

## 1. BASIC INFORMATION

Course	Marketing Plan
Degree program	Master Degree in Marketing
School	Faculty of Social Sciences and Communication
Year	1
ECTS	6 ETCS
Credit type	Mandatory
Language(s)	English
Delivery mode	Campus-based mode (Alcobendas)
Semester	S1-S2
Academic year	24-25
Coordinating professor	Gloria Morcillo
Professor	Carlos Andreu

## 2. PRESENTATION

**A marketing plan is a document that a business uses to execute a marketing strategy.**

It is tactical in nature, and it typically includes campaign objectives, buyer personas, competitive analysis, key performance indicators, an action plan, and a method for analyzing campaign results.

## 3. LEARNING OUTCOMES

### Knowledge

- KNWL1. Knowing the different functional areas of the company and the key and strategic decisions of marketing and communication of the companies and the professional profile of the experts in the area.
  - Describe the variables in a Marketing Plan

### Skills

- SKILL4. Apply the new advanced concepts of marketing and communication, through the use of Internet tools and new technologies in coherence with the global marketing strategy of the company.
- SKILL6. Analyze data sources, identifying the most appropriate market research methodologies and techniques, using the computer tools of professional marketing.
  - Create personal and professional synergies.
  - To provide the creative capacity applied to the creation of a Marketing Plan.

### Competences

- CBTF3. Plan and implement a comprehensive marketing plan.
- CBTF4. Detect and evaluate business opportunities, as well as the ability to design and implement marketing plans in accordance with the company's corporate and competitive strategies.

## 4. CONTENT

- Stages of the marketing plan development
- Research methodology
- Narrative structure of the marketing plan
- New persuasive ways of presenting business models
- Academic Regulations

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case studies
- Collaborative learning
- Problem-based learning
- Challenge-based learning
- Lectures
- Simulation environments

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Lectures	6
Practical Seminars	24
Independent working	50
Debates & Discussions	8
Academic Tutorials	18
Drawing up reports and written work	26
Solving case studies	6
Problem-solving	10
In-person knowledge assessment tests	2
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
In-person assessment tests	60
Oral presentations	10
Case Study	10
Reports and written work	10
Learning Folder	10

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case Study 1/Activity 1	Week 1-3
Case Study 2/Activity 2	Week 4-8
Case Study 3/Activity 3	Week 5-9
Case Study 4/Activity 4	Week 10-14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAFÍA

The main reference work for this subject is:

- Berle, Gustav, The Instant Business Plan Book: 12 Quick-and-East Steps to a Profitable Business. Santa Maria, C.A.: Puma Pub., 1997.
- Blackwell, Edward. How to Prepare a Business Plan. London: Kogan Page, 2002.
- Coke, Al. Seven Steps to a Successful Business Plan. New York: American Management Association, 2002.

The recommended Bibliography is:

- DeThomas, Art. Writing a Convincing Business Plan. Hauppauge, N.Y.: Barron's Educational Series, 2001
- McKeever, Mike P. How to Write a Business Plan. Berkley: Nolo.com, 1999.
- Launching Your First Small Business: Make the Right Decisions During Your First 90 Days. Chicago: CCH Incorporated, 2003.
- Csordos, Mark D. Business Lesson for Young Entrepreneurs: 35 Things I Learned Before The Age Of Thirty. Ohio: Thomson, 2003

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.