Ministry of Higher Education and Scientific Research

Scientific supervision and evaluation device

Department of Quality Assurance and Academic Accreditation

Academic program description form for colleges

For the academic year 2020-2322

University name: Northern Technical University

College name: Kirkuk Technical Institute

Number of scientific departments and branches in the college:

Date of filling out the file: 5/27/2023

Signature: Signature:

Name of department head: M. Iyad Fadel Mohsen Name of Scientific Assistant: Eng. Dr.. Kilan Esmat

Date: 5/28/2023 Date: 5/28/2023

Check the file before

Department of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Department:

the date   /   /

Signature authenticated by Mrs. Dean

Dr. Ashti Mahdi Arif

Academic program description form Reviewing

the performance of higher education institutions ((academic program review))

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

Northern Technical University	1. Educational Institution
, Kirkuk Technical Institute	2. UniversityDepartment/Center
Marketing Management Techniques	3. Name of the academic program
: Technical diploma - for two calendar years, equivalent to three academic years	4. Name of the final certificate
The academic system is an annual system	5. annual system
AACSB	6. Accredited Accreditation Program
There is a close relationship between the department's outputs and the labor market, and a market opinion is taken Working with the curriculum based on the graduate follow-up form 6 5/28/2023	7. Other external influences:
2023 /5 / 28	8. The date the description was prepared is
A) Graduating intermediate technical personnel with high qualification levels capable of dealing with modern technologies within marketing activities for goods and services	

b) Introducing the student to the marketing activities required and imposed by the market work environment and in a way that is compatible with the needs of the work environment.

C) Using a case study of the market to know the needs and desires of consumers to create serious products, or develop existing products, while finding suitable distribution outlets for the products.

D) Using scientific methods and modern technologies to promote goods and services, introduce them, and deliver them to the user or buyer in the best ways and means.
e) Using advanced computer software programs for marketing activities.

A- Cognitive objectives

1- Preparing intermediate technical staff with highly qualified levels capable of dealing with modern technologies within marketing activities for goods and services

2- Absorbing human resources capable and willing in technical education, whether they are graduates of secondary education or those who need to acquire the institute and skills and be open to society to contribute to solving its problems.

And meet his needs by providing scientific consultations.

B - The program's skill objectives

B1 - How to promote goods and services and manage materials

B2 - How to use the distribution channels in the system and support marketing decisions

B3- How to use marketing methods and information systems in marketing research

Teaching and learning methods

1) Lecture style

2) Practical application

3) Using the Internet to write reports and research on marketing and promotion

Evaluation methods

1) Daily evaluation 3) First semester exams

2) Oral exams 4) Daily assignments 5) Reports

6) Daily written tests

7) Second semester exams

8) Final exams

C- Emotional and value-based goals

C1- Implementing student project designs as part of graduation requirements

C2- Preparing modern methods that are used in practical subjects

Teaching and learning methods

1) Lecture style

2) Practical application

3) Using the Internet to write reports and research on marketing and promotion

Evaluation methods

11) Daily evaluation 3) First semester exams

2) Oral exams 4) Daily assignments 5) Reports

6) Daily written tests

7) Second semester exams

D - General and transferable skills (other skills related to employability and personal development).

D1- Using marketing programs for marketing research

D2- Commercial and customs control over products.

D3- Applying modern methods to market products through the use of modern programs.

D4- **Using statistical programs and the Internet.**

Teaching and learning methods

1- Theoretical lectures

2- Practical lectures

3- Scientific workshops

4- Summer training

5- Courses in modern methods

Evaluation methods

1- Oral exams

2- Sudden written tests

3- Daily evaluation of the student's performance

4- Reports submitted

11. Program structure 12. Certificates and credit hours

study plan
First academic year

	Name of the academic subject	number of hours			number of units	Material type	Notes
		theoretical	practical	sum			
1	English Language 1	2	-	2	2	Specialized	
2	Computer Principles 1	1	2	3	3	Specialized	
3	human rights	1		1	1	unSpecialized	
4	psychology	2	-	2	2	unSpecialized	
5	Statics	1	2	3	3	Specialized	
6	Principles of business administration	1	2	3	3	Specialized	
7	Principles of Marketing Management	1	3	4	4	Specialized	
8	Marketing supplies	1	3	4	4	Specialized	
9	Accounting Principles1	1	2	3	3	Specialized	
10	E-Marketing	1	2	3	3	Specialized	
					28		

Second academic year

	Name of the academic subject	number of hours			number of units	Material type	Notes
		theoretical	practical	sum			
	Marketing Research1	2	1	3	3	Specialized	
	Distribution channels1	2	1	3	3	Specialized	
	Promotion Management1	1	1	2	2	unSpecialized	

International Marketing1	2	1	3	3	unSpecialized	
Specialized readings1	1	1	2	2	Specialized	
Computer Applications1	1	1	2	2	Specialized	
				15		

13. Planning for personal development

1- **Development courses (lecturer or participant)**

2- **Specialized seminars 3- Regular meetings**

3- **Cultural activities,**

4- **Sports activities,**

5- **Artistic activities**

6- **Presenting scientific developments**

7- **Participating in scientific conferences**

8- **Sustaining research**

1. Admission standard (setting regulations related to admission to the college .1 or institute)

1- The total obtained by the student after passing the general exams for   -1
the sixth scientific grade 2- He must be a graduate of the scientific,
literary, and commercial branches only 3- The results of the medical
examination indicate that the student is healthy and fit to study in the
department 4-

━━━Desire
━━━━━━━━━━━━━━━━━━━━━━━━━
                    15- The most important sources of information about the program
1- Principles of Marketing: Al-Dahaji, Abi Saeed, Principles of Marketing
   2- Management
   3- - Marketing research: Al-Alaq, Al-Bashir, modern management theories
     and concepts.
   4- Distribution channels: Al-Azzawi, Zakaria.
   5- Resources in the institute's library
   6- Resources available in the virtual library of the Ministry of Higher
     Education.

Course description form

Reviewing the performance of higher education institutions ((((academic program review

Course description form

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

1. Educational institution,	Ministry of Higher Education and Scientific Research - Northern Technical University

1. University Department/Center Scientific Department/	Marketing Management Techniques
.1Name/code of s	first and second course
.2Attendance forms available	daily
.1Semester/Year	Annual
2. Number of academic hours	(total) 1960
4. Objectives of the course:	Graduation of intermediate marketing cadres
3. The date this description was prepared is	5/27/2023

1- Learning outcomes and methods of teaching, learning and evaluation
A- Knowledge and understanding
–1Knowledge of managing distribution channels
–2Knowledge of scientific methods of marketing research and their role in
creating distribution outlets and price policies.
–3Acquiring the student with international marketing knowledge, foundations,
principles and methods
–4Knowledge of computer and Internet skills.

B - Subject-specific skills
B1 - Modern knowledge in the concepts of managing distribution channels.
B2 - Applying scientific methods of marketing research in the labor market.
B3 - Using modern software in computers and the Internet

  Teaching and learning methods
–1Practical lectures in laboratories
–2Preparing scientific workshops
–1Summer training

  Evaluation methods
–1Oral exams

‑2Laboratory tests

‑3Written exams

‑2Graduation projects

Emotional and value goals

Preparing marketing cadres for state departments and the private sector

　Teaching and learning methods
‑1Practical lectures in halls

‑2Preparing cadres for commercial and customs control

‑1Oral exams

‑2Laboratory tests

‑3Written exams

D - General and transferable skills (other skills related to employability and personal development.(

D1- Written exams
B2 - Oral exams
B3 - Semester exams
B4- Surprise exams
11- Course structure

9. Infrastructure Required readings: ♣ Basic texts ♣ Course books ♣ Other prescribed books and assistance are available in the department Special requirements (including, for example, workshops, periodicals, software, and websites), workshops, the department website, the official page on the official classes website, the electronic hall, and social networking sites. Social services (including, for example, guest lectures, vocational training, and field studies). The department prepares specialized marketing courses 11. Acceptance Prerequisites Minimum number of students is 50 The largest number of students is 60 Typical field visit schedule 1- The regular field visit schedule is prepared for two or three days. It includes pre-prepared meetings. The responsibility for preparing and adapting the model to the circumstances lies with the Quality Assurance and University Performance Department in higher education institutions. 2- Field visits usually begin at nine in the morning on the first day. The start times for the meetings are determined in advance, which usually last no more than one hour. Not all schedule times should be meetings, but rather leave room for additional

expert reviewer activities, which include preparing for meetings, updating notes and records, and drafting paragraphs of the draft program review report. Session time activity First day 1 9:00 Welcome and Appreciation Summary of the review (objectives, required outcomes, use of evidence, and self-evaluation report) - Program Team 2 9:30 Curriculum: Discussion with members of the educational community 3 11:00 Meeting with a group of students 4 12:30 Program Efficiency: A tour of the sources 5 14:00 Review Committee Meeting: Scrutiny of additional documents, including a sample of corrected student work 6 15:00 Program efficiency: meeting with members of the educational staff 7 16:00 Review Committee Meeting: Review the evidence and any gaps or matters that need to be followed up 8 17:00 Meeting with relevant authorities (a sample of graduates, employers, and other partners) the second day 9 8:45 Meeting with the head of the review, its coordinator, and the program leader: a summary of the results of the first day, addressing gaps, and adjusting the schedule for the second day if necessary 10 9:00 Academic standards for graduates: Meeting with faculty members 11 10:30 The effectiveness of quality assurance and management processes: a meeting with members of the educational body. 12 12:00 Review Committee Meeting: Review evidence and matters that need to be addressed. 13 14:00 Free time to follow up on new issues 14 14:30 Final review committee meeting: making decisions on results and preparing oral feedback. 15 14:30 The review leader provides verbal feedback to the review coordinator and members of the educational staff 16 15:00 Conclusion (Table No. 1) A model of the follow-up and report preparation process and a plan for the typical field visit schedule for follow-up Follow-up report form Department of Quality Assurance and Academic Accreditation / Department of International Accreditation Enterprise: the college: the program: Follow-up report 1. This report presents the results of the follow-up visit that took place on ___/____/____20 and is part of the arrangements of the Quality Assurance and University Performance Department aimed at providing continuous support for the development of internal quality assurance processes and continuous improvement. 2. The purposes of this follow-up are to evaluate the progress achieved in the program since the preparation of the program review report and to provide more information and support for the continuous improvement in academic standards and quality of higher education in Iraq. 3. The evidence base used in this follow-up includes the following: 1) Self-evaluation report for the academic program with supporting information 2) The improvement plan prepared and implemented since the preparation of the academic program review report. 3) Academic program review report 4) Higher education

quality review report and institutional strategic plan (if any) 5) Additional evidence provided during the follow-up visit. 4. The overall conclusions reached from this follow-up are as follows: 1) (Name of academic program) at (Name of educational institution) has/has not implemented an improvement plan. 2) Good practices in the indicators presented since the field visit to review the program include the following: (mention them). 3) The important issues that the educational institution must address through its continuous improvement of the academic program are as follows: (Mention them and indicate whether the improvement plan addresses them or not).

10.. Appendix A below includes the preferred report. Appendix A Name of the educational institution: Date of the initial field visit to review the academic program: Date of follow-up visit: Follow-up report date: Names of the auditors who conducted the follow-up. Position/job title. Signature Part One: The internal quality assurance system used The question is yes? (|) Notes on the action to be taken? 1 Has the academic program self-evaluation report been completed? 2 Do recent self-evaluation reports show the extent to which the evaluation framework criteria have been met and/or addressed? 3 Is there an improvement plan based on external and internal review? 4 Are there important gaps that have not been addressed? 5 Is progress in implementing the improvement plan being monitored? 6 Is the implementation of the improvement plan expected to face any major obstacles? 7 How much time does the educational institution expect to need to complete improvements to the program? 8 How long do auditors expect it will take to complete improvements to the program to achieve the indicators? Part Two: The improvement achieved in indicators Indicators (see evaluation framework) Improvement plan items (show extent of compliance with recommendations in the academic program review report) New information from the field follow-up visit Overall conclusion Course of Study Objectives and required learning outcomes Course (content) Progress

from year to year Education and learning Student evaluation Program efficiency The general image of accepted students HR Material resources Uses of available resources Supporting students Graduation rates of accepted students Academic standards Clear standards Use appropriate measurement standards Graduate achievement Standards for assessed student work Program and warranty management Arrangements for program management Policies and procedures followed Collected methodological notes And used Improvement needs of employees that are identified and processed Planning actions for improvement followed.

The academic standards established and achieved in the examinations for granting the academic degree.

Evaluation framework

The evaluation framework provides a standard structure for evaluating academic programs. It forms the basis for self-evaluation, field visits by specialized reviewers, and the academic program review report. It is prepared for use in all academic fields and educational institutions and to be applied to internal and external reviews.

General concepts (regulations)

They are the principles, systems and instructions necessary for the educational institution within the policies that govern its work.

Institution of higher education

It is a college, institute or university that offers higher education programs leading to obtaining a first university degree (bachelor/diploma) or any higher degree.

Required learning outcomes

These are the results related to the knowledge that the educational institution wants from its programs according to the outcomes. It must be linked to the mission, measurable (evaluable), and reflect external benchmarks at the appropriate level.

Internal system for managing and ensuring quality

It is the system adopted by the educational institution to ensure that its educational programs and the elements within them meet the specified needs and are subject to continuous review and improvement. The output-based quality management system includes specific quality specifications from design to submission, evaluation and identification of good practices, deficiencies and obstacles, performance follow-up and proposals for improvement and enhancement, and systematic review and improvement of processes to develop effective policies, strategies and priorities to support continuous improvement.

Job/labor market

It is the availability of professional, commercial, research-oriented employment fields and other fields in which the graduate is qualified to work after graduation.

Mission statement

It is a brief statement that clearly defines the mission of the educational institution and its role in community development. The mission statement may also present brief supporting statements about the educational institution's vision, values, and strategic goals.

Specialized references

He is a person with a professional level and administrative experience or who has experience in the subject in question (except that he is not from the same educational institution and does not have a conflict of interest, so he can contribute to reviewing the educational program to ensure internal and external quality or for accreditation purposes).

Academic programme

For the purpose of reviewing the academic program, an educational program is defined as one that accepts students who, after its successful completion, obtain an academic degree.

Program Goals

These are the general objectives for delivering the academic program, which in turn guide the development and implementation of strategic objectives (to ensure that objectives are achieved) and the required learning outcomes (to ensure that students work to achieve the required outcomes).

Review the academic program

The Academic Program Review applies to all educational programs in all higher education institutions. In the case of programs taught in more than one educational institution, the entire program is included in the review.

 There are three objectives for reviewing programs in Iraq:

1- Providing decision-makers (in higher education institutions, the Ministry's Department of Quality Assurance and Academic Accreditation, parents, students, and other stakeholders) with evidence-based judgments about the quality of learning programs.

2- Support the development of internal quality assurance processes with information about good practices, challenges, and evaluation of commitment to continuous improvement.

3- Enhancing the reputation of higher education in Iraq at the regional and international levels.

quality assurance

The educational institution must have the necessary means to ensure that the academic standards for each educational program are determined in accordance

with similar international standards, that the quality of the curriculum and the relevant infrastructure are appropriate and meet the expectations of the concerned parties, that its graduates possess a set of specific skills, and that the educational institution is capable of continuous improvement.

Review coordinator

The person nominated by the educational institution to coordinate the review of the academic program to assist in gathering and interpreting information and applying stated review methods.

the report

Regular reports prepared based on reviews of the academic program and evaluations of its educational program.

self evaluation

It is the educational institution's evaluation of a specific academic program as part of the program review and within an internal quality management and assurance system.

Field visit

It is a visit prepared for external specialist reviewers as part of the academic program review. The field visit usually lasts for two or three days. Table (1) includes an example of this.

the description

It is a detailed description of the program's objectives, structure, required outcomes, and any specific courses, facilities, or resources included in it. The specification provides the information necessary to design, deliver, and review the program.

The relevant authorities

These are organizations, groups or individuals with a legitimate interest in the educational activities of the institution in terms of the quality and standards of education and the effectiveness of quality assurance systems and procedures. An effective strategic review process includes the most important groups of stakeholders. The exact extent of the different stakeholder groups and their interests depends on the institution's mission, the extent of its educational activities, and local circumstances. The extent is usually determined by a scoping study. Groups with legitimate interest include current students, graduates, students wishing to enroll, and parents. Their affairs or their families, the staff of the educational institution, the employment community, the relevant government ministries, sponsors and other funding organizations and professional organizations and unions, if any.

Strategic objectives/strategic plans

It is a set of goals for an educational institution derived from its mission and transformed into a realistic plan based on evidence-based evaluations. The goals focus on the means by which the institution seeks to achieve its mission, and the plan specifies the issues that should be addressed and the time frame

The responsible person and estimated costs are accompanied by an implementation plan that includes arrangements for monitoring progress and evaluating impacts.

Student evaluation

It is a set of procedures that include examinations and other activities carried out by the educational institution to measure the amount of achievement of the learning outcomes required for the academic program and its courses. Assessments also provide a means of classifying students according to their achievements, and diagnostic assessment seeks to determine the current extent of the student's knowledge and skills in an effort to prepare an appropriate curriculum. Formative

assessment provides information about the student's performance and progress to support continued learning without necessarily calculating a grade for graduation. As for the comprehensive evaluation, it determines the final level of the student's achievement in the program or at the end of the course, which is included in the credit hours of the academic program.

Student evaluations

It is a process of collecting students' opinions about the quality of their program in a standard structure with an analysis of the outcomes. The most commonly used methods for collecting opinions are: surveys and questionnaires, and other mechanisms include electronic conferences, panels, focus work groups, and representation in councils and other circles.

Teaching and learning methods

It is a set of methods used by teachers to help students achieve the learning outcomes required from the course. Examples of this include lectures, small group teaching such as educational sessions and seminars, a case study for each student on how to analyze information and reach decisions, assignments such as writing research papers so that students acquire self-learning and presentation skills, field trips, and practical sessions to provide students with practical skills and conducting experiments to train students in analysis. Results, reaching specific conclusions, and preparing reports, presentations, or posters.