

MINISTRY OF EDUCATION OF THE REPUBLIC OF AZERBAIJAN

Approved by the Decree № ____
dated _____, 2020
of the Ministry of Education
of the Republic of Azerbaijan

**BACHELOR'S DEGREE PROGRAM
IN THE SPECIALTY**

Specialty (program) code and title: **050407 – Marketing**

BAKU – 2020

BACHELOR'S DEGREE PROGRAM IN THE SPECIALTY 050407 – MARKETING

1. General Provisions

1.1. The Bachelor's Degree Program in the specialty “050407 – Marketing” (hereinafter referred to as the Educational Program) has been developed in accordance with the Law of the Republic of Azerbaijan “On Education,” the relevant resolutions of the Cabinet of Ministers of the Republic of Azerbaijan, as well as the “Classification of Specialties (Programs) of the Bachelor's Level (basic higher medical education) of Higher Education.”

1.2. The objectives of the Educational Program are as follows:

- to define the graduate’s competencies, the scope of the specialty, teaching and learning methods by subjects, assessment methods, learning outcomes, the requirements for infrastructure and human resources for the training process, as well as students' opportunities for internships, employment, and further education;
- to inform students and employers about the knowledge and skills acquired by graduates, as well as the expected learning outcomes;
- to provide information to experts involved in evaluating the compliance of personnel training with the Educational Program.

1.3. The Educational Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan, regardless of their subordination, ownership, or organizational-legal form, that offer bachelor's level education in the specialty “050407 – Marketing.”

1.4. The total weekly academic workload of a student under a five-day work schedule is 45 hours (excluding special-purpose higher education institutions). The number of in-class hours per week must not exceed 50% of the total weekly workload. Depending on the specifics of the specialty, the weekly workload may vary.

2. Graduate’s Competencies

2.1. Upon completion of the Educational Program, graduates must acquire the following general competencies:

- verbal and written communication skills in the Azerbaijani language related to their specialty;
- communication skills in at least one foreign language related to their specialty;
- systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of Azerbaijani statehood, its place and role in the modern world, and the ability to forecast the prospective development of the national state;
- The ability to identify threats and challenges faced by our national statehood;
- The ability to use information technologies in the workplace;
- The ability to work in a team and reach a common approach to problem-solving;
- The ability to adapt to new environments, to take initiative, and to maintain the determination to succeed;

- The ability to identify and select additional information resources for solving problems;
- The skills to analyze, synthesize, and apply relevant information for professional purposes;
- The ability to plan and organize professional activities, improve existing skills and pursue further education, manage time effectively, and complete tasks on schedule;
- The ability to prioritize social and environmental responsibility in activities, along with civic awareness, ethical conduct, and a commitment to quality;
- The ability to reassess situations and oneself, engage in self-criticism, and improve one's knowledge and skills;
- The ability to analyze complex systems, identify and comprehend connections, understand the principles of interaction between systems across different domains and levels, and operate under uncertainty (systemic thinking competence);
- The ability to understand and assess alternative future scenarios (possible, probable, and desirable), to form a clear vision of the future, to evaluate the potential outcomes of actions, and to consider risks and ongoing changes (futures literacy/prospective competence);
- The ability to collectively develop and implement innovative decisions aimed at ensuring and enhancing sustainability at local and higher levels (strategic foresight competence);
- The ability to learn from others, understand their needs, opinions, and behaviors (empathy), resolve conflicts arising in groups, and participate in collaborative and multi-stakeholder problem-solving processes (collaborative competence);
- The ability to analyze accepted norms, approaches, and ideas, to critically assess one's own perspectives and actions, and to defend one's position in discussions on sustainable development (critical thinking competence);
- The ability to critically evaluate one's role in society (self-awareness competence);
- The ability to apply diverse problem-oriented approaches to complex problems and to make comprehensive and fair decisions based on the aforementioned competencies (integrated problem-solving competence).
- The ability to understand and critically analyze different perspectives and approaches, and to synthesize diverse global viewpoints within the context of growing diversity and integration (multicultural awareness and openness);
- The ability to develop interdisciplinary approaches and make decisions accordingly (interdisciplinary communication).

2.2. Upon completion of the Educational Program, graduates must acquire the following professional competencies:

- Knowledge of the fundamentals of economic theory, behavior at the enterprise and individual levels, key socio-economic indicators, problems, and processes; (PC-1)
- Understanding the characteristics of markets in various competition systems and the operational mechanisms of firms in different market types, including various interaction scenarios; (PC-2)
- Mastery of macroeconomic terminology, ability to analyze open economies, and the capability to make proposals using theoretical models; (PC-3)
- Skills in mathematical methods, quantitative and computational techniques, and the ability to use these methods to make optimal decisions; (PC-4)

- Ability to work with general-purpose and specialized software (Excel, Word, PowerPoint, Photoshop, or analytical software such as SPSS, Stata, Python), and to perform basic data analysis; (PC-5)
- Possession of statistical knowledge for analyzing and systematizing economic data, and the ability to collect, analyze, and forecast quantitative and qualitative data; (PC-6)
- Ability to learn and apply econometric methodology to solve problems encountered in empirical economic research; (PC-7)
- Acquisition of basic knowledge in management and organization, and the ability to analyze information analytically and systematically in the relevant specialty; (PC-8)
- Possession of basic knowledge of the scientific, theoretical, and conceptual foundations of accounting; (PC-9)
- Possession of basic knowledge of the scientific, theoretical, and conceptual foundations of finance; (PC-10)
- Ability to analyze the economy from regional and sectoral perspectives, understand the role and importance of agriculture, industry, and service sectors in economic development, and interpret new concepts in the field; (PC-11)
- Understanding the macroeconomic landscape of the national economy, dynamics of socio-economic indicators, and main outlines of economic policy, with the ability to conduct sectoral analysis; (PC-12)
- Possession of basic knowledge of the scientific, theoretical, and conceptual foundations of marketing activities; (PC-13)
- Knowledge of current issues in management and organization, and ability to propose solutions; (PC-14)
- Ability to propose and plan relevant activities and methods for business management, and to analyze their short- and long-term outcomes; (PC-15)
- Knowledge of basic career concepts, career development activities, interview preparation procedures and techniques, ability to draft a career roadmap, and develop willpower, motivation, positive thinking, business ethics, job search strategies, and professional documents (CVs, résumés, motivation and reference letters); (PC-16)
- Knowledge of effective time management, stress management, creative, critical, and analytical thinking methods, as well as decision-making, problem-solving techniques, public speaking skills, team building, and leadership principles; (PC-17)
- Skills in using project management and widely used software tools, and the ability to use verbal and written communication tools in professional settings; (PC-18)
- Ability to understand and apply professional terms and concepts relevant to the specialty; (PC-19)
- Possession of essential knowledge to solve tasks related to probability theory, statistical applications, and data analysis in economics and social sciences; (PC-20)
- Knowledge of the scientific and methodological foundations of marketing analysis and research; (PC-21)
- Ability to meet customer needs and demands more effectively through creative thinking and the use of new technologies; (PC-22)
- Ability to apply marketing knowledge to the resolution of practical issues; (PC-23)
- Awareness of changes occurring in the marketing sphere and the ability to adapt and comprehend them; (PC-24)

- Skills to integrate marketing tools to fully meet the needs and demands of both local and international customers; (PC-25)
- Ability to continuously monitor the market environment and identify marketing opportunities and challenges that arise; (PC-26)
- The capacity to ensure and achieve competitive advantage for an enterprise through marketing as a strategic tool; (PC-27)
- Ability to analyze the results of marketing analysis and research, and to prepare reports; (PC-28)
- Skills to collect and systematize a wide range of market-related information relevant to the enterprise's operating environment; (PC-29)
- Ability to work interactively with marketing information systems. (PC-30)
- The ability to achieve organizational goals with minimal costs by effectively using limited resources within the marketing budget; (PC-31)
- The ability to ensure coordination between the marketing department and other structural units within the organization; (PC-32)
- The ability to make both tactical and strategic decisions in the field of marketing; (PC-33)
- The ability to develop an integrated marketing communication system; (PC-34)
- The ability to benefit from and utilize the creative initiatives of all individuals within the organization; (PC-35)
- The ability to make effective marketing decisions across different service sectors; (PC-36)
- The ability to forecast the development of the company and its main competitors, as well as market parameters in a complex marketing environment; (PC-37)
- The ability to prevent or resolve potential conflicts between the organization and various communication groups; (PC-38)
- The ability to apply scientific thinking and skills to establish and maintain effective relationships with consumers; (PC-39)
- The ability to use technologies to develop a company's brand strategy and engage in brand management; (PC-40)
- Possession of knowledge about corporate culture and environment to carry out corporate marketing policies appropriate for the organization; (PC-41)
- Understanding of market research methodologies and application procedures related to marketing research; (PC-42)
- Knowledge aligned with global best practices for the effective use of digital marketing. (PC-43)

3. The Structure of the Educational Program

3.1. The educational program in the specialty “050407 – Marketing” consists of **240 ECTS credits** (4 years). The credits are distributed as follows:

Number of Subjects	Name of the Subject	ECTS Credits
General Subjects		30
1	History of Azerbaijan	5

	<p>This course explores the historical stages of development of the Azerbaijani people from ancient times to the modern era. To instill a sense of patriotism in students, the political history of states established throughout various historical periods and the heroic examples of individual figures are interpreted based on historical facts. In addition to learning from the past, the course aims to develop students' broad worldview, love for the homeland, ability to analytically interpret historical events, and skills to draw correct conclusions from historical and political processes.</p>	
2	<p>Business and Academic Communication in the Azerbaijani Language Within the scope of this course, special emphasis is placed on developing students' presentation, public speaking, academic, and business writing skills in the Azerbaijani language.</p>	4
3	<p>Business and Academic Communication in a Foreign Language This course aims to develop students' presentation, public speaking, academic and business writing, and both oral and written communication skills in a foreign language relevant to their specialty.</p>	15
4	<p>Elective Courses <i>(Elective courses are determined by the higher education institution. Additional electives may be included depending on the specifics of the specialty.)</i></p>	6
4.1	Philosophy	3
	Sociology	
	The Constitution of the Republic of Azerbaijan and the Basics of Law	
	Logic	
	Ethics	
	Introduction to Multiculturalism	
4.2	Information Technologies (specialization)	3
	Data Management	
	Fundamentals of Entrepreneurship and Introduction to Business	

	Political Science	
Specialty Subjects		120
5	<p>Introduction to Economics This course introduces key economic concepts, outlines the general characteristics of a market economy, and identifies the role of the market mechanism in the efficient use of limited economic resources. It explains the principles that guide the decision-making of economic agents.</p>	6
6	<p>Microeconomics This course examines the behavior of economic agents in terms of profit and utility maximization. It analyzes the decision-making factors of households and firms under various market competition models, and outlines the advantages and limitations of the market mechanism in the efficient allocation of resources. The course also discusses the role of government economic policy in addressing market failures.</p>	10
7	<p>Macroeconomics From the perspective of rational resource use on a national scale, this course analyzes theoretical and practical issues related to ensuring sustainable economic growth and macroeconomic stability, achieving full and efficient resource utilization, minimizing unemployment and inflation, and optimizing foreign economic relations.</p>	10
8	<p>Linear Algebra and Mathematical Analysis This course consists of two main components: <i>Linear Algebra</i> and <i>Mathematical Analysis</i>. <i>Linear Algebra</i> covers topics such as systems of linear equations, vector spaces, and linear transformations—objects with linear properties. <i>Mathematical Analysis</i> studies functions and variable quantities through differential and integral calculus.</p>	8
9	<p>Probability Theory and Mathematical Statistics This course is divided into <i>Probability Theory</i> and <i>Mathematical Statistics</i>. <i>Probability Theory</i> focuses on the mathematical patterns governing the occurrence of random events, while <i>Mathematical Statistics</i> teaches the mathematical methods of data collection, processing, and</p>	8

	interpretation of observational results to identify statistical regularities.	
10	<p>ICT – Basic Computer Skills This course provides future specialists in economics with comprehensive knowledge of the tools and methods used in modern information processes. It develops a contemporary understanding of new information and Internet technologies, which are integral parts of economic processes.</p>	8
11	<p>Statistics This course studies the quantitative aspects of qualitatively defined mass socio-economic events and processes, their composition, distribution, interdependencies under specific spatial and temporal conditions, and the patterns that emerge.</p>	10
12	<p>Econometrics This course explores specific quantitative and qualitative relationships of economic objects and processes using mathematical and statistical methods and models.</p>	10
13	<p>Management This course covers the core functions of management, the roles of managers, organizational structures and their respective advantages and disadvantages, types of leadership, group and team dynamics within organizations, organizational culture, and the benefits of diversity.</p>	7
14	<p>Marketing Through this course, students will learn the definition of marketing and gain foundational knowledge about its key concepts and environment. Topics include market segmentation, marketing information systems, and the marketing mix. Students will become familiar with product life cycles, branding, pricing strategies, price formation, distribution channels, wholesale and retail strategies. Additionally, the course covers elements of the promotion mix—advertising, public relations, sales promotion, personal selling, direct sales—consumer behavior, strategic marketing, ethics in marketing, and modern marketing approaches.</p>	6

15	<p>Consumer Behavior This course focuses on the evolving interests, preferences, needs, and desires of consumers over time. It introduces methods for studying consumer perception, motivation, belief systems, attitudes, and behavior. Psychological, social, cultural, and economic factors influencing consumer behavior are thoroughly analyzed. It also covers the stages of the purchasing process and decision-making mechanisms.</p>	6
16	<p>Marketing Research This course teaches the concept and philosophy of research and scientific investigation, including quantitative and qualitative research methods and techniques. It covers market and marketing research, data collection (primary and secondary), literature review, and practical survey design. Students will learn to construct questionnaires, scales, and measurement logic, analyze question formats, perform descriptive analysis, reliability tests, factor analysis, correlation, regression analysis, and impact tests. The course also includes hands-on experience with data analysis software such as SPSS, R, or STATA and emphasizes clear data visualization for better interpretation.</p>	4
17	<p>Strategic Marketing This course introduces the concept of strategy and its distinction from tactics and operations. Students become familiar with mission, vision, goals, and objectives and how to align marketing activities accordingly. The course provides in-depth analysis of the marketing environment, including internal factors, micro and macro contexts, SWOT analysis for situational assessment, and PEST analysis for evaluating strategic steps. It covers BCG and Ansoff matrices, strategic decision-making related to products, planning based on product life cycles, building strategic marketing frameworks, and adapting the marketing mix to modern trends through practical applications.</p>	4
18	<p>Advertising Advertising plays a critical role in promoting a product, as advancement in the market is largely</p>	6

	<p>achieved through promotional activities. The primary aim of this course is to explain the concept of <i>Promotion</i> and introduce the fundamentals of <i>communication</i> in marketing. It includes an overview of communication models (General Model, AIDA, NAIDAS, etc.), their structure, development, and differences. The course also covers the definition and objectives of advertising, the main types of advertising, and the use of both traditional and digital media platforms. Students acquire skills in implementing advertisements through various media, evaluating advertising effectiveness using performance metrics, and applying appropriate measurement methods. Additionally, the course provides detailed knowledge on budgeting processes related to advertising.</p>	
19	<p>Sales Management</p> <p>This course introduces the concept of sales, emphasizing its distinctions from marketing. It provides a comprehensive analysis of the sales process and its individual stages, as well as control mechanisms for implementation. Students learn methods for sales forecasting and how to apply them, techniques for selecting sales personnel, evaluating selection methods, and implementing them in practice. The course also explores career opportunities in sales, effective selling techniques, sales tactics, and the development and control of sales budgets. Gaining an understanding of overall sales process management is also a core outcome.</p>	4
20	<p>Retail Marketing</p> <p>This course covers the basics of distribution, distribution channels, and retail stores. It explains the role of retail within the distribution system and teaches students about location selection for retail stores and the factors influencing this decision. It also explores different types and classifications of retail outlets. The course includes shelf layout, store interior design, and creating store atmosphere. In addition, it addresses career opportunities in the retail sector and methods for selecting suitable personnel. Students also learn to plan and implement communication strategies in retail,</p>	4

	understand the application of technology in retail and e-retail, and explore modern approaches, ethics, and social responsibility in the retail sector.	
21	<p>Digital Marketing</p> <p>This course introduces new concepts in marketing and the fundamentals of digital marketing, highlighting the key differences from traditional marketing. Topics include social media marketing, information about social networks, and tools for marketing in social media environments. Students gain knowledge about SEO (Search Engine Optimization), SEM (Search Engine Marketing), Google Ads, Google AdWords, and content marketing strategies. The course also covers influencer marketing, viral marketing, growth hacking, mobile marketing, the Internet of Things (IoT), and applications related to virtual life.</p>	6
22	<p>Civil Defense</p> <p>In the context of rapidly increasing global emergencies, this course educates students on regulations aimed at ensuring safety and protecting health in the surrounding environment. It covers identification and recognition of harmful factors, methods and means of personal protection, ways to minimize harmful and dangerous influences, and procedures for addressing emergencies and disasters during peace and wartime, including measures for mitigation and recovery.</p>	3
...	<p>Subjects determined by Higher Education Institutions</p> <p>The courses listed here are individually determined by each higher education institution and are included in the respective curriculum.</p>	60
Internship		30
1	Career Planning	

2	Soft Skills	
3	Hard Skills	
4	Internship / Project	
	TOTAL	240

¹ These courses are offered by the higher education institution based on the experience of the faculty staff, research infrastructure, and local and international employment opportunities. The courses determined by the higher education institution should be elective for students and also facilitate their participation in foreign exchange programs.

4. Teaching and Learning

4.1. The teaching and learning environment must be organized in such a way that students can achieve the intended learning outcomes set forth in the educational program.

4.2. Teaching and learning methods should be described in relevant documents (e.g., the instructor's syllabus, etc.) and be publicly accessible (e.g., on the university's website, program brochures, etc.).

4.3. Teaching and learning methods should be continuously reviewed and improved, taking into account innovative educational practices. Regular improvement of teaching and learning methods should be part of the university's quality assurance system.

4.4. Different teaching methods should be employed during the educational process. These methods should promote a student-centered approach and encourage active participation of students in the learning process. Examples of teaching and learning methods that may be used include:

- Lectures, seminars, practical assignments;
- Presentations, discussions, and debates;
- Independent study and research (e.g., working with practical examples);
- Projects;
- Problem-based learning;
- Fieldwork;
- Role-playing;
- Reports;
- Group assessments;
- Expert methods;
- Video and audio-conferencing technologies;

- Video and audio lectures;
- Distance learning;
- Simulations;
- and others.

Note: The listed methods may be selected and/or modified depending on the specifics of the specialization.

4.5. A balance between theoretical and practical training should be maintained in education. The primary focus must be on strengthening practical skills in accordance with the evolving needs of the labor market.

4.6. The educational program should support student independence and promote the concept of lifelong learning. By the end of the educational process, students should be able to work independently in any direction and have the ability to continue their education throughout their lives.

5. Assessment

5.1. Assessment should be organized in a way that allows for effective measurement of students' achievement of the expected learning outcomes. This should enable monitoring of progress, evaluation of the extent to which the educational program's results have been achieved, facilitate feedback exchange with students, and help establish preliminary conditions for the improvement of the educational program.

5.2. Assessment methods must be described in relevant documents (e.g., course syllabus, program guide) and be accessible to all stakeholders (e.g., on the university's website, program brochures).

5.3. Assessment methods should be continuously reviewed and improved in light of innovative teaching practices. The regular updating of assessment methods must be an integral part of the university's quality assurance system.

5.4. Different assessment methods should be employed during the teaching process. These methods must promote a student-centered approach and encourage active participation of students in the learning process. Examples of assessment methods include:

- Written assignments;
- Tests on knowledge and skills, including computer-based tests;
- Oral presentations;
- Surveys;
- Open discussions;
- Practical and fieldwork reports;
- Assessment of skills based on practical and laboratory observations;
- Project reports;
- Portfolio assessment;
- Oral questioning;
- Group and self-assessment;
- and others

Note: The methods listed may be selected and/or modified depending on the specifics of the course.

5.5. The methods used to assess learning achievements should be based on clearly defined criteria and must allow for accurate and reliable determination of the level of knowledge, skills, and competencies acquired by the student during the course. Teachers should uphold the principles of transparency, impartiality, mutual respect, and humanism during assessment.

5.6. Students should have the opportunity to discuss all aspects of their education, including the assessment process, with teachers and assessors. The higher education institution must establish assessment procedures and appeal processes related to grading in accordance with relevant regulations.

5.7. Academic ethics holds an important place in the educational process. Students are taught to adhere to academic integrity and to understand the issue of plagiarism. They should be informed about intellectual property rights related to intellectual work.

6. Learning Outcomes of the Program and Each Course

6.1. The determination of the learning outcomes of the educational program, as well as the learning outcomes of each course and the preparation of each course syllabus, fall within the authority of the higher education institution/academic staff.

6.2. Learning outcomes are determined by each higher education institution in accordance with the template provided in Annex 1. The matrix of learning outcomes (Annex 2) must reflect the relationship between courses and learning outcomes.

6.3. To ensure that the content of the educational program meets the evolving theoretical and practical needs of society and the labor market, the syllabi of courses should be regularly updated.

7. Infrastructure and Human Resources

7.1. For the "050407-Marketing" specialization, the material and technical base must include adequately equipped classrooms and laboratories with ICT facilities, computer rooms, workshops, etc., to conduct lectures, practical sessions, and scientific research activities according to the prepared curriculum. Students should have access to the university's local network, internet, databases, electronic libraries, and search systems.

7.2. Faculty members of higher education institutions generally hold academic degrees. Highly qualified specialists from other state or private institutions and/or relevant organizations, as well as individuals with at least a master's degree in the relevant field, may also be involved in teaching.

8. Internship / Practical Training

8.1. Internship is important for the practical application of theoretical knowledge and strengthening professional skills. Depending on the specifics of the specialty, the organization rules of the internship can be determined by the higher education institution.

8.2. The internship can be organized in private companies, state institutions, research laboratories (including universities, the Azerbaijan National Academy of Sciences, private local or international organizations, and companies, etc.).

8.3. To maximize the benefit from the internship process, it can be organized in four stages:

1. The student should learn proper career planning,
2. Acquire soft skills,
3. Acquire hard skills,
4. Undergo an internship at enterprises and organizations or complete an order project received from them

8.4. Mastering career planning and soft skills courses will enable students to develop self-improvement and opportunity evaluation abilities during their education. By completing the "Career Planning" course, students will learn basic career concepts, career development activities to be evaluated during their education; how to develop a career roadmap and its techniques; will gain knowledge of willpower, motivation, positive thinking, business ethics, job search strategies, proper application procedures, and the preparation of professional CVs, resumes, cover letters, and recommendation letters; they will understand job interview preparation procedures and interview techniques. The "Soft Skills" course enables students to learn effective time management, stress management, creative, critical, and analytical thinking; problem-solving and decision-making techniques, public speaking, ways to develop fluent speech, body language, correct presentation methods, and teamwork skills; they will understand leadership principles. The "Hard Skills" course will enable students to proficiently use Excel tools widely used in the business world, project management software; understand verbal and written communication rules in professional life; grasp the main nuances of digital literacy and learn methods of personal brand building.

8.5. Internship organization will be offered in two forms. In the first, students explore internship opportunities in companies and institutions and submit positive evaluation approval documents from these organizations to the university. Thanks to the acquired career planning, hard, and soft skills, students' chances of success in the labor market will increase. Before the internship, a contract must be signed between the higher education institution and the company/institution/laboratory organizing the internship. Also, based on the student's individual application, permission may be granted to complete internships in other companies/institutions/laboratories related to their specialty, including abroad. The contract includes conditions, students' rights and responsibilities, and other necessary details.

8.6. The second form of internship organization involves executing commissioned projects from the business world. The required research, improvement opportunities, and problem solutions needed by companies and organizations will be analyzed jointly by students and mentor instructors and presented to the clients in the form of projects.

8.7. The evaluation of the internship will be carried out by representatives of the business world after the submitted project has been assessed.

9. Employment and Lifelong Learning

9.1. Graduates of the "050407 Marketing" specialty can work in both private and public sectors in fields such as communication, logistics, marketing, public relations, product management, brand management, and customer relationship management. They can hold positions such as marketing

specialist, marketing manager, sales specialist, sales manager, merchandiser, brand manager, advertising specialist, public relations officer, marketing researcher, logistics specialist, business analyst, customer relations manager, digital marketing specialist, social media manager, communications manager, branding specialist, brand manager, product manager, e-commerce specialist, production specialist, supply chain specialist, SEO/SEM specialist, influencer, database marketing specialist, and supply manager.

9.2. The higher education institution must regularly conduct surveys on the employment of graduates of the Education Program and publish information on vacant job positions on its website.

9.3. Graduates of the "050407 Marketing" specialty can continue their education in all Master's programs included in the "Economics and Management" group of specialties.

9.4. The knowledge, skills, and approaches acquired during the study period are the initial conditions for graduates to engage in lifelong independent learning.

Approved by:

Deputy Head of the Office of the Ministry of Education
Republic of Azerbaijan, Head of the Department of Higher,
Secondary and Specialized Education

_____Yaqub Piriyeu _

Date: _____“01” July 2020

Chairman of the Working Group for of the
Development of State Education Programs
for Economics and Management Specialties

_____Adalat Muradov

Date: _____“30” June 2020

Appendix 1

Learning Outcomes of the Education Program and Courses

The higher education institution must define the expected learning outcomes for the Education Program and for each course. At least 6 learning outcomes should be listed in the tables below (separately for the Education Program and each course).

Learning Outcomes of the Education Program and Courses

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Learning Outcomes of the Education Program (LOEP)

LOEP1. Formation of a general understanding of Azerbaijan's recent history and reviewing recent historical events; improvement of marketing-related skills connected to humanitarian subjects.

LOEP 2. Improvement of students' proficiency in at least one foreign language, provision of basic computer skills, and acquisition of fundamental mathematical literacy.

LOEP 3. Development of knowledge in economics and management, and provision of basic literacy in econometrics and statistics.

LOEP 4. Understanding marketing as a business function, including mastering consumer behavior, marketing communications, and branding concepts; formation of sales strategies and sales processes by students.

LOEP 5. Teaching digital marketing and all its tools and techniques, application of digital marketing metrics, marketing research, data-driven marketing, and alternative marketing approaches.

LOEP 6. Acquisition of basic knowledge about current global marketing trends, relevant topics, strategic marketing and business ethics, implementation of corporate social responsibility in marketing, evaluation strategies, distribution channels, supply chain management, and the role of retail in this chain.

Learning Outcomes for the Subject: History of Azerbaijan (LOS)
LOS 1: Be able to determine that Azerbaijan is one of the oldest human settlements and one of the first civilization centers in the world.
LOS 2: Understand and analyze the formation conditions of statehood in Azerbaijan during ancient, medieval, and modern periods, including political and international factors.
LOS 3: Analyze the role of ideological, economic, and cultural factors in the formation and development of the Azerbaijani people.
LOS 4: Be able to analyze the stages of the complex and heroic history of the Azerbaijani people, identifying distinctive features of each era.
LOS 5: Systematically study the place and role of the Azerbaijani state in the modern world.
LOS 6: Be able to draw correct conclusions from the historical experience of Azerbaijan's development.

Learning Outcomes for the Subject: Business and Academic Communication in the Azerbaijani Language (LOS)
LOS 1: Acquire knowledge about the Azerbaijani language in the context of globalization and state support for the language. Learn to prepare presentations on decrees related to the state language and on the topic "Great Leader Heydar Aliyev and the Azerbaijani Language." Understand the goals and objectives of the course "Business and Academic Communication in Azerbaijani." Gain knowledge about communication forms, functions, and levels.
LOS 2: Master the role of auxiliary parts of speech in academic communication. Learn the requirements for spoken and written communication, including correctness, accuracy, clarity,

fluency, purity, conciseness, simplicity, richness, coherence, and other important aspects according to modern standards.

LOS 3: Understand communication rhetoric, literary styles, and active and passive vocabulary of the Azerbaijani literary language. Master concepts of literary language and communicability, types of communicability, communication in communicability, communicative strategy, and creative technologies.

LOS 4: Study listening culture and the nature of listening as a type of communication. Understand listening and attention, types of listening, and the importance of developing listening skills. Acquire knowledge of communication culture, speech ethics, and etiquette of address. Learn the peculiarities of organized speech (lectures, reports, presentations, spontaneous speech).

LOS 5: Learn about the modern Azerbaijani business style and its rules. Enrich knowledge about the role of letters in business communication, electronic, and online communication.

LOS 6: Learn about the language of official business documents. Acquire knowledge about types and forms of business communication, including language and style. Understand the importance of purity, orthographic rules, and sentence structure in Azerbaijani business communication. Gain theoretical and practical skills in business rhetoric.

Learning Outcomes for the Subject: Business and Academic Communication in a Foreign Language (LOS)

LOS 1: Acquire general English language skills in listening, speaking, reading, and writing. Understand daily conversations, respond informally, engage in dialogue, correctly use complex tenses in speech, write short informal letters and paragraphs, comprehend short texts, and answer questions at the A2 vocabulary level.

LOS 2: At B1 level, listen and understand dialogues, use vocabulary to construct complex dependent and independent sentences, write essays of about 150 words with effective introductions and conclusions, learn the structure of formal letters, write business letters accordingly, and deliver formal presentations.

LOS 3: At B2 level, watch movies, read books, write comments and analyses, and present these analyses orally.

LOS 4: Learn economic terminology and business English vocabulary; use descriptive writing to verbally describe graphs, tables, and pie charts; express opinions in the third person; and engage in general academic discussions.

LOS 5: Develop the ability to freely conduct dialogues, discussions, and debates in a business environment, and form skills to professionally present oneself in English.

LOS 6: Correctly use second and third conditional sentences in speech, convert reported speech dialogues to direct speech in oral use, acquire academic vocabulary for fluent use in oral communication, and develop the ability to speak academic English fluently.

Learning Outcomes for the Subject: Introduction to Economics (LOS)

LOS 1: Learn basic economic concepts and their interrelations, as well as the behavioral principles of economic agents.

LOS 2: Gain an understanding of the role of the market mechanism in the economy and develop basic skills in analyzing economic events and processes, both in content and form.
LOS 3: Acquire theoretical knowledge necessary to understand economic processes.
LOS 4: Understand the main elements of the market mechanism, such as demand, supply, price, competition, and their interrelations.
LOS 5: Understand the operational laws of a market economy.
LOS 6: Learn the decision-making mechanisms of economic agents.

Learning Outcomes for the Subject: Microeconomics (LOS)
LOS 1: Understand how economic decisions are made by households and firms.
LOS 2: Learn how decisions made by economic agents affect product quantities, prices, production factors, and resource allocation.
LOS 3: Study consumer behavior.
LOS 4: Gain general knowledge of major market types based on competition: perfectly competitive markets, monopolistic competition, oligopoly markets, and monopoly markets.
LOS 5: Study the economic nature of public goods and their impact on overall welfare.
LOS 6: Understand the necessity of government intervention when markets fail to allocate resources efficiently, and study government political measures aimed at improving market functioning.

Learning Outcomes for the Subject: Macroeconomics (LOS)
LOS 1: Understand macroeconomic stability, sustainable economic growth, full utilization of resources, and minimizing inflation and unemployment levels.
LOS 2: Learn the aggregate demand and aggregate supply model of macroeconomic equilibrium.
LOS 3: Understand the Keynesian income and expenditure model of macroeconomic equilibrium.
LOS 4: Study fiscal policy (tax-budget) and monetary-credit policy.
LOS 5: Analyze macroeconomic equilibrium in commodity and money markets
LOS 6: Conduct macroeconomic analysis of open and closed economies.

Learning Outcomes for the Subject: Linear Algebra and Mathematical Analysis (LOS)
LOS 1: Study systems of linear algebraic equations, linear spaces, linear transformations, and other mathematical objects of linear nature.
LOS 2: Understand the study of functions and variable quantities using differential and integral calculus.
LOS 3: Develop the ability to perform mathematical analysis for solving economic and technical problems based on the learned mathematical knowledge.

LOS 4: Use mathematical methods and form the theoretical basis for teaching subjects that involve mathematics.

LOS 5: Select effective mathematical solution methods for solving economic problems.

LOS 6: Learn the basics of mathematical modeling.

Learning Outcomes for the Subject: Probability Theory and Mathematical Statistics (LOS)

LOS 1: Identify mathematical regularities in the occurrence of random events and processes.

LOS 2: Teach mathematical methods for data collection and processing of observation results.

LOS 3: Develop the ability to perform mathematical analysis in solving economic and technical problems based on the learned mathematical methods.

LOS 4: Select effective mathematical solution methods in mathematical modeling.

LOS 5: Form the theoretical basis for teaching other subjects that involve mathematics.

LOS 6: Develop logical and algorithmic thinking skills.

Learning Outcomes for the Subject: ICT Basic Computer Skills (LOS)

LOS 1: Acquire fundamental methods and tools for obtaining, storing, and processing information; develop skills in using computers as tools for information management and working with information in global computer networks.

LOS 2: Develop the ability to select processing tools appropriate for economic data processing tasks, analyze calculation results, and justify obtained conclusions.

LOS 3: Acquire skills in collecting, analyzing, and preparing analytical reports using internal and external sources.

LOS 4: Have the ability to use modern technical tools and information technologies to solve analytical and research problems.

LOS 5: Develop the ability to solve communication tasks, search for and select profession-relevant information on the Internet using search and reference systems, and use information technologies.

LOS 6: Have access to and the ability to use ICT tools for participation in learning and self-learning processes.

Learning Outcomes for the Subject: Statistics (LOS)

LOS 1: Master the statistical methodology for collecting, processing, and analyzing data necessary for solving practical tasks.

LOS 2: Select methods and techniques for data collection, storage, and initial processing, and be able to apply them and work with modern information sources.

LOS 3: Summarize collected statistical data based on descriptive statistics methods and present it in a form suitable for analysis.

LOS 4: Calculate and interpret statistical indicators as an important means of information acquisition, and develop conclusions for optimal decision making.
LOS 5: Apply statistical methodology practically, work with any volume of data in accordance with international accounting and statistical standards and rules, apply advanced statistical technologies, and formulate correct and substantiated conclusions.
LOS 6: Use information and communication technologies as important tools for information management.

Learning Outcomes for the Subject: Econometrics (LOS)
LOS 1: Acquire skills to formulate economic problems and hypotheses, and select a system of indicators necessary to describe the economic problem.
LOS 2: Obtain necessary knowledge in collecting and preliminary processing of statistical data for dependent and explanatory variables.
LOS 3: Build model specifications and theoretically justify the form of the relationship between economic indicators.
LOS 4: Develop skills in estimating parameters of econometric models and overall model evaluation, and use modern software packages for conducting relevant tests.
LOS 5: Provide forecast scenarios for dependent economic indicators and develop mechanisms for their use.
LOS 6: Formulate the results of econometric models for practical decision-making.

Learning Outcomes for the Subject: Management (LOS)
LOS 1: Describe the main functions of management and the roles of managers.
LOS 2: Explain how managers align the planning process with the organization's mission, vision, and values.
LOS 3: Identify common organizational structures and their advantages and disadvantages.
LOS 4: Understand group and team dynamics within organizations.
LOS 5: Understand organizational culture and the benefits of diversity
LOS 6: To identify strong and weak leadership styles and recognize different types of leadership.

Learning Outcomes for the Subject: Marketing (LOS)
LOS 1: Define marketing, form an understanding of basic marketing concepts, and gain knowledge about the marketing environment.
LOS 2: Acquire knowledge and application skills in market segmentation, marketing information systems, and the marketing mix.
LOS 3: Understand product concepts, product life cycle, brand, and branding basics.
LOS 4: Learn pricing strategies, price formation, demand distribution, distribution forms, channels, and basic knowledge about retailers and wholesalers.

LOS 5: Understand promotion mix elements such as advertising, public relations, sales promotion, personal selling, and direct sales with examples and instruction.

LOS 6: Obtain preliminary knowledge about consumer behavior, strategic marketing, marketing ethics, and modern marketing approaches.

Learning Outcomes for the Subject: Consumer Behavior (LOS)

LOS 1: Study in detail consumers' changing interests, preferences, desires, and needs over time.

LOS 2: Master methods for studying consumer perception, motivation, beliefs, attitudes, and behaviors.

LOS 3: Learn to closely analyze psychological, social, cultural, and economic factors affecting consumer behavior.

LOS 4: Analyze the consumer purchasing process, its stages, and decision-making mechanisms.

LOS 5: Transmit initiatives on analyzing consumer behavior and organizing marketing activities accordingly.

LOS 6: Cover, study, and apply consumer behavior learning models.

Learning Outcomes for the Subject: Marketing Research (LOS)

LOS 1: Learn the concept of research, scientific research ideas, and philosophy.

LOS 2: Master research methods (quantitative and qualitative) and each research technique.

LOS 3: Conduct market and marketing research, collect primary and secondary data, and analyze literature.

LOS 4: Develop questionnaires, learn scales and measurement logic, and analyze question forms.

LOS 5: Perform and interpret descriptive analyses, reliability tests, factor analyses, correlation, regression, and impact tests.

LOS 6: Gain practical skills in data analysis using at least one software program (SPSS/R/STATA) and visualize data to present analysis in an understandable form.

Learning Outcomes for the Subject: Strategic Marketing (LOS)

LOS 1: Develop a close understanding of the concept of strategy and explain its distinction from tactics and operations.

LOS 2: Become familiar with the concepts of mission, vision, goals, and objectives, and understand marketing's role in guiding these.

LOS 3: Conduct a detailed analysis of the marketing environment, including the internal firm environment, micro and macro environment.

LOS 4: Perform a SWOT analysis of the current situation and evaluate strategic steps from various aspects using PEST analysis.

LOS 5: Analyze BCG and Ansoff matrices and learn decision-making methods related to products, including planning based on the product life cycle.

LOS 6: Build strategic marketing for a product, form a strategic marketing mix, and adapt it to modern trends.

Learning Outcomes for the Subject: Advertising (LOS)

LOS 1. Explain the concept of promotion and transition to communication concepts.

LOS 2. Construct, form, and explain communication models (General, AIDA, NAIDAS, etc.) and their differences.

LOS 3. Provide basic knowledge about the definition, goals, and types of advertising.

LOS 4. Give knowledge about traditional and digital advertising through various media channels.

LOS 5. Teach methods for measuring and evaluating advertising performance, including related metrics and budgeting processes.

LOS 6. Develop branding, advertising, and communication strategy for a product, including production and presentation of an advertising film.

Learning Outcomes for the Subject: Sales Management (LOS)

LOS 1. Define sales and distinguish it from marketing.

LOS 2. Analyze sales processes and stages separately and supervise their application.

LOS 3. Teach and apply sales forecasting methods and analyze their strengths and weaknesses.

LOS 4. Select sales force, analyze selection methods, and apply them in work processes; understand career opportunities in sales.

LOS 5. Teach sales techniques, tactics, and strategies used in the sales process and analyze the effectiveness of efforts.

LOS 6. Formulate sales budgets, control their implementation, and supervise overall sales processes.

Learning Outcomes for the Subject: Retail Marketing (LOS)

LOS 1. Understand the concept of distribution in marketing, distribution channels, and retail stores; explain the role of retail in the channel.

LOS 2. Learn about retail store location selection, factors influencing location choice, and types/classification of retail stores.

LOS 3. Gain knowledge about shelf arrangement, different in-store designs, and organizing the store atmosphere.

LOS 4. Analyze career opportunities in retail stores and learn methods for selecting appropriate staff.

LOS 5. Plan and implement communication activities in the retail sector.

LOS 6. Understand e-retailing, the application of technology in retail, modern approaches, ethics, and social responsibility in retail.

Learning Outcomes for the Subject: Digital Marketing (LOS)
LOS 1. Explain new concepts in marketing and digital marketing, emphasizing the key differences from traditional marketing.
LOS 2. Provide information about social media marketing, social networks, and the tools used for marketing in social media.
LOS 3. Understand and apply SEO and SEM concepts, including the use of search tools such as Google Ads and Google AdWords, as well as content marketing strategies.
LOS 4. Learn about influencer marketing, viral marketing, growth hacking, and their practical applications.
LOS 5. Gain knowledge about mobile marketing, the Internet of Things (IoT), and applications in virtual environments.
LOS 6. Develop and implement a digital marketing strategy for a product.

Learning Outcomes for the Subject: Civil Defense (LOS)
LOS 1. Learn the classification and full characteristics of emergencies, the history of civil defense, its role and responsibilities in emergencies; understand relevant government decisions and laws issued by the Cabinet of Ministers.
LOS 2. Understand the role and tasks of civil defense in both peace and wartime; methods to prevent emergencies caused by technological disasters; population behavior during bacteriological, chemical, and radiation conditions; principles of quarantine, observation, sanitation, disinfection, decontamination, and deactivation in radiation conditions.
LOS 3. Learn about emergency commissions, the role and responsibilities of the state system in emergency response, and the creation of non-militarized civil defense units.
LOS 4. Organize the protection of the population during emergencies; know and use collective protective facilities and personal protective equipment; manage evacuation and ensure efficient protection of the population during emergencies.
LOS 5. Understand the organization and execution of civil defense reconnaissance; operate radiation and chemical reconnaissance devices; understand civil defense management, headquarters, and their main tasks.
LOS 6. Plan and implement civil defense measures; know methods for eliminating emergency consequences; organize and conduct rescue and urgent operations at disaster sites; learn principles for civil defense training of the population; provide first aid in disaster zones during emergencies.