Universidad Europea

1. BASIC DATA

Subject	Market Research I
Titration	Bachelor's Degree in Marketing
School/ Faculty	Economic, Business and Communication Sciences
Course	First
ECTS	6 ECTS
Character	Compulsory
Language/s	Spanish
Modality	Face-to-face / Online
Semester	Second semester
Academic year	2024/2025
Coordinating Teacher	Fco. José Pradana

2. PRESENTATION

Market research is a marketing discipline aimed at providing the company with the necessary information to support its strategic decisions. The subject Market Research I should serve as an introduction to students to this discipline of marketing.

Upon completion of Market Research I, students will be able to design a complete market research process, knowing the different sources of existing information, as well as their main applications.

They will also be able to differentiate the two main types of primary research that exist (qualitative and quantitative), and in a general way, they will know the different existing techniques of each type.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB3: Students must have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific or ethical issues.
- CB4: Students should be able to transmit information, ideas, problems and solutions to both a specialised and non-specialised audience.
- CB5: Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Transversal competences:
- CT4: Ability to analyze and synthesize: be able to break down complex situations into their constituent parts; also evaluate other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.

- CT7: Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at his or her full development and that entails commitment to certain social values.
- TC8: Information management: Ability to search, select, analyze and integrate information from diverse sources.
- TC13: Problem solving: Ability to find a solution to a confusing issue or a complicated situation without a predefined solution, which makes it difficult to achieve an end.

Specific competencies:

- CE3. Faculty to analyze and synthesize the results of market reports and studies and take them as a basis for decision-making applied to marketing.
- CE7. Ability to apply the technical tools used in market research and take them as criteria in decision-making, respecting fundamental rights and equality between men and women.
- CE13. Ability to analyse the economic and market data obtained, with criteria to decide what information is relevant and how it can be used, obtaining correct conclusions.
- CE16. Ability to design and apply the company's corporate and competitive strategies to marketing actions.
- CE24. Ability to intervene in multidisciplinary teams made up of people from different functional areas of the company and obtain from them the necessary resources in each situation.

Learning outcomes:

- RA1: Design a complete market research process.
- RA2: Know the different sources of information that exist, as well as their main applications.
- RA3: Know the types of quantitative and qualitative research and the different existing techniques of each type.

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

Competences	Learning Outcomes
CB3, CB4, CB5, CT4, CT7, CT8, CT13, CE7, CE13, CE14, CE16, CE24	RA1: Design a complete market research process.
CB3, CB4, CB5, CT4, CT7, CT8, CT13, CE7, CE13, CE14, CE16, CE24	RA2: Know the different sources of information that exist, as well as their main applications.
CB3, CB4, CB5, CT4, CT7, CT8, CT13, CE7, CE13, CE14, CE16, CE24	RA3: Know the types of quantitative and qualitative research and the different existing techniques of each type.

4. CONTENTS

- Introduction to Market Research

- Sources of information

- Process of designing a market research.

- Errors in the design of marketing research

- Ethics in market research

- Quantitative research

- Qualitative research

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

FACE-TO-FACE MODALITY

- Problem-Based Learning (PBL)

- Project-Based Learning

- Lectures

- Field experiences (through visits to companies, institutions, etc.)

ONLINE MODE

- Case Method

- Cooperative learning

- Problem-Based Learning (PBL)

- Project-Based Learning

6. TRAINING ACTIVITIES

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

Face-to-face modality:

Training activity	Number of hours
Group tutorials	10 am
Master Classes	30 h
Asynchronous Master Classes	10 am
Freelance work	40 h
Oral presentations	10 am
Case Analysis and Problem Solving	8 p.m.
Preparation of reports and writings	25 h
Knowledge Tests	5 h
TOTAL	150

Online mode:

Training activity	Number of hours
Webinar	10 am
Reading topics and consulting complementary resources	8 p.m.
Individual application activities: problems, cases, projects	35 h
Collaborative application activities...	8 p.m.
Tutorials	8 p.m.
Self-assessment quizzes and face-to-face knowledge tests	5 h
Freelance work	40 h
TOTAL	**150 h**

7. EVALUATION

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
Knowledge Tests	40%
Case Analysis and Problem Solving	20%
Projects, reports and writings	30%
Oral presentations	10%

Online mode:

Evaluation system	Weight
Knowledge Tests	40%
Case Analysis and Problem Solving	20%
Projects, reports and writings	30%
Oral presentations	10%

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

7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

7.2. Extraordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

8. SCHEDULE

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

Assessable activities	Date
Activity 1	Week 2-3
Activity 2	Week 5-6
Activity 3	Week 9-10
Knowledge Test	Week 16

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

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

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Recommended bibliography is indicated below:

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10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

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 equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for 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, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of degree.

Students who need educational support can write to us at:
orientacioneducativa@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 in 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.