



Program Specification

Program Name: Master of Science in Chemistry

Qualification Level : Master

Department: Chemistry

College: Science

Institution: King Khalid University

Content

| | |
|--|-----------|
| A. Program Identification and General Information | 2 |
| B. Mission, Goals, and Learning Outcomes | 5 |
| C. Curriculum | 6 |
| D. Student Admission and Support: | 9 |
| E. Teaching and Administrative Staff | 10 |
| F. Learning Resources, Facilities, and Equipment | 11 |
| G. Program Management and Regulations | 12 |
| H. Program Quality Assurance | 13 |
| I. Specification Approval Data | 15 |



A. Program Identification and General Information

1. Program Main Location:

Giraiger

2. Branches Offering the Program:

Department of Chemistry, College of Science, Male Section, Main Campus, Giraiger, Abha, Saudi Arabia

Department of Chemistry, College of Science, Female Section, King Abdulla Street Branch, Abha, Saudi Arabia

3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

This academic program has been developed with maintaining the recent academic standards, recent knowledge and skills in chemistry and employment needs. The program is therefore has been build up to deliver coherent and advanced curriculum. Accordingly, the economic, social, cultural, and technological reasons, and national needs and development reasons could be presented as follows:

- Economic reasons:
 - To satisfy the policy of Saudi Arabia in term of reducing the number of scholarships for foreign universities.
 - To contribute in solving problems in industry related to the multiple areas of chemistry
 - To increase the number of employments.
- Social and cultural reasons:
 - To contribute in satisfying the needs for graduate studies in higher education in Saudi Arabia, in general, and in the southern region, in particular.
 - To contribute in satisfying the needs of gradates to complete their postgraduate and learning new trends in research and professional development.
- Technological Development
 - To respond to the quick development in chemistry technology
 - To respond to the new development in chemistry teaching and learning, assessment methods and technology.
- Other Reasons:
 - To respond to the recommendations of the National Center for Assessment and Academic Accreditation (NCAAA) with respect to the expansion in postgraduate programs.
 - To qualify the newly developed program for accreditation from the National Center of Assessment and Academic Accreditation (NCAAA).

4. Total Credit Hours for Completing the Program: (32)



5. Learning Hours: (1250)

The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times).

6. Professional Occupations/Jobs:

- i. Researchers (research centers in public and private sectors, industry, etc.)
- ii. Academic staff at higher education institutions
- iii. Consultants at public and private sectors (industry, experience houses, etc.)

7. Major Tracks/Pathways (if any):

This program awards a Master of Science degree in Chemistry. Hence, the program does not offer major tracks or pathways. Notably, the program delivers core courses in organic, inorganic, physical and analytical chemistry disciplines, besides elective courses in the same disciplines. The students also are requested to accomplish original research in one discipline of chemistry or in multi-disciplinary of chemistry and related science.

| Major track/pathway | Credit hours (For each track) | Professional Occupations/Jobs (For each track) |
|---------------------|----------------------------------|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

8. Intermediate Exit Points/Awarded Degree (if any):

No Intermediate Exit Points/Awarded Degree

| Intermediate exit points/awarded degree | Credit hours |
|---|--------------|
| 1. | |
| 2. | |
| 3. | |



B. Mission, Goals, and Learning Outcomes

1. Program Mission:

To qualify students with advanced, deep and specialized knowledge and skills in all branches of chemistry to meet the contemporary requirements of the society.

2. Program Goals:

- 1) To prepare highly qualified graduates equipped with advanced, deep and specialized knowledge in all branches of chemistry.
- 2) To enable students to solve the scientific problems and to have research and laboratories skills in chemistry.
- 3) To enable students in mastering the use of information technology and practicing effective communications to contribute in problem solving and enhancing the community.
- 4) To earn students the skills of independent and lifelong learning and acquiring new advanced knowledge.
- 5) To supply all industrial sectors and scientific institutions in the kingdom with excellent competencies

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The relationship between the program mission and goals and the mission and goals of College of Science and King Khalid University is close since those for the program emphasize the three main domains, which are high quality of education, high standard of research and impactful community services.

4. Graduate Attributes:

1. Qualified graduates equipped with advanced and specialized knowledge in chemistry.
2. Master graduates in problem solving and research skills in all branches of chemistry.
3. Master graduates in mastering the use of information technology and practicing effective communications to contribute in problem solving and enhancing the community.
4. Qualified graduates with the skills of independent and lifelong learning and acquiring new advanced knowledge.
5. Qualified graduates to join with industrial sectors and scientific institutions in the Saudi kingdom.

5. Program learning Outcomes*

Knowledge :

| | |
|----|--|
| K1 | To demonstrate a deep understanding of the fundamental theories and concepts in chemistry. |
| K2 | To label an advance level of the experimental findings and applications of chemistry in life |
| K3 | To demonstrate a thorough and deep a specialized knowledge relevant to a research area. |
| K4 | To state the principles and ethics of scientific research. |



| | |
|-------------------|--|
| K5 | To reproduce the basic methods needed to carry out scientific research. |
| Skills | |
| S1 | To explain specialized skills in applying the fundamental theories and concepts in chemistry for solving problem. |
| S2 | To master data interpretation and critical thinking on recent topics in chemistry. |
| S3 | To master the application of recent approaches and experimental techniques in a research area. |
| S4 | To pursue, present, evaluate, and defend data and research findings in chemistry. |
| S5 | To professionally prepare research proposals and scientific publications. |
| Competence | |
| C1 | To demonstrate a high level of commitment with scientific ethics. |
| C2 | To illustrate self-confidence to enter job market or to continue studies for higher academic degrees. |
| C3 | To show professional oral and written communications in the scientific societies. |
| C4 | To show working professionally in diverse teams in classrooms, laboratories, and field. |
| C5 | To master transmittance in relevant technical information as well as specialized knowledge and research outputs from professional databases. |

* Add a table for each track and exit Point (if any)



C. Curriculum

1. Curriculum Structure

| Program Structure | Required/ Elective | No. of courses | Credit Hours | Percentage |
|------------------------------|-----------------------|----------------|-----------------|------------|
| Institution Requirements | Required | 0 | 0 | 0 |
| | Elective | 0 | 0 | 0 |
| College Requirements | Required | 0 | 0 | 0 |
| | Elective | 0 | 0 | 0 |
| Program Requirements | Required | 13 | 26 | 81 |
| | Elective | 0 | 0 | 0 |
| Capstone Course/Project | | 1 | 6 | 19 |
| Field Experience/ Internship | | 0 | 0 | 0 |
| Others | | 0 | 0 | 0 |
| Total | | 14 | 32 | 100 |

* Add a table for each track (if any)

2. Program Study Plan

| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours | Type of requirements (Institution, College or Department) |
|---------|-------------|--|----------------------|-----------------------|--------------|--|
| Level 1 | 511CHEM-2 | Heterocyclic Chemistry | Required | - | 2 | Department |
| | 521CHEM-2 | Chemical Applications of Group Theory | Required | - | 2 | Department |
| | 531CHEM-2 | Advanced Physical Chemistry | Required | - | 2 | Department |
| | 541CHEM-2 | Advanced Analytical Chemistry | Required | - | 2 | Department |
| Level 2 | 512CHEM-2 | Spectroscopy of Organic Chemistry | Required | - | 2 | Department |
| | 522CHEM-2 | Physical Methods in Inorganic Chemistry | Required | - | 2 | Department |
| | 532CHEM-2 | Quantum Chemistry and Its Applications | Required | - | 2 | Department |
| | 542CHEM-2 | Methods for Spectroscopic and Electrochemical analysis | Required | - | 2 | Department |
| | 570CHEM-2 | Guidance for Chemical Scientific Research | Required | - | 2 | Department |
| Level 3 | 613CHEM-2 | Selected topics in Organic Chemistry | Required | - | 2 | Department |
| | 623CHEM-2 | Selected topics in Inorganic Chemistry | Required | - | 2 | Department |
| | 633CHEM-2 | Selected topics in Physical Chemistry | Required | - | 2 | Department |
| | 643CHEM-2 | Techniques in Separation Chemistry | Required | - | 2 | Department |
| Level 4 | 680CHEM-6 | Master dissertation | Required | - | 6 | Department |

* Include additional levels if needed



** Add a table for each track (if any)

3. Course Specifications

Please see all course specifications using NCAAA template in the attached file.

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered)

| Course code & No. | Program Learning Outcomes | | | | | | | | | | | | | | |
|-------------------|---------------------------|-----|-----|-----|-----|--------|-----|-----|-----|-----|------------|-----|-----|-----|-----|
| | Knowledge | | | | | Skills | | | | | Competence | | | | |
| | K.1 | K.2 | K.3 | K.4 | K.5 | S.1 | S.2 | S.3 | S.4 | S.5 | C.1 | C.2 | C.3 | C.4 | C.5 |
| 511CHEM-2 | I | | I | | | I | I | I | | | I | | | | I |
| 521CHEM-2 | I | | I | | | I | I | | I | | I | I | I | I | |
| 531CHEM-2 | I | | I | | | I | | I | I | | I | I | I | I | |
| 541CHEM-2 | I | I | I | | | I | | I | I | | I | I | I | I | |
| 512CHEM-2 | P | P | P | | | P | P | P | | | P | P | P | | |
| 522CHEM-2 | | | | P | P | | | | P | | P | P | P | P | |
| 532CHEM-2 | | | | P | P | | | | P | | | P | P | | |
| 542CHEM-2 | P | P | P | P | | P | P | P | | | P | P | P | P | |
| 570CHEM-2 | | | | P | P | | P | | P | P | P | P | P | P | |
| 613CHEM-2 | M | M | M | | | | | | M | | M | M | M | M | |
| 623CHEM-2 | M | | M | | | | M | M | | | M | M | M | M | |
| 633CHEM-3 | M | M | M | M | | M | M | | | | M | M | M | M | |
| 643CHEM-2 | M | M | M | M | | M | M | | | | M | M | M | M | |
| 680CHEM-6* | M | M | M | M | | M | M | M | M | M | M | M | M | M | M |

* Thesis and its requirements; registration of thesis, scientific supervision, and thesis defense follow the regulations of post graduate studies in [the students handbook](#).

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

Lectures, seminars, classroom discussion, case study, interactive teaching sessions, Tutorials, problems solving sessions.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

| PLOs | | Assessment method |
|------|--|--|
| K1 | To demonstrate a deep understanding of the fundamental theories and concepts in chemistry. | Examinations Assignments Reports |



| | | |
|-------------------|---|---|
| K2 | To label an advance level of the experimental findings and applications of chemistry in life | Examinations Assignments Reports |
| K3 | To demonstrate a thorough and deep a specialized knowledge relevant to a research area. | Examinations Assignments Reports |
| K4 | To state the principles and ethics of scientific research. | Examinations Assignments Reports |
| K5 | To reproduce the basic methods needed to carry out scientific research. | Examinations Assignments Reports |
| Skills | | |
| S1 | To explain specialized skills in applying the fundamental theories and concepts in chemistry for solving problem. | Examinations Assignments Reports Writing-up a review manuscript Writing-up a research proposal Oral presentation |
| S2 | To master data interpretation and critical thinking on recent topics in chemistry. | Examinations Assignments Reports Writing-up a review manuscript Writing-up a research proposal Oral presentation |
| S3 | To master the application of recent approaches and experimental techniques in a research area. | Examinations Assignments Reports Writing-up a review manuscript Writing-up a research proposal Oral presentation |
| S4 | To pursue, present, evaluate, and defend data and research findings in chemistry. | Examinations Assignments Reports Writing-up a review manuscript Writing-up a research proposal Oral presentation |
| S5 | To professionally prepare research proposals and scientific publications. | Examinations Assignments Reports Writing-up a review manuscript Writing-up a research proposal Oral presentation |
| Competence | | |
| C1 | To demonstrate a high level of commitment with scientific ethics. | Research Homework assignments Oral presentation |



| | | |
|----|--|---|
| C2 | To illustrate self-confidence to enter job market or to continue studies for higher academic degrees. | Poster presentation Research Homework assignments Oral presentation Poster presentation |
| C3 | To show professional oral and written communications in the scientific societies. | Research Homework assignments Oral presentation Poster presentation |
| C4 | To show working professionally in diverse teams in classrooms, laboratories, and field. | Research Homework assignments Oral presentation Poster presentation |
| C5 | To master transmittance in relevant technical information as well as specialized knowledge and research outputs from professional databases. | Research Homework assignments Oral presentation Poster presentation |

D. Student Admission and Support:

1. Student Admission Requirements

- 1) The applicant must be a Saudi or has a grant for postgraduate studies if he is not Saudi
- 2) The applicant obtained a college degree from a Saudi University or another attested University.
- 3) Submission of two Recommendation letters.
- 4) The consent of the employer if an employee.
- 5) Get an estimate of "good high: 3.5 /5" and very good in the specialty subjects.
- 6) To pass the department's acceptance test by at least 50%.
- 7) Pass one of the English language test according to the following Table

| TOFEL – IBT | STEP | IELTS |
|-------------|------|-------|
| 45 | 67 | 4 |

2. Guidance and Orientation Programs for New Students

The first week in the semester is devoted to guide and orient the new students by The Guidance and Counseling Unit. All relevant rules and regulations are explained to the new students during this week. In addition, the study plan and the significant regulations are available in the department and university website.

3. Student Counseling Services

(academic, career, psychological and social)



- ❖ Appointing a scientific advisor for each student within a month of entering the program
- ❖ Familiarizing students with the rules and regulations that govern the program
- ❖ Providing the required scientific advice and learning resources

4. Support for Special Need Students

(low achievers, disabled, gifted and talented)

- ❖ Low achievers student

Direct communication between the instructor and students in order to identify the problems experienced by students.

- ❖ Disabled students

The public facilities at the university are compatible with people with disabilities
The Special Needs Unit in the university communicates continuously with the disabled students and provides the required support

- ❖ Gifted and talented

Honoring talented students in every semester

Involvement of the talented student in the research projects

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

| Academic Rank | Specialty | | Special Requirements / Skills (if any) | Required Numbers | | |
|---------------------------------------|-----------|--|--|------------------|---|----|
| | General | Specific | | M | F | T |
| Professors | 4 | 1 organic + 1 inorganic + 1 physical + 1 analytical | As the requirements and skills of KKU of each rank | 4 | 4 | 8 |
| Associate Professors | 8 | 2 organic + 2 inorganic + 2 physical + 2 analytical | | 4 | 4 | 8 |
| Assistant Professors | 12 | 3 organic + 3 inorganic + 3 physical + 3 analytical | | 6 | 6 | 12 |
| Lecturers | 0 | 0 | 0 | 0 | 0 | 0 |
| Teaching Assistants | 0 | 0 | 0 | 0 | 0 | 0 |
| Technicians and Laboratory Assistants | 8 | 2 organic + 2 inorganic + 2 physical + 2 analytical | As the requirements and skills of KKU of the technicians | 4 | 4 | 8 |
| Administrative and Supportive Staff | 2 | - | As the requirements and skills of KKU of the officers | 1 | 1 | 2 |



| | | | | | | |
|--------------------|---|---|---|---|---|---|
| Others (specify) | 0 | 0 | 0 | 0 | 0 | 0 |
|--------------------|---|---|---|---|---|---|

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The orientation is carried out through two meetings with the department chair and the program coordinator as well as the program handbook those demonstrates the followings:

- The mission and goals of the program along with those of the college and the university.
- The policy, regulations and procedures of the program relevant to both students and teaching staff.
- The graduate attributes as well as the learning outcomes, teaching methods and assessment methods of the program.
- The plan and curriculum of the program.
- The facilities and resources available for the program.

In addition to the aforementioned practices, the department chair and program coordinator work hand by hand along all semesters to support the new teaching staff.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

The department in collaboration with the Unit of Development and Quality at College of Science as well as the Deanship of Development and Quality provide training courses and workshops for the teaching staff to train them on the recent and effective teaching and learning strategies, assessment methods and learning outcomes assessment

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

Periodic update of the textbooks and references and web-based resources by the Plan and Curriculum Committee

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.)

- ❖ Central library, classroom with access to internet, data show, smart board
- ❖ Four research laboratories equipped with both basic and modern instruments

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program .)

To maintain a healthy and safe environment during the master's program in chemistry, students should be introduced to the safety management system in the Chemistry department. A workshop and keynote lecture regarding health and safety should be



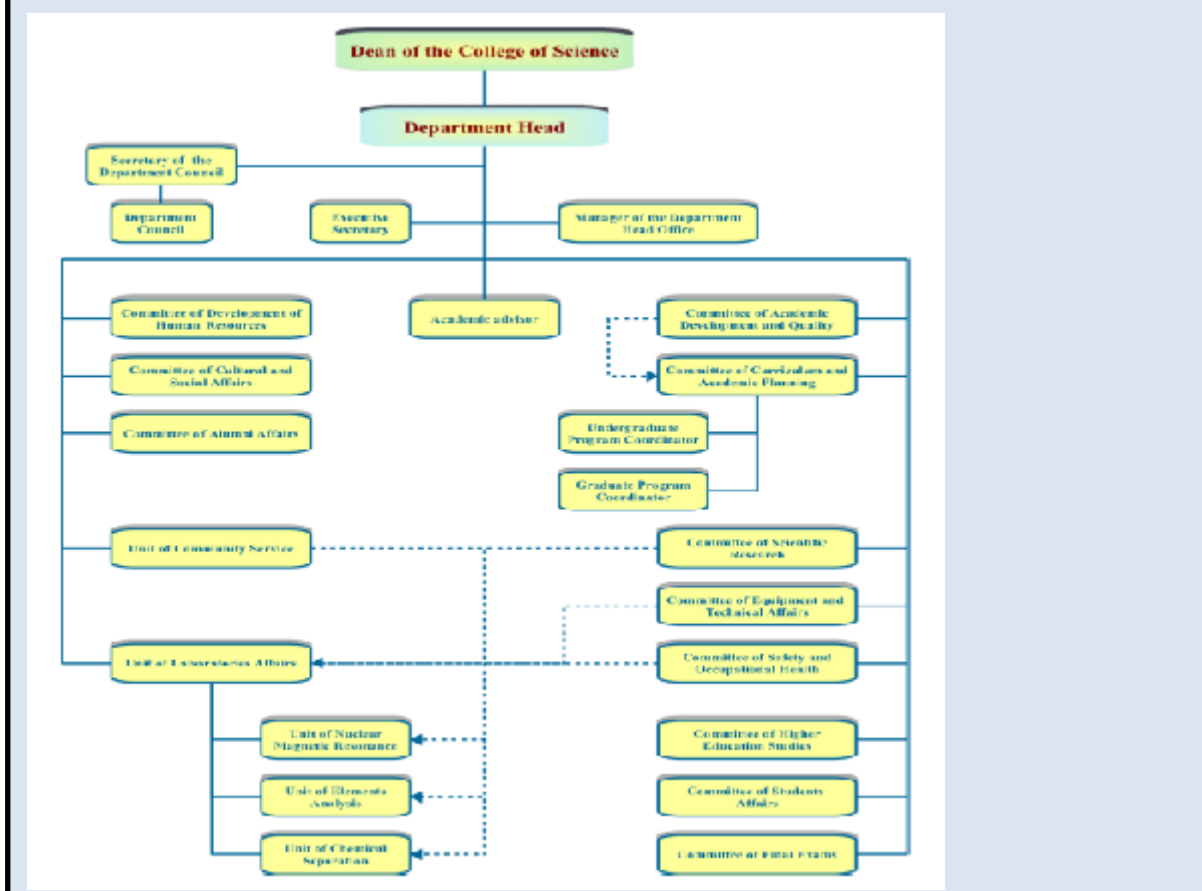
provided as welcoming the new students. Different courses and /or training should be provided such as health and safety induction for new students, and training to deal with hazardous substances in the environment of the study place, specifically the laboratory. A safety manual should be provided to each student, besides a course should be delivered as a core course and at the beginning of the master's study. Awareness of the students about safety and health must be increased. The risk assessment must be performed before doing any experiment and/or research project. Safety circle should be followed in this aspect, which means you should PLAN, DO, CHECK, and ACT. By identifying the hazard, the control measures should be in place, test the effectiveness of the measures, and redo whatever process fails to control the hazard. Personal protective equipment (PPE) is compulsory in the laboratory. Dealing with chemical students should always read the Material Safety Data Sheet (MSDS) of the chemicals to be used in the laboratory. The health and safety policy in the chemistry department should clearly outline the responsibilities and the role of students, staff members, and personnel.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- ❖ The Program Advisory Committee holds at least two meetings a year and is involved in evaluating and improving the program.
- ❖ Regular questionnaires for students and alumni.
- ❖ Coordination and consultative meetings with the scientific societies and the professional bodies.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

There are various regulations govern the MSc. Chemistry program including the following:

- ❖ [Regulations of students' rights and duties](#)
- ❖ [Admission & Registration of Graduate Students](#)
- ❖ [Study Regulations and Tests](#)
- ❖ [Guidance and Counselling Services for Graduate Students](#)
- ❖ [Complaints and Grievances](#)

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

[Access to quality assurance manual](#)

2. Program Quality Monitoring Procedures

- ❖ The department's quality committee develops a plan to measure the learning outcomes of the program.
- ❖ An annual program report is prepared that contains statistics, students achievement rate, a comprehensive report for all courses and an analysis of the results of surveys with employers, experts, students and alumni.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

No courses in the current program are taught by other departments.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

- ❖ Resources and equipment are available equally in all branches
- ❖ Participation of all branches in planning, evaluation and decision-making processes

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

No educational and research partnerships

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes



- ❖ Designing an integrated plan to evaluate the learning outcomes of the program by building a learning matrix for the program so that the courses contribute to achieving these learning outcomes.
- ❖ The main learning outcomes are verified through course reports.

7. Program Evaluation Matrix

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|--|---|--------------------|----------------------|
| Leadership | Independent reviewers, alumni | Survey, visit | end of academic year |
| Effectiveness of teaching & assessment | Students, graduates, alumni | Survey | end of academic year |
| Facilities and equipment | Students, graduates, alumni | Survey | end of academic year |
| Learning resources | students | Survey | end of academic year |
| Partnerships | program leaders | Interviews | end of academic year |
| Scientific Research | Program leaders, faculty, independent reviewers | Interviews, visits | end of academic year |

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (3) year.

| No | KPIs Code | KPIs | Target | Measurement Methods | Measurement Time |
|----|-----------|--|--------|--------------------------|------------------|
| 1 | KPI-PG-01 | Percentage of achieved indicators of the program operational plan objectives | 80% | Direct measurement | End of the year |
| 2 | KPI-PG-02 | Students' Evaluation of quality of learning experience in the program | 4.7/5 | Questionnaire | End of the year |
| 3 | KPI-PG-03 | Students' evaluation of the quality of the courses | 4.7/5 | Questionnaire | End of the year |
| 4 | KPI-PG-04 | Students' evaluation of the quality of scientific supervision | 5/5 | Questionnaire | End of the year |
| 5 | KPI-PG-05 | Average time for students' graduation (semester) | 3.5 | From the cohort analysis | End of the year |
| 6 | KPI-PG-06 | Rate of students dropping out of the program | 0% | Statistical data | End of the year |
| 7 | KPI-PG-07 | Graduates' employability | 95% | Statistical data | End of the year |



| | | | | | |
|----|-----------|---|----------------|------------------|-----------------|
| 8 | KPI-PG-08 | Employers' evaluation of the program graduates' competency | 5/5 | Questionnaire | End of the year |
| 9 | KPI-PG-09 | Students' satisfaction with the provided services | 4.1/5 | Questionnaire | End of the year |
| 10 | KPI-PG-10 | Ratio of students to faculty members | 0.76:1 | Statistical data | End of the year |
| 11 | KPI-PG-11 | Percentage of faculty members' distribution based on academic ranking | 38:29:33* | Statistical data | End of the year |
| 12 | KPI-PG-12 | Proportion of faculty members leaving the program | 1/18 | Statistical data | End of the year |
| 13 | KPI-PG-13 | Satisfaction of beneficiaries with learning resources | 4.23/5 | Questionnaire | End of the year |
| 14 | KPI-PG-14 | Satisfaction of beneficiaries with research facilities and equipment | 4.5/5 | Questionnaire | End of the year |
| 15 | KPI-PG-15 | Percentage of publications of faculty members | 100% | Statistical data | End of the year |
| 16 | KPI-PG-16 | Rate of published research per faculty member | 6 Publications | Statistical data | End of the year |
| 17 | KPI-PG-17 | Citations rate in refereed journals per faculty member | 120 | Statistical data | End of the year |
| 18 | KPI-PG-18 | Percentage of students' publication | 70%:10%** | Statistical data | End of the year |
| 19 | KPI-PG-19 | Number of patents, innovative products, and awards of excellence | 1:1** | Statistical data | End of the year |

* Percentage of Professor: Percentage of Associate Professor: Percentage of Assistant Professor

** Publications: Conferences

*** Number of patents and innovative products: Number of national and international excellence awards

I. Specification Approval Data

| | |
|----------------------------|--|
| Council / Committee | <u>Chemistry Department Council</u> |
| Reference No. | Session number 22 |
| Date | 27/04/2021M / 15/09/1442H |

