

T-103
2022

Program Specification

Program Name:	Information System
Program Code (as per Saudi university ranking):	061304
Qualification Level:	Diploma
Department:	NA
College:	Applied College Khamis Mushayt
Institution:	King Khalid University
Program Specification:	New <input type="checkbox"/> updated* <input checked="" type="checkbox"/>
Last Review Date:	March ,2023

*Attach the previous version of the Program Specification.

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<p>The assessment measures are categorized into direct and indirect methods of assessment. They are carried out for both courses and program levels.</p> <p>❖ Course Level:</p> <p>➤ Direct assessment</p> <p>➤ Assessment phase</p> <p>Tools Used: The actual attainment levels of students in a course through exams, quizzes, reports, assignments, and challenge bases exercise.</p> <p>➤ Evaluation phase</p> <ul style="list-style-type: none"> • Define Levels of attainment of Learning Outcomes (LOs) for evaluating students' direct assessment results. • Tabulate and Display LOs Achievement based on students' direct assessment results. • Comment on LOs assessment. <p>➤ Indirect assessment</p> <p>➤ Assessment phase</p> <p>(Carried out by each section instructor - near completion of semester)</p> <p>Tools Used:</p> <ol style="list-style-type: none"> 1. Course survey [Course Learning Outcomes (CLOs) and Program Learning outcomes (PLOs) Survey] <p>➤ Evaluation phase</p> <ol style="list-style-type: none"> ▪ Define Levels of Attainment of PLOs for evaluating indirect assessment survey. 2. Tabulate and Display PLOs Achievement based on Indirect Surveys 3. Comment on PLOs assessment 	8



◆ **Program Level:**

➤ **Direct assessment**

➤ **Assessment phase**

Tools Used:

- The actual attainment levels of students in taught courses.
- Define Level of Attainment of PLOs for evaluating students' direct assessment results

➤ **Evaluation phase**

- Tabulate and Display PLOs Achievement based on students' direct assessment results.
- Comment on PLOs assessment

➤ **Indirect assessment**

➤ **Assessment phase**

Tools Used:

- Course Surveys (CLOs survey)
- Exit Surveys
- Alumnus Surveys
- Employer Surveys
- Training Survey

D. Student Admission and Support:

The university administration establishes a specific central office for student advising.

The special needs unit seeks to provide guidance services for students with special needs and help them adapt to the university environment. On the other hand, the guidance and psychological counseling unit seeks to provide psychosocial counseling services to students at all levels, finding solutions to the psychological and behavioral problems that impede their academic performance.

For talented students:

- ✓ The deanship of students' affairs takes care of all talented students in all fields like cultural, social, sports, etc.
- ✓ The program organizes a ceremony at the end of the academic year to honor outstanding and talented students.

For low achievers students:

10





Every academic year, the faculty holds meetings with students with low GPAs. Each academic advisor discusses this issue with the student. Moreover, the program supervisors also meet all these students to identify their problems and the causes of such lower GPAs. Most of the academic problems resolve after these meetings.

E. Faculty and Administrative Staff:

F. Learning Resources, Facilities, and Equipment:

10

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G. Program Quality Assurance:

H. Specification Approval Data:

15



A. Program Identification and General Information

1. Program's Main Location :

Applied College Khamis Mushayt, Al-Mahalal (Boy) Campus.

2. Branches Offering the Program (if any):

- Applied College Khamis Mushayt, Al-Mahalal (Female) Campus.
- Applied College Abha Campus.
- Applied College Sarat Abeerah
- Applied College Muhail Campus.
- Applied College Rejal Almaa
- Applied College Dahran Aljanoub
- Applied College Tanuma
- Applied College Alujardah.

3. Partnerships with other parties (if any) and the nature of each:

NA

4. Professions/jobs for which students are qualified

After the successful completion of Applied Information System Program, Student will be able to apply for these positions/jobs.

- Software Engineer, Applied Information System Manager.
- Database System Administrator.
- Software Developer.
- Network Administrator.
- Computer Programmer/ Analyst.
- Applications Analyst.
- IT Consultant.
- Information System Technicians.

5. Relevant occupational/ Professional sectors:

- Information System Manager.
- Software Engineer
- Database System Administrator.
- Network Administrator.
- Computer Programmer/ Analyst.
- Professional in Information System.

6. Major Tracks/Pathways (if any): Yes

	Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1.	Introduction to Computer	13	Microsoft Office Specialist (MOS) Certification
2.	Systems Analysis & Design	41	IIBA Entry Certificate in business analysis (ECBA)
3.	Computers System Maintenance	57	CompTIA A+
4.	Advanced Computer Networks	73	CCNA
5.	Advanced Database Systems	89	Oracle Database Certified Associate

7. Exit Points/Awarded Degree (if any): Yes

	exit points/awarded degree	Credit hours
4.	Certificate in English and General Skills	13
5.	Advanced Certificate in English and Computer Skills	26

6. Associate Professional Diploma Certificate	41 Credit Hours and 3 months Field Training)
7. Associate Professional Diploma Certificate	57 Credit Hours and 3 months Field Training)
8. Professional Associate Diploma Certificate	73 Credit Hours and 3 months Field Training.
9. Intermediate Diploma Certificate	95 Credit Hours and 6 months Field Training
8. Total credit hours: (95 Credit Hours)	

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

To be committed to high quality in offering Information System Program, and to excellent academic performance in order to improve the quality of graduates and prepare them to compete in the marketplace.

2. Program Objectives:

1. To offer a high-quality applied education able to graduate qualified human resources equipped with scientific knowledge and skills to compete in the marketplace.
2. To prepare curricula with diversified teaching and learning methods compatible with the needs of Students and the business sectors.
3. To hold scientific and professional meetings and events in collaboration with local and international companies for the purpose of developing Information System Program.
4. To develop and modernize programs to serve the applied educational process.
5. To develop a variety of assessment strategies and tools to measure various aspects of the learner with a view to promote the learning process.

3. Program Learning Outcomes*

Knowledge and understanding

- | | |
|----|---|
| K1 | Define basic concepts, algorithmic principles, and computer science fundamentals. |
| K2 | Recognize mathematical foundations, programming principles, and computer science theory in the modeling and design of computer-based systems. |

Skills

- | | |
|----|--|
| S1 | Apply design and development principles in the construction of software systems of varying complexity. |
| S2 | Plan, design, implement, and evaluate a computer-based system to meet desired needs. |
| S3 | Problem Identify, analyze and define the computing requirements. |
| S4 | Analyze the local and global impact of computing on individuals, organizations, and society. |

Values, Autonomy, and Responsibility

- | | |
|----|---|
| V1 | Practice professional, ethical, legal, social and security issues and responsibilities. |
| V2 | Use effectively current techniques, skills, and tools necessary for computing practice. |
| V3 | Work in multi-disciplinary team with effective communication skills. |

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

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	15	15.78%
	Elective			
College Requirements	Required	2	7	7.36%
	Elective			
Program Requirements	Required	16	63	66.31%
	Elective			
Capstone Course/Project	Required	1	4	4.21%
Field Training/ Internship	Required	1	6	6.31%
Residency year				
Others				
Total		23	95	100%

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

2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre- Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ENG-1601	English Language 1	Required	No	6	University
	HUMN-1331	Modern Communication skills	Required	No	3	University
	CIS-1411	Introduction to Computer	Required	No	4	College
Level 2	ENG-1602	English Language 2	Required	No	6	University
	MATH-1301	Mathematics	Required	No	3	Department
	CIS-1431	Introduction to Computer Programming	Required	No	4	Department
Level 3	CIS-1413	Introduction to Information Systems	Required	No	4	Department
	CIS-1344	Computer Ethics and Society	Required	-	3	College
	CIS-1433	Algorithms & Data Structures	Required	CIS-1431	4	Department
	CIS-1421	System Analysis & Design	Required	No	4	Department
Level 4	CIS-2445	Computer Networks	Required	CIS-1411	4	Department
	CIS-2412	Operating Systems	Required	-	4	Department
	CIS-2415	Computer System Maintenance	Required	-	4	Department
	CIS-2414	Multimedia and Computer Graphics	Required	CIS-1411	4	Department
Level 5	CIS-2422	Database System	Required	CIS-1421	4	Department
	CIS-2443	Internet Technologies	Required	-	4	Department
	CIS-2446	Advanced Computer Networks	Required	CIS-2445	4	Department
	CIS-2432	Object oriented Programming	Required	CIS-1331	4	Department
Level 6	CIS-2423	E-Commerce	Required	CIS-2314	4	Department
	CIS-2441	Information System Security	Required	CIS-1411	4	Department
	CIS-2427	Advanced Database System	Required	CIS-2422	4	Department
	CIS-2425	Applied Project	Required	CIS-2422, CIS-1421	4	Department
Level 7	CIS-2626	Field Training	Required	Req. 82 Credit Hours	6	Department

* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

https://drive.google.com/drive/folders/1vQesWaNoYwj4uP_IUFTbi9qagXyCOEUv

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 and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	V3
ENG-1601	I	I			P	P	P		M	M	M
HUMN-1331	I	I			P	P	P		P	P	P
CIS-1411	I	P			M	M	M		I	I	I
ENG-1602	I	I			P	P	P		P	P	M
MATH-1301	I	P			M	M	M		M	M	M
CIS-1431	I	P			M	M	M		M	M	M
CIS-1413	I	P			P	P	P		M	P	P
CIS-1344	I	P			M	M	M		M	M	M
CIS-1433	I	P			M	M	M		M	M	M
CIS-1421	I	P			P	P	P		P	P	P
CIS-2445	I	P			M	M	M		M	M	M
CIS-2412	I	P			M	M	M		M	M	M
CIS-2415	I	P			M	M	M		M	M	M
CIS-2414	I	P			M	M	M		M	M	M
CIS-2422	I	P			M	M	M		M	M	M
CIS-2443	I	P			M	M	M		M	M	M
CIS-2446	I	P			M	M	M		M	M	M
CIS-2432	I	P			M	M	M		M	M	M
CIS-2423	I	P			M	M	M		M	M	M
CIS-2441	I	P			M	M	M		M	M	M
CIS-2427	I	P			M	M	M		M	M	M
CIS-2425	I	P			M	M	M		M	M	M
CIS-2626	I	P			M	M	M		M	M	M

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

5. Teaching and learning strategies applied to achieve program learning outcomes.

Learning Outcome can be achieved by classroom Lectures – Theory Lectures and practical Lectures, Case studies, observations, discussion, presentation, survey, problem solving ,Guiding Students by visiting labor market requirements etc.

By assigning practical Projects and supervise field training properly. By taking Quizzes, assignments, Presentation, demonstrations, Mid-1, Mid-2 and Final Exam.

6. Assessment Methods for program learning outcomes.

The assessment measures are categorized into direct and indirect methods of assessment. They are carried out for both courses and program levels.

❖ Course Level:

➤ Direct assessment

➤ Assessment phase

Tools Used: The actual attainment levels of students in a course through exams, quizzes, reports, assignments, and challenge bases exercise.

➤ Evaluation phase

- Define Levels of attainment of Learning Outcomes (LOs) for evaluating students' direct assessment results.
- Tabulate and Display LOs Achievement based on students' direct assessment results.
- Comment on LOs assessment.

➤ Indirect assessment

➤ Assessment phase

(Carried out by each section instructor - near completion of semester)

Tools Used:

10. Course survey [Course Learning Outcomes (CLOs) and Program Learning outcomes (PLOs) Survey]

➤ Evaluation phase

- Define Levels of Attainment of PLOs for evaluating indirect assessment survey.
- 11. Tabulate and Display PLOs Achievement based on Indirect Surveys
- 12. Comment on PLOs assessment

❖ Program Level:

➤ Direct assessment

➤ Assessment phase

Tools Used:

- The actual attainment levels of students in taught courses.
- Define Level of Attainment of PLOs for evaluating students' direct assessment results

➤ Evaluation phase

- Tabulate and Display PLOs Achievement based on students' direct assessment results.
- Comment on PLOs assessment



➤ Indirect assessment

➤ Assessment phase

Tools Used:

- Course Surveys (CLOs survey)
- Exit Surveys
- Alumnus Surveys
- Employer Surveys
- Training Survey

D. Student Admission and Support:

1. Student Admission Requirements.

In order to accept the student, it is required to meet the general and special conditions for admission to King Khalid University, and the relevant program (Information system Program). We find that there are conditions for admission and study mentioned in the list of studies and tests for the undergraduate level at the Deanship of Admission and Registration at the university, including that the student obtains a high school diploma (the percentage is determined annually according to the conditions of admission). In addition to the commitment of King Khalid University, which seeks to adhere to the Saudi classification of educational levels and disciplines based on the international classification. The Applied College at King Khalid University is committed to the Saudi classification issued and approved for educational levels and specializations, which is compatible with the international classification.

2. Guidance and Orientation Programs for New Students

Every year, the College administration organizes an orientation program for the new students of all programs. An academic component to orientation will give the new students the advantage they will need in making the transition from high school to college life. The program begins before classes start. Through this orientation, brochures and information bulletins are distributed to all students. The program includes the following:

- A live presentation illustrating a welcome word from the dean as well as overview of the services offered to students and advice for a successful academic life.
- A tour to the college buildings and labs. To discover and know the classrooms and labs. Staff offices etc.,

3. Student Counseling Services

The Academic Services Unit must be available at the program and college levels.

- ✓ There should be a coordinator for academic and training guidance; This coordinator connects each group of students with an academic and training advisor.
- ✓ The advisor guides the student and assists him in overcoming the difficulties that he may encounter during his study and training. The advisor also guides and assists the student to take appropriate decisions related to educational and training aspects during his college years.
- ✓ Tables of office hours for faculty members should be placed on the program website and on program members' offices.



- ✓ Assigning a faculty member to each group of program students as an academic and training supervisor.
- ✓ Holding meetings between program coordinators in the various branches, and heads of academic and guidance units to discuss the problems and difficulties facing students.

Group of students (10-12) are assigned to academic advisor (faculty members) for providing academic counselling. Students are required to meet the Student Academic Advisor at least twice per semester; the academic advisors have students' data.

Students with poor performance (GPA < 2.0) are closely monitored and are provided appropriate counselling. Students can get advice on academic matters from academic advisors. They can also have discussions on course and lecture specific problems. Each faculty member allocates 10 office hours per week in the timetable for students counselling.

4. Special Support

The university administration establishes a specific central office for student advising.

The special needs unit seeks to provide guidance services for students with special needs and help them adapt to the university environment. On the other hand, the guidance and psychological counseling unit seeks to provide psychosocial counseling services to students at all levels, finding solutions to the psychological and behavioral problems that impede their academic performance.

For talented students:

- ✓ The deanship of students' affairs takes care of all talented students in all fields like cultural, social, sports, etc.
- ✓ The program organizes a ceremony at the end of the academic year to honor outstanding and talented students.

For low achievers students:

Every academic year, the faculty holds meetings with students with low GPAs. Each academic advisor discusses this issue with the student. Moreover, the program supervisors also meet all these students to identify their problems and the causes of such lower GPAs. Most of the academic problems resolve after these meetings.

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor						
Associate Professor						
Assistant Professor	Computer Science	Applied Information System	Databases, Networks, Programming,	3	3	6
Lecturer	Computer Science	Applied Information System	Databases, Networks, Programming, Comp. Maintenance	10	10	20
Teaching Assistant						
Technicians and Laboratory Assistant						
Administrative and Supportive Staff						
Others (specify)						

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

There is a process followed by faculty and teaching staff for planning and acquisition of textbooks, references, and other resource material, including electronic and web-based resources.

- ✓ Textbooks and reference books are identified by the subject coordinator in consultation with other course teachers at the beginning of the academic year. The list of books is submitted to the Central library through the Head of the Department.
- ✓ Digital Library Available on University website
- ✓ Additional teaching materials are made available anytime by the course teachers through the blackboard (lms.kku.edu.sa).

The students are encouraged to give their feedback on the availability of books in the library. The library is fully computerized, which enables the students to search for the availability of books.



2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

The Applied college has a robust infrastructure that supports the achievement of learning outcomes. These include libraries, laboratories, classrooms, and medical facilities.

• Library

The college has provided a thoroughly prepared and equipped library with all books and scientific publications. It also contains computers that allow access to multiple electronic resources like the Saudi Digital Library (SDL), which provides access for students and staff to comprehensive journals and e-book collections from the central science and technology publishers, Wiley, Elsevier, IEEE, and Springer.

• Laboratories

There are seven computer labs as follows:

- ✓ Four general-purpose computer labs for all the courses
- ✓ Computer maintenance lab
- ✓ Computer Network lab
- ✓ Cyber security lab

• Classrooms

Khamis Mushayt applied college has a wide range of classroom facilities to meet the needs of its teaching and learning mission. General-purpose classrooms are centrally scheduled, managed, and designed to serve the campus community. In addition, there are smart classrooms with a wide range of equipment, technology, and resources. General-purpose classrooms are sufficiently flexible to meet the pedagogical requirements of the many departments, faculty, and students who use them.

- ✓ Classrooms contain 30 to 60 seats.
- ✓ All classrooms are equipped with modern teaching facilities.
- ✓ Air conditioning.
- ✓ Computer projector.

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

The Applied Programs College has well-defined policies to meet the safety requirements and adequate provisions for the security of the faculty, staff, and students. A comprehensive sprinkler system is installed in all classrooms, labs, and office spaces. Moreover, all the buildings are equipped with fire extinguishers and first aid kits.

There are many essential units. These units include cleaning waste disposal, maintenance, safety, and environmental management. Security and Safety unit ensures the application of safety and security regulations to protect employees, staff and students and properties within the University campus and make sure healthy and safe environment.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.



2. Procedures to Monitor Quality of Courses Taught by other Departments

For Quality Education all the activities of the department are initially discussed internally, and suggestions are forwarded to the Department council for further consideration and suitable decisions.

Program quality is monitored through several procedures:

1. Course coordination.
2. End-of-semester course reports.
3. Annual program reports.
4. Annual KPIs reports.

The Department activities are planned and executed with the following committees are:

1. Quality and Academic Development Committee deals with all quality related activities based on ADAQ (Academic Development and Quality Deanship) guidelines.
2. Timetable committee deals with all tasks related to timetable and room allocation.
3. Curriculum Committee responsible for the program curriculum and make necessary changes to maintain the consistency of the program.
4. E-Learning committee facilities E-Learning services to the staff and students.
5. Academic Project committee provides guidelines to the students and evaluate the same.
6. Examination Committee manages examination process of the department.
7. Equipments and Facilities committee prepare the requirements of the laboratories and libraries.
8. Research Committee enhances all scientific research related activities.

Measurement and evaluation Committee to evaluate the performance of department semester-wise.

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

The following arrangements are used to ensure the consistency between main campus and branches (including male and female sections):

1. Centralized mechanism/policy for program and course development.

Permission to introduce changes to the program specification, study plan, and course specifications are only given to the department council in the main campus.

2. Course Coordination.

Course coordination ensures that course coverage, teaching and learning activities, and assessment methods are comparable across all campuses and sections.

3. Annual Program Reports and End-of-Semester Reports.

These two reports are used to monitor for any inconsistency between campuses and sections at the level of courses and the program.

Course Coordinator for each course, must follow the progress of the course, Mid exams, and final exam structure and question with CLOs in the male and female section.

Follow the updated Course Specification and Course plan by both sides (male and female).

In the courses material theory and practical material apply the same in both sections, which will ensure the consistency between two sides.

4. Assessment Plan for Program Learning Outcomes (PLOs),

Department of Computer Science will use a well-developed assessment plan to assist the program learning outcomes in every domain of learning Quality development and its improvement of the program is directly controlled and managed by the university higher authority along with the deanship of development and quality's supports, monitoring, and commitment to establish quality culture.

The Dean of the College has formed several committees and sub-committees of representatives from the program's administrators, faculty members, and other staff members. Direct involvement of all the academic and administrative staffs of the program creates a generous quality environment in the college as well as in the department that supports further development, control, and improvement of the quality culture within the program. Committees and sub-committees of the college support and advice on mechanism, policies, procedures, management, and implementation of activities and tasks related to quality control and improvement in the program.

Improvements in quality are appropriately acknowledged and great achievements recognized. Faculty members are involved in the quality improvement processes and their participation is required in all sorts of activities. Seminars, workshops, training programs relating to quality have been provided.

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Faculty	Survey	End of the academic year
effectiveness of teaching & assessment	Faculty, Student	Survey	End of the semester
Learning resources	Faculty, Student	Survey, interview	beginning of semesters

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

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

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

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

6. Program KPIs*

The period to achieve the target (____) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage achieved. indicators of the program operational plan objectives	80%	(Number of indicators achieved / total number of indicators) *100	At the end of the year
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program	80%	A questionnaire	At the end of the semester
3	KPI-P-03	Students' evaluation of the quality of the courses	80%	A questionnaire	At the end of the semester
4	KPI-P-04	Completion rate	80%	Proportion of undergraduate students who completed the program in minimum time in each cohort	At the end of the year
5	KPI-P-05	First-year students retention rate	80%	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	At the end of the year
6	KPI-P-06	Students' performance in the professional and/or national examinations	80%	Percentage of students or graduates who were successful in the professional and / or national examinations, or them. score average and median (if any)	At the end of the year
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	80%	A questionnaire	At the end of the year
8	KPI-P-08	Average number of students in the class	80%	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	At the end of the semester
9	KPI-P-09	Employers' evaluation of the program graduate's proficiency	80%	A questionnaire	At the end of the year
10	KPI-P-10	Students' satisfaction with the offered services	80%	A questionnaire	At the end of the year
11	KPI-P-11	Ratio of students to teaching staff	80%	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program	At the end of the year
12	KPI-P-12	Percentage of teaching staff distribution	80%	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking	At the end of the year



No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
13	KPI-P-13	Proportion of teaching staff leaving the program	80%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	At the end of the year
14	KPI-P-17	Satisfaction of beneficiaries with the learning resources	80%	A questionnaire	At the end of the year

*including KPIs required by NCAAA

H. Specification Approval Data:

COUNCIL / COMMITTEE	
REFERENCE NO.	
DATE	

