

1. BASIC INFORMATION

Course	Marketing
Degree program	Global bachelor's degree in business management and entrepreneurship
School	Social Sciences
Year	First
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	On site
Semester	First
Academic year	2025/2026
Coordinating professor	Javier Muñoz de Prat
Professor	Fran García-Ull Victoria Martín Javier Muñoz de Prat

2. PRESENTATION

The course syllabus enables students to understand the role of marketing within the company or organization. Analyze the environmental conditions that may affect this task, providing special attention to the size of the market and its structure, as well as the different segments and the competition in each of them.

After taking this course, students will be able to integrate all the information from these analysis in an optimal planning of the company's brand and product management and marketing mix.

3. COMPETENCIES AND LEARNING OUTCOMES

- **LEARNING OUTCOMES OF THE DEGREE PROGRAMME**

Skills

SK03 - Ability to identify and understand the marketing area and the commercial area in the company, apply the different tools available for their management, as well as know the main relationships with other departments. TYPE: Skills or abilities.

Competences

CP11 - Ability to understand and analyze consumer behavior: ability to evaluate and predict behaviors and trends in the different audiences in which consumers are classified in relation to a certain product or service, both geographically, culturally or in terms of segments of population. TYPE: Competencies.

CPT02 - Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication. TYPE: Competencies.

CPT06 - Integrate analysis with critical thinking in a process of evaluating different ideas or possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making. TYPE: Competencies.

CPT07 - Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change. TYPE: Competencies

- **LEARNING OUTCOME OF THE SUBJECT**

- Understand the role of the marketing function within the company.
- Know and understand how markets work.
- Analyze the environment to be able to plan, execute and control marketing actions.
- Based on consumer needs, formulate guidelines for design
- of solutions and concepts that can become future products.
- Determine pricing strategies.
- Understand the basic operation of commercial distribution systems.
- Determine the communication needs of the company.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued.

4. CONTENT

- Topic 1 – Strategic marketing planning.
- Topic 2 -- Analysis of the external and internal environment.
- Topic 3 -- Analysis of the market and the competition.
- Topic 4 -- Product, Service and Brand Concepts
- Topic 5 -- Price Strategy
- Topic 6 -- Distribution Channel Design
- Topic 7 – Communication & Promotion

5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes
- Case Method
- Cooperative learning
- Problem Based Learning (PBL)
- Project Based Learning
- Field experiences (through visits to companies, institutions, etc.)
- 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
Master lessons	40
Asynchronous Master Lessons	40
Self-employment	15
Oral presentations	20
Case analysis and problem resolution	20
Participatory group activities	3
Knowledge test	12
Tutoring	40
TOTAL	150h

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
Case Analysis and Problem Solving	15%
Oral Exhibitions	25%
Reports and Writings	15%
Knowledge Tests	45%

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 5.0 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 5.0 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
Activity 1 PESTEL / 5 Forces Video 1st Task (Final Project)	Week 1
Activity 2 Product vs. Service 2nd Task (Final Project)	Week 7
Activity 3 Price/Distribution Activity 3 rd Task (Final Project)	Week 10
Activity 4 Promotion Activity	Week 12
Final Presentation & Subject Assignment	Week 15 (Semester)

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. BIBLIOGRAPHY

The main reference work for this subject is:

Kotler, P., Keller, K. L., Ancarani, F., & Costabile, M. (2014). Marketing management 14/e. Pearson.

The recommended Bibliography is:

Grant, R. M., Butler, B., Hung, H., & Orr, S. (2012). Contemporary Strategic Management, Google eBook: An Australasian Perspective. John Wiley & Sons.

Johnson, G., Scholes, K., & Whittington, R. (2009). Fundamentals of strategy. Pearson Education.

Becerra, M. (2009). Theory of the firm for strategic management: economic value analysis. Cambridge University Press.

Porter, M. E. (1997). Competitive strategy. Measuring business excellence

Webs

<https://www.puromarketing.com/>

<https://www.marketingdirecto.com/>

<https://www.marketingnews.es/>

10. EDUCATIONAL GUIDANCE AND DIVERSITY & INCLUSION UNIT

From the Educational Guidance and Diversity and inclusion Unit (ODI) 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 means 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 opportunities 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.uev@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.