

## 1. OVERVIEW

Subject area	Microeconomics II
Degree	Bachelor's Degree in Business Administration and Management
School/Faculty	Faculty of Social Science and Communication
Year	Second
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish and English
Delivery mode	On campus and online
Semester	First semester
Year	2024/2025
Coordinating professor	Dr Cristobal Matarán

## 2. INTRODUCTION

Microeconomics 2 is a core subject area of the Bachelor's Degree in Business Administration and Management, worth 6 ECTS credits. The study of this subject area in the second year of the degree will allow students to deepen and broaden their knowledge of the functioning of markets covered in Microeconomics 1 in the first year.

The aim is for students to understand how markets function according to their various structures, and learn about the different strategies that companies may adopt based on their competition and the demand they face.

## 3. LEARNING OUTCOMES

### Knowledge (CON, by the acronym in Spanish)

CON03. Identify basic concepts related to the theory of business economics and the tools that allow the analysis of the general and specific environment of organisations.

- Understand how markets function and know the key market variables.
- Reflect on the price-setting mechanisms that exist in markets.

### Abilities (HAB, by the acronym in Spanish)

HAB01. Critically analyse concepts and theories of business management, interpreting economic, tax, financial and legal data with regard to organisations.

HAB02. Solve problems and practical cases using mathematical and data analysis techniques and tools to solve economic issues. Use basic calculus, algebra and programming methods to gain a better understanding of the operational functioning of the company and its environment.

HAB07. Analyse consumer behaviour: evaluate and predict behaviour and trends in the different audiences in which consumers are classified in relation to a particular product or service, both geographically and culturally or in terms of population segments.

- Assess different business strategies based on the competition and demand faced by the business.

**Skills (COMP, by the acronym in Spanish):**

COMP02. Analyse and evaluate the competitive environment of businesses with a focus on the market, and use this analysis to approach new challenges.

## 4. CONTENTS

The contents of the subject area are divided into five learning units as follows:

Unit 1. Competitive markets

Unit 2. Price setting and price discrimination policies (linear monopoly and discriminatory monopoly)

Unit 3. Oligopoly (homogenous products) and strategic behaviour

Unit 4. Product differentiation and quality competition

Unit 5. Alliances and collusion

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

### On campus:

- Lectures
- Collaborative learning.
- Problem-based learning.
- Project-based learning.

### Online:

- Lectures via online seminars
- Case studies.
- Collaborative learning.
- Problem-based learning.
- Project-based learning.
- Fieldwork
- Simulation environments

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On campus:

Learning activity	Number of hours
Lectures	20 h
Independent working	20 h
Oral presentations	15 h
Case studies and problem solving	20 h
Excursions/trips	5 h
Group work	20 h
Knowledge tests	10 h
Tutorials	20 h
Projects	20 h
<b>TOTAL</b>	<b>150 h</b>

**Online:**

Learning activity	Number of hours
Online seminars	5 h
Reading course material and consulting complementary resources	22,5 h
Individual applied activities: problems, case studies, projects	35 h
Collaborative applied activities	12.5 h
Tutorials	17,5 h
Self-assessment questionnaires and knowledge tests	7,5 h
Autonomous learning	50 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

**On campus mode:**

Assessment system	Weighting (%)
Knowledge test(s)	40%

Case studies, problem solving and project development	10%
Written reports	20%
Oral presentations	5%
Participation in debates and forums	5%
Essays/Projects	20%

#### Online mode:

Assessment system	Weighting (%)
Knowledge test(s)	40%
Case studies, problem solving and project development	10%
Written reports	20%
Oral presentations	5%
Participation in debates and forums	5%
Essays/Projects	20%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5 out of 10 as the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5 out of 10 in the final knowledge test or exam for it to be averaged (weighted) with the grades of the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, you must achieve a grade of at least 5 out of 10 as the final grade (weighted average) for the subject area.

In any case, you must achieve a grade higher than or equal to 5 out of 10 in the knowledge test, in order to determine an average grade for all assessment activities.

Any activities not passed in the ordinary exam period must be submitted after receiving the relevant corrections and feedback from the teacher. Students must also submit any activities that were not submitted in the first place.

## 8. TIMELINE

This section details the timeline and submission dates (weeks) for the assessment activities in this subject area.

Assessment activities	Dates (weeks)
Written reports/problem solving and case studies on perfect competition, monopoly and oligopoly	Weeks 1–15
Essays/projects and oral presentations/participation in debates and forums	Weeks 16–17
Knowledge test(s)	Week 18

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time via the appropriate channels.

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Frank, R. H. (2009). *Microeconomía intermedia. Análisis y comportamiento económico*. Mcgraw-hill/interamericana de México.
- Nicholson, W. (2006). *Microeconomía intermedia y aplicaciones*. 9ª ed. Madrid: Thomson.
- Pindyck R. S. & Rubinfeld, D. L. (2013). *Microeconomía*. 8ª ed. Madrid: Pearson Educación.
- Varian, H. R. (2011). *Microeconomía Intermedia*. 8ª ed. Barcelona: Antoni Bosch.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI, by the acronym in Spanish) offers support to our students throughout their university experience to help them achieve their academic goals. Our work also centres around the inclusion of students with special educational needs, accessibility for all on the different university campuses and equal opportunities.

This Unit offers students:

1. Support and follow-up by means of personal counselling and plans for students who need to improve their academic performance.
2. With regard to support for diversity, non-significant curricular adjustments are made, i.e. in terms of methodology and assessment, for those students with special educational needs, thus pursuing equal opportunities for all students.
3. We offer students a variety of extracurricular learning resources for developing different skills to enrich their personal and professional development.
4. Career guidance through the provision of tools and counselling to students with career doubts or who believe they have made a mistake in their choice of qualification.

Students who need educational support can contact us at:

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

## **11. SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.