

Education & Training Quality Surveys

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Frequently Asked Questions Guide For Higher Education Quality Surveys

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Introduction

The Higher Education Quality Surveys aim to enable members of higher education institutions and employers to share their perspectives on the educational experience, university environment, graduates' skills, and other aspects related to higher education. These surveys contribute to enhancing the quality of outcomes and fostering an optimal university environment.

This guide includes a set of frequently asked questions related to the Higher Education Quality Surveys.

Frequently Asked Questions Guide for Higher Education Quality Surveys

No.	Question	Answer
1.	What are Higher Education Quality Surveys?	Higher Education Quality Surveys are systematically developed tools, administered annually, to capture the perspectives of various beneficiaries. They serve to identify strengths and areas for improvement, support continuous development of educational inputs, processes, and outputs, enhance the academic environment, and align educational outcomes with labor market needs in accordance with the objectives of Saudi Vision 2030.
2.	What is the “Higher Education Quality Survey” platform?	The “Higher Education Quality Survey” platform, overseen by the Education and Training Evaluation Commission, is a digital platform designed to gather the perspectives of higher education institution members and related stakeholders. It administers surveys on the quality of the educational process, the learning environment, graduates’ skills and readiness for the labor market, as well as systems, regulations, policies, and other higher education aspects. The platform aims to utilize participants’ insights to enhance the educational process and improve all dimensions assessed through these surveys.
3.	Is participation in the surveys open to everyone?	Participation is open to the designated target groups invited to take part in the surveys.
4.	Who are the target groups in the Higher Education Quality Surveys?	The target groups include: <ol style="list-style-type: none"> 1. Students: (Intermediate Diploma – Bachelor’s – Higher Diploma – Master’s – Doctorate). 2. Graduates: (Intermediate Diploma – Bachelor’s – Higher Diploma – Master’s – Doctorate). 3. Faculty members and their equivalents. 4. Employers.

No.	Question	Answer
5.	<p>What are the stages of designing and launching Higher Education Quality Surveys?</p>	<p>The stages include the following:</p> <ol style="list-style-type: none"> 1. Conducting a review of prominent international, regional, and local practices and benchmarking studies, and analyzing the most relevant national documents. 2. Identifying the required surveys. 3. Designing the methodology and survey tools, and validation models. 4. Incorporating the needs of beneficiary entities. 5. Review the survey tools and validate them (conduct workshops with stakeholders). 6. Preparing explanatory guides in both Arabic and English, including: <ul style="list-style-type: none"> ▪ Guide to Higher Education Quality Surveys. ▪ Terminology Guide for Higher Education Quality Surveys. ▪ Frequently Asked Questions Guide for Higher Education Quality Surveys. ▪ Visual Guide for Higher Education Quality Surveys Platform. ▪ Electronic Services Guide for Higher Education Quality Surveys Platform. 7. Officially launch and publish the surveys through the Digital Accreditation and Ranking Platform. 8. Awareness and promotion of survey participation: <ul style="list-style-type: none"> • Launch a media campaign introducing the surveys. • Organize workshops in parallel with the official launch of the platform. 9. Clean and validate the data to ensure its quality and accuracy.

No.	Question	Answer
		<p>10. Data analysis: The process involves several steps starting with coding the data and concluding with applying appropriate statistical methods to achieve the survey objectives.</p> <p>11. Extract the results and prepare reports.</p>
6.	What are the main opportunities provided by Higher Education Quality Surveys?	<ol style="list-style-type: none"> 1. Monitoring the quality of higher education in the Kingdom of Saudi Arabia. 2. Enabling more informed decision-making in the field of higher education. 3. Utilizing data to support decisions and strengthen stakeholder engagement. 4. Enhancing the overall quality of education. 5. Achieving international recognition.
7.	Who are the beneficiaries of Higher Education Quality Surveys?	<p>Projects, initiatives, and indicators benefiting in higher education:</p> <ol style="list-style-type: none"> 1. Institutional accreditation. 2. Program accreditation. 3. The Saudi Global Ranking (SGR) for Higher education institutions 4. Education system indicator. 5. Evaluation studies. 6. Education and Training Status Room <p>Beneficiaries:</p> <ol style="list-style-type: none"> 1. Ministry of Education. 2. Council of University Affairs. 3. Ministry of Human Resources and Social Development and National Labor Observatory. 4. Government and Expenditure and Projects Efficiency Authority.

No.	Question	Answer
		<ol style="list-style-type: none"> 5. ADAA Center (National Center for Performance Measurement). 6. Higher education institutions. 7. Students, Graduates, Faculty members, and their equivalents. 8. Guardians 9. Employers. 10. Potential investors. 11. Other relevant stakeholders.
8.	<p>What are the objectives of Higher Education Quality Surveys?</p>	<p>Higher Education Quality Surveys aim to:</p> <ol style="list-style-type: none"> 1. Enhance stakeholder engagement by capturing their opinions, understanding their needs and aspirations, and thereby contributing to the improvement of educational inputs, processes, and outputs. 2. Independently assess stakeholder satisfaction with the quality of higher education institutions' outputs. 3. Strengthen the development of educational outcomes by evaluating graduates' knowledge and skills, and examining the alignment of their employment with their fields of specialization. 4. Standardize practices for conducting surveys to evaluate the quality of education and training, based on a scientific and constructive methodology. 5. Provide data and information to support decision-making processes aimed at assessing and improving the quality of educational outcomes. 6. Inform and measure selected higher education indicators related to accreditation, ranking, and other key areas.

No.	Question	Answer
9.	<p>What are the positive impacts of Higher Education Quality Surveys?</p>	<p>Higher Education Quality Surveys contribute to achieving multiple positive impacts, including:</p> <p>Positive impact on higher education institutions:</p> <ul style="list-style-type: none"> ▪ Utilizing national surveys data and results to assess the effectiveness of programs, curricula, and student support services. ▪ Leveraging results to attract prospective students by highlighting success stories or strong rankings. <p>Positive impact on graduates:</p> <ul style="list-style-type: none"> ▪ Better understanding of the labor market and more effective career planning. <p>Positive impact on students:</p> <ul style="list-style-type: none"> ▪ Engaging students in enhancing the teaching and learning process through active participation, opinion sharing, and constructive feedback. <p>Positive impact on parents:</p> <ul style="list-style-type: none"> ▪ Better understanding of the labor market. ▪ Contributing to the improvement of teaching and learning quality through participation. <p>Positive impact on potential investors:</p> <ul style="list-style-type: none"> ▪ Providing insights into high-demand fields of study, promising institutions, and future trends. ▪ Guiding investment strategies. <p>Positive impact on employers:</p> <ul style="list-style-type: none"> ▪ Understanding graduates' current skill sets, enabling refinement of expectations. ▪ Identifying suitable institutions and programs for targeted recruitment campaigns

No.	Question	Answer
		<p>Positive impact on policymakers:</p> <ul style="list-style-type: none"> ▪ Delivering valuable data on the effectiveness of the higher education system at the national level. ▪ Supporting evidence-based decision-making to enhance the quality of education and learning.
10.	How are participants selected?	<p>Participants are selected based on the contact lists of the target groups provided by higher education institutions. The survey link is sent to all individuals and entities whose contact information is shared by the institution. These groups include Students, Graduates, Faculty members and their equivalents, as well as employers of the institution's graduates.</p>
11.	How were the survey items selected?	<p>The questions were selected based on local and international benchmarking models, the NCAAA standards for programmatic and institutional accreditation, the orientations of Saudi Vision 2030, adult skills within the PIAAC framework, the Human Capability Development Program framework, the National Qualifications Framework, and 21st-century skills according to the OECD classification.</p> <p>In addition, alignment was ensured during the design of the surveys to guarantee direct and indirect impact on the Sustainable Development Goals (SDGs), such as: Quality Education (Goal 4 of the SDGs); Decent Work and Economic Growth (Goal 8 of the SDGs); Industry, Innovation, and Infrastructure (Goal 9 of the SDGs); and Reduced Inequalities (Goal 10 of the SDGs). Ensuring the quality of higher education plays a vital role in achieving these goals at both the national and global levels.</p>

No.	Question	Answer
12.	How can the survey results be accessed?	The results of the Higher Education Quality Surveys can be accessed through the official publication channels and means approved by the Education and Training Evaluation Commission.
13.	Are some surveys administered more than once?	The Higher Education Quality Surveys are conducted on a periodic basis, with certain surveys administered more than once within the same cycle when deemed necessary.
14.	Can the same individual respond to the survey more than once?	An individual can only complete the survey once per cycle
15.	What is the approved period during which the surveys remain open?	The timeline for administering the Higher Education Quality Surveys is established through the Higher Education Quality surveys platform.
16.	Is it required to create an account on the survey platform?	It is not necessary to create an account on the Survey Platform, and participation in the survey will be possible once it is published, as all instructions and guidelines for participating in the Higher Education Quality Surveys are published and made accessible to all participants
17.	Why is employer participation in the surveys considered essential?	The Employer Survey aims to measure the alignment between higher education graduates' skills and labor market requirements, as well as the contribution of academic programs to developing competencies that meet market needs.

No.	Question	Answer
18.	What efforts are undertaken to raise stakeholders' awareness and encourage their participation in the Higher Education Quality Surveys?	<p>The efforts include launching awareness campaigns such as:</p> <ol style="list-style-type: none"> 1. Developing interactive promotional campaigns through digital platforms such as social media, email, and websites. 2. Collaboration with higher education institutions. 3. Workshops with stakeholders. <p>It should be noted that the awareness campaign is not a media plan, but rather efforts to raise stakeholders' awareness of the necessity of participating in the Higher Education Quality Surveys to maximize their benefit.</p>
19.	What is the scope of implementing the surveys?	<p>The scope of implementation includes public and independent universities and colleges, as well as private universities and colleges.</p>
20.	What is the objective of the Student Survey?	<p>To measure students' perspectives on various aspects of their educational experience, including the quality of student orientation, the effectiveness of the educational process, the readiness of the learning environment, and the efficiency of infrastructure.</p>
21.	What is the objective of the Graduate Survey?	<p>To measure graduates' perceptions of various aspects of their academic and professional experience, including their preparation for the labor market, the development of personal, professional, and technical skills, graduation procedures, and graduate support services, as well as the extent to which their current employment aligns with their academic specializations.</p>
22.	What is the objective of the Faculty members and their equivalents Survey?	<p>To assess the perceptions of Faculty members and their equivalents regarding the quality of the educational process, the readiness of the educational environment and infrastructure, the organizational climate, as well as the availability of support and professional development opportunities.</p>

No.	Question	Answer
23.	What is the objective of the Employers' Survey?	To measure employers' assessment of higher education graduates with respect to their personal, professional, and technical skills, as well as their readiness for the labor market and the extent to which their academic specializations align with the nature of their jobs. The findings aim to support the development of academic programs and align them with the actual requirements of the labor market.
24.	Will the information I provide in the survey remain confidential?	Yes, all responses are treated with strict confidentiality and used solely for statistical analysis. The survey results are analyzed and included in institutional reports to enhance performance, without linking the results to participants' identities.
25.	Is it possible to modify my responses after the survey has been submitted?	No, responses cannot be modified once submitted. Participants are therefore kindly advised to review their answers carefully before final submission.
26.	Are the survey results used to evaluate Faculty members and their equivalents?	No, the survey is not intended to assess individuals; rather, it is conducted to enhance the overall quality of education and the learning environment.
27.	Is participation in the survey mandatory?	Participation is voluntary; however, it is greatly valued and plays a significant role in enhancing the quality of higher education and aligning its outcomes with labor market needs.
28.	Are our responses and suggestions taken into consideration?	Yes, your responses and suggestions serve as a fundamental basis for data analysis and deriving results. They help identify strengths and opportunities for improvement, support continuous development of educational inputs, processes, and outcomes, enhance the academic environment, and ensure alignment of educational outcomes with labor market needs.



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