly highlighted information about the department’s teaching staff and research among his top priorities. In an ideal university ranking, he said he’d like to be able to assess: *“The teaching faculty ... the kind of research you have done before, the kind and number of patents you have, then the industry relations where there can be internships and what incentives they offer to the students.”*

WHICH INDICATORS ARE MOST IMPORTANT TO YOU?



Source: QS Student Rankings Survey 2015 (Indian respondents only)

Focus on practical applications

Sunny's reference to industry relations and internships is also typical. Like prospective students worldwide, those in India are keen to ensure their studies lead to strengthened employment prospects. They often mention employability-related factors as part of their assessment of educational quality, and this often entails seeking a course abroad with a more practical and applied focus than they have experienced locally.

Rohit, for example, said he felt that, "In India you cannot learn and apply new things at the same time. You can either learn or apply." Similarly, Gaurav explained, "Teaching is important because in India we only learn theoretical but not practical, so this is what I want to learn." It seems that for many Indian applicants, this applied focus is a key factor when assessing quality of education.

Employability-related factors may also impact on how teaching staff are assessed. For instance, prospective marketing student Anishka told us she was looking not just for strong teaching or research credentials, but also a relevant professional network. Her ideal university

ranking would reflect: "The quality of the course and the teaching faculty, how good they are. How qualified they are and what experience they have. And I think the networks they have which will help me to get a job."

Diversity of specialisations

A third key element for Indian students when assessing 'quality of education' relates to the diversity of specialisations available. For Vivesh in Delhi, Berkeley's appeal is largely due to the range of specialised options available in his field (music): "There is a special stream for jazz, there is a special stream for rock; it is the diversity that attracts me personally."

"...The course shouldn't be spoon-fed. I want to do more self-study. The teacher shouldn't just tell me which questions to study for the exam... I want to be able to take the initiative."

Hariharan, Mumbai

Vivesh felt that this range of specialisation would not be available nearer to home, and many other Indian applicants – across a broad range of disciplines – expressed a similar motivation for looking abroad. Finance applicant Chintan told us that his area of study was not widely available locally: *“We do not get the quantitative side of it – the core finance – and I want to learn those skills in core finance.”* Similarly Neha explained, *“If I want to increase my value and potential I should go for a master’s which is not available in India.”*

As Neha’s comment suggests, studying a highly specialised programme is often perceived as a way to stand out in India’s highly competitive graduate employment market. For some students – such as Gaurav – this makes specialised course content the most important factor to consider, ahead of either institutional reputation or location: *“Programme is most important as I’m looking for the power sector only as I don’t want to waste the five years of experience I have [in that field]. There aren’t so many universities dealing in this particular sector, so that narrows my options down.”*

“If I want to increase my value and potential I should go for a master’s which is not available in India.”

Neha, Delhi

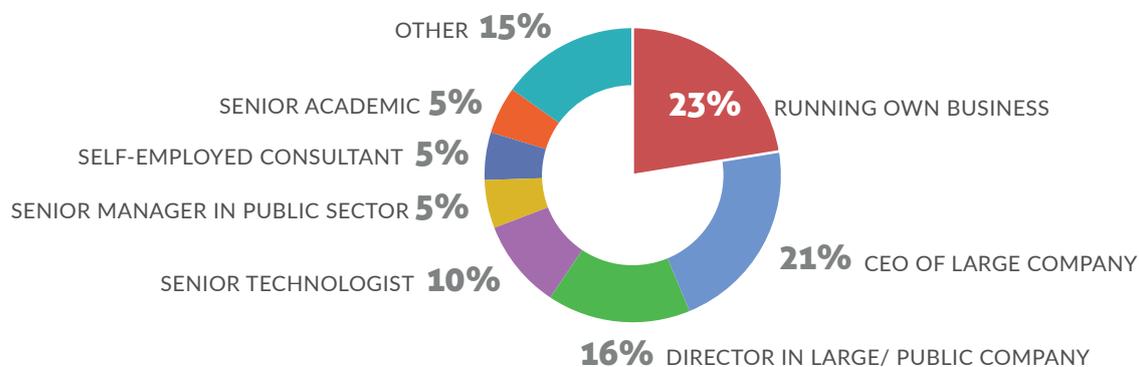
Independent learning

For many Indian applicants, educational quality is also closely associated with independence; they are often seeking a more independent and initiative-based approach than they have previously experienced. The word ‘independence’ recurred when they spoke about their motivations for studying abroad, at the heart of their aspirations for personal, academic and professional development.

Hariharan, for instance, expressed his dual desire of achieving greater independence in both personal and academic life: *“I’m hoping to be more independent through living abroad as so far I’ve only lived in Bombay with the parents... The course shouldn’t be spoon-fed. I want to do more self-study. The teacher shouldn’t just tell me which questions to study for the exam... I want to be able to take the initiative.”*

While Indian applicants’ focus on independence is often associated with a sense of having lived and studied in a relatively predictable environment, it also aligns with their entrepreneurial outlook. Many are already working within family firms, and are keen to gain the skills needed to expand these businesses. This entrepreneurial focus is reflected in the QS Applicant Survey, in which the largest group of Indian respondents say their 10-year career goal is to be heading their own business.

INDIAN APPLICANTS' CAREER GOALS IN 10 YEARS' TIME



Source: QS World Grad School Tour Applicant Survey 2015

INFORMATION SOURCES AND INFLUENCES

All international students draw on a range of information sources when making their choices, each carrying a varying degree of authority and influence. Like their peers elsewhere in the world, the Indian students we spoke to mentioned the importance of online sources, personal connections, peer reviews and direct contact with universities – but they stood out in several ways for their distinctive approach to these sources, and the level of effort expended on each.

“July I started looking [for a university]. I didn’t have the go ahead from the family to just leave the business until then but then I quickly researched and did my GMAT and I think I’ll apply soon.”

Anvi, Mumbai

Friends and family

As may be expected, we found Indian students were comparatively more likely to cite family and friends as significant influences when choosing a university or a programme. For instance, Anvi, who was working for her family’s business, felt it was important to reach familial agreement before commencing her application: *“July I started looking [for a university]. I didn’t have the go ahead from the family to just leave the business until then but then I quickly researched and did my GMAT and I think I’ll apply soon.”*

While many students felt closely aligned with the perspectives of friends and family members, others experienced these opinions as a source of conflict and confusion. For example, Neha said she felt uncertain about her future due to the misalignment between her own preference and that of her parents: *“I want to do a master’s after my graduation in finance and accountancy*

or management; I’m a bit confused. Honestly, I want to do a master’s in marketing but my parents don’t want me to do that.” Similarly, Shubham G. shared his experience of receiving ‘too much’ advice: *“Unwantedly, your parents and friends do comment on your decision. Even if they don’t know, they will find someone who studies there and there will be new bits of advice flowing from everywhere.”*

Meanwhile for some, family influence was experienced in a more positive light, as a source of personal strengths. Shubham M. spoke about how he had benefitted from exposure to his family’s enterprise: *“I’m from a business family, my father’s into textiles. So I’ve got that business acumen in me, and naturally I want to end up doing my own thing, become an entrepreneur.”*

Current and future professors

Indian applicants also seem to be particularly strongly influenced by their current professors, often mentioning faculty members even more than family. This is aligned with their understanding of quality of education, and the central role professors play in this. For example, Aniruddha outlined his priorities when choosing a university: *“I’ll discuss with the faculty first, and definitely I don’t think they will misguide me. And after coming to an agreement with them, I will decide where to apply. But my parents are from [a] different background so I cannot discuss with them.”*

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Aniruddha, Delhi

“Because I’ll be with them for one or two years, I want to know where they come from on average. They are what I’m going to experience.”

Shubham M., Delhi

This approach is in line with the high level of awareness shown by many Indian students about the limitations of sources such as rankings, providing an alternative way to gain reassurance from a source of perceived authority. Hariharan, a prospective student currently studying in India under the University of London International Programmes, was one of a number of students influenced by contact with professors associated with overseas institutions: *“Universities like LSE and Cambridge, I had professors from there who taught us and they seemed knowledgeable on the subject.”*

Current students and alumni

While students all over the world say they would like to hear more from current students and alumni, Indian applicants seem particularly proactive in making contact and seeking the desired peer reviews. Some told us they had tried to make contact via details provided on university websites, while a significant number had attempted to connect with students and alumni using LinkedIn.

Some had also followed this process in reverse – identifying a professional or academic they admired, and finding out which institutions they had passed through. Allan provides a good example of this: *“The first reason I chose to do national management was meeting company representatives. I knew that the impressive man I met did that course and he has inspired me to follow his path.”*

Chintan was among those who had successfully contacted current students, and used their feedback to shape his own decision: *“I won’t name the university of course, but I contacted one current student who gave me a*

negative opinion about that university now. So I will think twice before applying to that university.”

Finally, Indian students are no different from their peers elsewhere in being highly motivated by career development, and they also look for sources that will help them gauge the impact of their studies in this regard. Ustav, for instance, stresses the importance of accreditation: *“For all the programmes that are offered in international relations, there’s a consortium called APSIA, which basically helps me understand if a degree will be useful later in life.”*

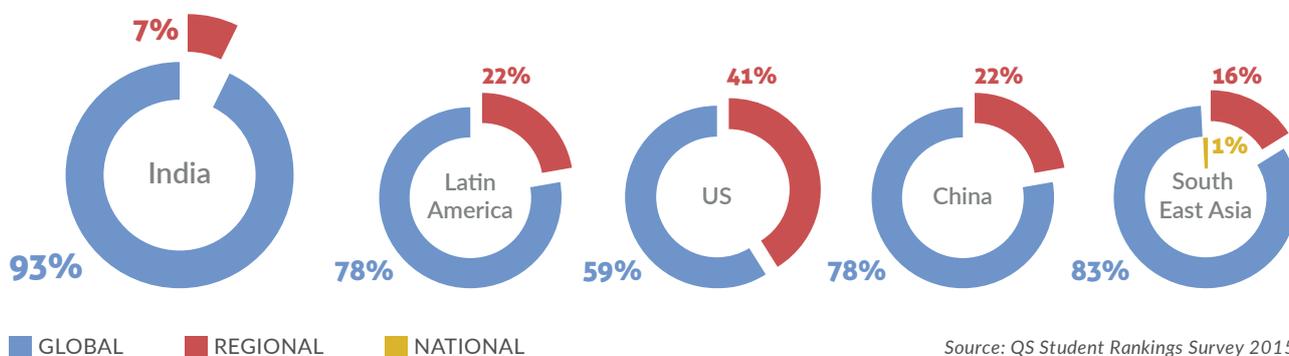
Many Indian applicants are also keen to access information about the class profiles of their future institutions; they recognise the impact that their peers, as well as their professors, will have on their student experience. Shubham M., for example, told us: *“Because I’ll be with them for one or two years, I want to know where they come from on average. They are what I’m going to experience.”*

“For all the programmes that are offered in international relations, there’s a consortium called APSIA, which basically helps me understand if a degree will be useful later in life.”

Ustav, Mumbai

APPROACHES TO UNIVERSITY RANKINGS

WHAT GEOGRAPHICAL SCOPE OF RANKINGS DO YOU FIND MOST USEFUL?



University rankings are widely consulted by prospective international students in India. While valuing overall rankings and reputation, Indian applicants join their peers elsewhere in the world in expressing a preference for subject-specific rankings (see page 10). Though studying at a highly ranked university is a clear goal for many Indian applicants, most emphasise that rankings should be considered alongside other sources and priorities.

Rankings as an indicator of quality

Indian applicants are divided on the question of whether rankings provide a reflection of educational quality. For some, this is perceived as part of their utility – though this is not always based on a true perspective of what university rankings typically measure. Sunny, for instance, told us “[The ranking is] obviously a sign of the quality of a university because it takes into account various qualities of that place, maybe teaching, maybe placements, maybe student/teacher ratio, maybe the living environment and the lifestyle one gets.”

Others agree that rankings can be used to assess the quality of the experience on offer, but relate this more clearly to specific indicators within the ranking. Priyank, for instance, said she would consult the rankings to see

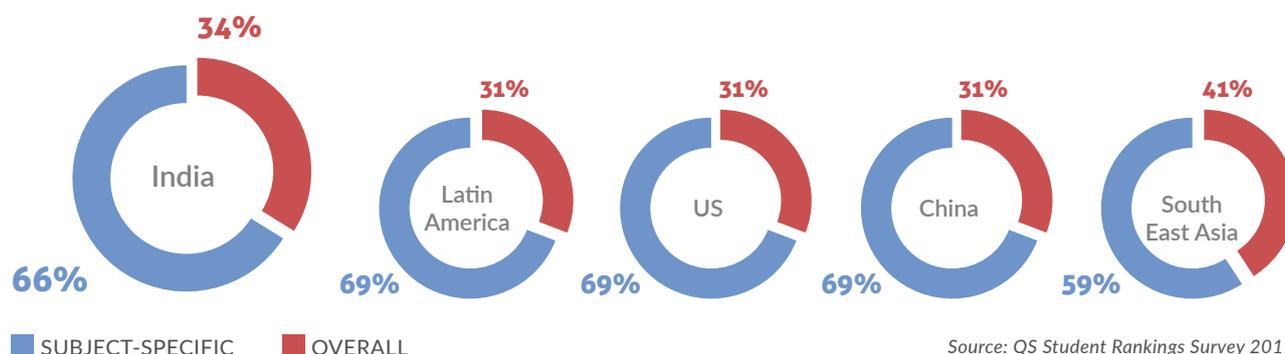
how internationally diverse the student community would be, explaining, “If there are more international students going there, it will be easier for me to adapt.”

A third segment of Indian applicants adopts a more critical approach, highlighting a range of factors that cannot be captured in a ranking table. Ayush, for example, provided a specific example of a university he was interested in for reasons other than the ranking: “It is not listed in the top 50 when it comes to materials engineering but they have excellent centres with Boeing, Tata and Rolls Royce which guarantee you perfect placements. So if that’s my concern, I won’t be looking at its total profile, I’ll be looking at what I want for my future.”

“I am looking to do something that will give me an edge over things. That will give me a bang on a door. That type of package I am looking for and I’ll only get that from a high reputed institute. This is for job opportunities.”

Priyanka, Mumbai

DO YOU FIND SUBJECT-SPECIFIC OR OVERALL RANKINGS MORE USEFUL?



Source: QS Student Rankings Survey 2015

Rankings and return on investment

While Indian applicants display a wide range of perspectives about what rankings can or cannot show, they are in much greater agreement about the relationship between rankings and return on investment. Like students the world over, those in India typically perceive rankings as closely correlated to institutional reputation, which they view in turn as a key factor in optimising their future career opportunities.

This is a relationship agreed on even by those keen to emphasise priorities other than the rankings. Parmeshwari, for instance, argued that the ranking was relatively unimportant – yet went on to add, “It’s important they are in the top 100 because there should be some return on all the investment.” A similar point comes from Priyanka, who explained, “I am looking to do something that will give me an edge over things. That will give me a bang on a door. That type of package I am looking for and I’ll only get that from a high reputed institute. This is for job opportunities.”

In addition to viewing highly ranked universities as a way to “bang on the door” of prospective employers, many Indian applicants said they would like to see return on investment assessed as part of university rankings. Prashant, for example, said the most important rankings indicators should be; “The alumni factor and the employment factor... because there is one thing everyone looks for after they finish their course – the earnings you can get after that.”

The importance of cross-checking

Regardless of how much weight they place on rankings, Indian applicants share a general tendency to qualify their use of rankings through cross-checking and comparison. They report being significantly more likely to make a decision based on a ranking if it is corroborated by other sources. Some highlighted the value of consulting more than one ranking for this reason, such as Shubham M.: “I look into multiple rankings and see if there is a lot of discrepancy between them.”

For others, the most important way to cross-check rankings is to see if they match up to the personal perspectives of current or past students. Krishna emphasised, “Rankings are not more important than goodwill – what people say about it [the university].” Similarly, Hariharan explained: “It’s a combination. The rankings are my method for finding out which colleges are at the top at the moment. Plus talking to my teachers and then alumni and professors there, and it’s this combination that I value the most. But I also get information from my friends who study in the same field. If the information I get from rankings and my friends is consistent, then I will think it’s a good university.”

“The alumni factor and the employment factor... because there is one thing everyone looks for after they finish their course – the earnings you can get after that.”

Prashant, Delhi

Anvi, on the other hand, mentioned that after looking at the rankings for her subject, her priority would be to ensure the course was a close match for her career ambitions. This is a high priority for many Indian applicants, in line with their common focus on looking abroad for more diverse options to enhance their employment prospects. Many said the curriculum would ultimately be a higher priority than the ranking, as in the case of Ustav: *“If the programme is good, I will go for it even if it’s not in a reputed university or a well-known degree... I will still opt for a university that isn’t that well ranked overall as long as I’m happy with the programme.”*

On a similar theme, some students pointed out that the best course in their field may not necessarily be offered by a ranked university. As Mukund said, *“There are certain colleges that are good but are not in the rankings. When I go on the college website, I can see the courses are good and provide good skills.”*

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Mukund, Delhi



Case study

Name: Shubham
Location: Delhi

Having studied a BTEC in electrical engineering followed by an MBA in finance in India, Shubham is now looking to do a master’s in quantitative finance abroad. He originally hoped to study in the US, but having received a positive response from Singapore Management University and met a representative of the University of Sydney at the QS World Grad School Tour, he has now added both to his shortlist.

Shubham considered staying in India for his second master’s degree, but decided the competition is too tough, and the exact programme he is seeking is not available: *“Even if I did get into a good university, the course that I’m targeting [financial engineering], there still isn’t that in India, so why waste my effort? There’s only MBA available in finance.”*

He says that when making his decision, he faced the “typical Indian scenario” where *“family don’t suggest but they like to comment”*. He is also relatively committed to checking university rankings but pays most attention to subject-specific rankings, as finding the right course is very important to him.

When asked to name the most important aspect of his study abroad experience, he says: *“[It’s the] post-programme scenario because I’m targeting the finance world. Companies don’t eagerly travel to other parts of the [United] States; they are more keen for students in New York, interacting with companies.”* To enhance his career prospects, Shubham is keen to gain work experience during his studies. He views the fees as a secondary consideration, after successfully competing to gain admission to a good course.

THE CHALLENGE OF STANDING OUT

Beneath all of the motivations and priorities discussed so far is the challenge of standing out in a highly competitive graduate jobs market. While this is a challenge encountered by young people around the world, it is particularly keenly felt by those in India, as part of a population of over 1.2 billion. With graduation rates climbing particularly fast in popular fields such as engineering and technology, many Indian applicants view international study as an essential way to differentiate themselves.

Improving interpersonal skills

As part of their recognition of the value of gaining international experience, Indian applicants are often particularly keen to study in a diverse environment which provides opportunities to interact with people from multiple cultures. They value this as an important opportunity to develop 'soft skills' that will help them stand out when competing for jobs.

Shubham M. highlighted the extent to which this side of studying abroad is valued: *"People skills are, according to me, the most important. More important than any technical skill."* Similarly, Ustav explained: *"At the end of*

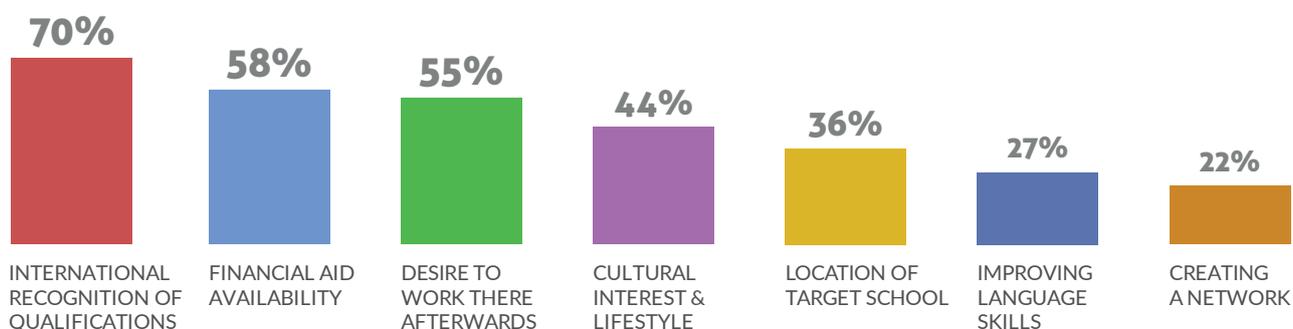
the programme I want to be more liberal-minded because in the professions I want to pursue, you have to consider different perspectives. If there are debate clubs, sports clubs, I will definitely get involved. Going abroad should make me comfortable with different cultures; [the] staff and student body should be diverse."

For many Indian applicants, opportunities to develop interpersonal and cross-cultural skills constitute a key priority when evaluating universities. As Devika reasoned: *"On average, top-ranked universities do generate amazingly talented and creative people. So we would need to assess the quality of the students that are there, [and] what extracurricular programmes are there."*

The value of an international degree

It's perhaps not surprising that one of the key reasons Indian students are keen to study abroad is to gain internationally recognised and reputed qualifications. According to the QS Applicant Survey, this has been consistently a key motivation for students from all over the world for the past decade. The second most-cited motivation for Indian applicants is 'to progress in my

PRIMARY MOTIVATIONS WHEN CHOOSING A STUDY DESTINATION



Source: QS World Grad School Tour Applicant Survey 2015 (Indian respondents only)

current career' – arguably the underlying factor for the importance of internationally recognised qualifications.

The Indian applicants we spoke to held strong perceptions about the impact an international degree could have on their career, viewing this as linked to both social and professional status. As Gaurav S. said, *“Having an international degree attracts companies here in India; they will be able to hire you easier. In India, social status is very important. If you have it, everyone is with you; if you don't, everyone abandons you.”*

Others stressed that an international degree is an enormous financial investment for the average Indian student. Scholarships, financial support and professional advice often play a crucial role in decision-making. Yet most students agree that the investment is likely to be worthwhile and in fact, the high cost is often perceived as linked to the value of an international degree, meaning this pathway is still not widely accessible.

As Priyank shared: *“Considering the country that we live in, the kind of money that we make and what we have to*

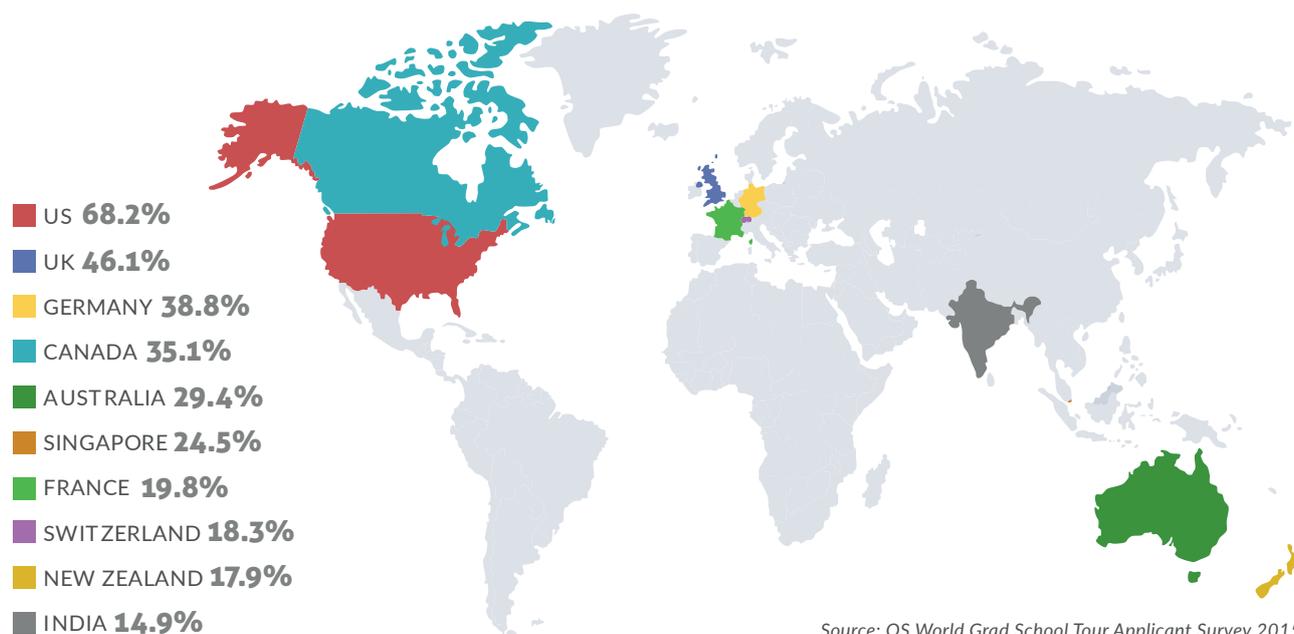
spend, various domains get saturated after two to five years. You need to have the kind of education that separates you from the crowd, from millions of people. An international degree will do that. It comes with a huge price.” Many students emphasised the importance of scholarships given the significant costs involved. However, others, like Shubham G., argued that the need to stand out outweighs the financial challenge: *“I don't agree about scholarships because there's so much competition [for jobs]. I just want to get onto a good course and start getting the exposure and experience.”*

Gaining new perspectives on business

We encountered a perception among Indian students that despite the huge population, there is not much diversity in ways of thinking or approaches to business. They believe they can challenge more traditional practices through studying and working abroad, especially in countries reputable for particular industries.

Shubham G. expressed his frustration with the lack of creativity in his peers' choices: *“Everybody is running in a*

TOP 10 STUDY DESTINATIONS FOR INDIAN APPLICANTS



Source: QS World Grad School Tour Applicant Survey 2015

race where they want to do [an] MBA after engineering, but where they want to implement that engineering they don't know, but everyone does it anyway." Meanwhile Allan was keen to gain fresh perspectives on business practices: "How they [Germany and France] approach customers, and how we approach customers is totally different. They improvise a lot, and we do it with a set of rules, very structured. But the result is very average this way!"

In line with the idea of gaining new business knowledge and techniques, many applicants were keen to work in their study destination for a number of years after graduating, much like Shubham M.: "For me [a] post-work visa and post-study experience is important because I do want to work abroad. If [the] UK had a good visa policy, I would definitely go there. As it stands, it's a huge let down, just a couple of years of education will not cut it for me."

"I don't agree about scholarships because there's so much competition [for jobs]. I just want to get onto a good course and start getting the exposure and experience."

Shubham G., Delhi

FINAL THOUGHTS

For university leaders, our research highlights a number of opportunities to strengthen engagement with prospective students in India. Institutions recruiting in this region are likely to benefit from emphasising the practical focus of courses, as well as the integration of professional experience and employer interaction, highlighting opportunities for students to gain exposure to industry and international business practices.

It would be of further benefit to provide statistics on the diversity of the institution, including the composition of the staff and student community. Universities aiming to align themselves with the aspirations of Indian applicants should also emphasise independent learning and lifestyle, alongside the variety of extracurricular activities available.

There is also an opportunity to engage Indian students by providing details about teaching faculty, methods and facilities, as well as support networks and the variety of specialised course options. This information will speak to their focus on quality of education, which relates to both course content and teaching quality.

Our focus groups in this region also provide evidence for the efficacy of international academic exchange – visiting professors, partnerships between universities and joint programs – in determining Indian students' future preferences about where to study. Universities engaging in these kinds of academic partnerships, and those involving faculty members in recruitment, are likely to stand a better chance of securing the interest and trust of Indian applicants.

Moreover, universities should bear in mind that Indian applicants are especially determined in their efforts to contact current students and alumni. Playing a facilitating role in these peer to peer communications is again likely to significantly boost institutions' standing among Indian applicants.

For insights on the distinctive priorities, challenges and motivations of international applicants in other key recruitment areas, keep an eye out for upcoming reports in this series, or contact us directly for information about future projects.

ABOUT QS

Established in 1990, QS is dedicated to providing independent and authoritative research and resources for both prospective students and higher education providers worldwide. The QS World University Rankings®, published annually since 2004 and hosted on student-focused platform TopUniversities.com, is among the most-consulted resources in the sector.

In response to growing public demand for comparative data on universities and other higher education providers, and for institutions to develop deeper insight into their competitive environment, the QS Intelligence Unit was formed in 2008. Committed to the key values of rigorous integrity, undeniable value, unique insight and charismatic presentation, QSIU strives to be the most trusted independent source of global intelligence on the higher education sector.

In addition to the research and insights provided by QSIU, the company offers a range of services to help prospective international students find the right institution – and vice versa. This includes a global series of higher education fairs; an annual publication cycle of guides, reports and e-papers; and a dynamic range of online platforms.



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