

## 1. BASIC DATA

Subject	COMMERCIAL PLANNING AND POSITIONING
Degree Program	DEGREE IN MARKETING
School / Faculty	SOCIAL SCIENCES
Year	SECOND YEAR
ECTS Credits	6 ETCS
Type	COMPULSORY
Language	SPANISH
Modality	IN PERSON
Semester	1ST SEMESTER
Academic Year	2025 - 2026
Coordinator	Luis Miguel Pérez Granero PhD
Lecturers	Luis Miguel Pérez Granero PhD Carlos Gonzalo Dapena PhD

## 2. PRESENTATION

The subject Commercial Planning and Positioning belongs to the Marketing Module. This Module is developed from vertical integration throughout the four years of training that the Marketing Degree occupies. This subject has a total of 6 ECTS credits, in which the student will acquire theoretical-practical skills to be able to implement, in the future, fundamental Marketing knowledge that, consequently, will lead to the creation of Marketing reports. All of this will be done through a critical analysis of the information managed through the various relevant tools.

## 3. COMPETENCES AND LEARNING OUTCOMES

### Basic competences:

- CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3 - That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

**Transversal competences:**

- CT02 - Autonomous learning: Set of skills to select strategies for searching, analyzing, evaluating and managing information from diverse sources, as well as to independently learn and put into practice what has been learned.
- CT04: Written communication / Oral communication: Ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, oral being what is done through words and gestures and, written, through writing and/or graphic aids.

**Specific competences:**

- CE04 - Ability to identify market needs in order to offer solutions that can satisfy consumer expectations.
- CE08. Ability to interpret the arguments contained in the briefings and produce marketing actions aimed at covering and satisfying the needs of the target audience.

**Learning outcomes:**

The student, upon passing the subject, will be able to:

- **LO1:** Understand the role of commercial planning within the company.
- **RA2:** Understand the functioning of markets and consumer behavior to plan marketing that covers demand actions.
- **RA3:** Know and understand the company's positioning based on market segmentation.
- **RA4:** Determine marketing-mix strategies.
- **LO5:** Determine the communication needs of the company

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB3, CB5	<b>LO1:</b> Understand the role of commercial planning within the company.

CB2, CB3, CB5, CT02, CE04, CE08	<b>RA2:</b> Understand the functioning of markets and consumer behavior to plan marketing that covers demand actions.
CB3, CT4, CE04, CE08	<b>RA3:</b> Know and understand the company's positioning based on market segmentation.
CB3, CB5, CT04, CE04, CE08	<b>RA4:</b> Determine marketing-mix strategies.
CB2, CB3, CT04	<b>LO5:</b> Determine the communication needs of the company

## 4. CONTENTS

**The business planning process. Commercial investigation.**

**Markets, consumer behavior and demand.**

**Segmentation and positioning.**

**Design of the marketing-mix strategy.**

**Communication decisions.**

## 5. TEACHING-LEARNING METHODOLOGIES

Below are the types of teaching-learning methodologies that are applied:

- Case Method (face-to-face modality)
- Problem-Based Learning (PBL) (face-to-face mode)
- Project-based learning (face-to-face mode)

## 6. FORMATION ACTIVITIES

Below, the types of training activities that will be carried out and the student's dedication in hours to each of them are identified:

Training activity	Number of hours
<b>Participatory group activities.</b> (Face-to-face modality)	40h
<b>Case analysis, problem solving, project development, simulation</b> (face-to-face mode)	40h
<b>Self-employment (face-to-face mode)</b>	8pm
<b>Work guided by the teacher</b> (learning monitoring, tutorials, etc.)	3pm
<b>Master classes</b> (In-person mode)	35h
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

**Face-to-face modality:**

Evaluation system	Weight
<b>knowledge test</b>	50%
<b>Case analysis and problem resolution</b> (oral presentations)	20%
<b>Jobs/projects</b>	30%

In the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities that you must carry out, as well as the delivery dates and evaluation procedures for each of them.

### 7.1. Ordinary call

To pass the course in the regular exam session, you must obtain a weighted average grade equal to or greater than 5.0 out of 10.0, in accordance with the evaluation system established in section 7.

In any case, it is necessary to obtain a grade equal to or greater than 5.0 in the final exam (knowledge test) for it to be averaged with the rest of the activities.

## 7.2. Extraordinary call

To pass the course in the extraordinary exam session, you must obtain a final grade (weighted average) equal to or greater than 5.0 out of 10.0.

In any case, it is necessary to obtain a grade equal to or greater than 5.0 in the final exam for it to be averaged with the rest of the activities.

Practical activities not passed during the regular session must be submitted after receiving the corresponding corrections from the instructor, or those that were not submitted, before the date of the extraordinary exam. These activities will be graded with a maximum score of 8.0.

Activities conducted outside the classroom, such as visits, events, or professional talks, are not recoverable. Neither are activities that assess attitudes (attendance, participation, and exercises or activities carried out in class).

Group activities that need to be recovered must be completed individually.

## 8. SCHEDULE

This section indicates the schedule with delivery dates for evaluable activities of the subject:

Evaluable activities	Date
Assignment / Project / Case Study	Week 3
Assignment / Project / Case Study	Week 7
Assignment / Project / Case Study – Week 12	Week 12
Final Knowledge Test	Weeks 18–19

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

### Exam dates.

They will take place on the date established by the center in the period between January 8 and January 26, 2025, which will be communicated at the appropriate time through the official channels established for this purpose.

The extraordinary call period will be between July 3 and 12, 2025.

## 9. BIBLIOGRAPHY

The reference work for monitoring the subject is:

- Armstrong, G., & Kotler, P. (2013). Fundamentals of marketing. Pearson Education.
- Kotler, P., & Keller, K. L. (2012). Marketing Management. Pearson Education.

## 10. EDUCATIONAL GUIDANCE UNIT, DIVERSITY AND INCLUSION

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and the equalization of opportunities.

This Unit offers students:

1. Accompaniment and monitoring by providing personalized advice and plans to students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thereby pursuing equity of opportunities for all students.
3. Offers students different extracurricular training resources to develop various skills that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in choosing a degree.

Students who need educational support can write to us at:

[orientativa.uev@universidadeuropea.es](mailto:orientativa.uev@universidadeuropea.es) .

## 11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement regarding the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.