Universidad Europea ANDALUCÍA

1. BASIC INFORMATION

Subject/Module	Fundamentals of Tourism Marketing
Titration	Degree in Marketing
Faculty/School	Facultad de Ciencias Sociales
Course	1
Credits (ECTS)	6 ECTS
Character	Obligatory
Language/s	Spanish and English
Modality	Presential
Semester	Second semester
Academic year	2025-2026
Coordinating Teacher	

2. PRESENTATION

In a world in constant movement, where the consumer experience has become the axis of competitive differentiation, tourism marketing emerges as an essential strategic discipline for the sustainable development of tourism destinations, products and services. The main objective of this course is to introduce the student to the fundamentals of marketing applied specifically to the tourism sector, an ecosystem characterized by its dynamism, its sensitivity to economic, social and technological changes, and its strong emotional component.

This course offers an integrative vision that covers both the bases of tourism consumer behavior – from rational motivations to the emotions that drive the trip – and the keys to strategic brand positioning in competitive contexts. The main types of tourists, segmentation techniques, the current challenges of the sector (sustainability, digitalization, tourism intelligence), and the opportunities offered by neuromarketing to generate memorable experiences will also be analyzed.

3. LEARNING OUTCOMES

Knowledge:

KNO05. Describe the consumer's purchasing process, their rational and emotional behavior, as well as their needs, from the basis of traditional economics, to the new disciplines of consumer psychosociology and neuromarketing.

- Describe the Tourism ecosystem and its essential variables.
- Explain the concepts related to the study of purchasing behavior in tourism.

KNO07. Define brand positioning within a market segmentation strategy, in line with corporate values and shareholder objectives.

- Describe the main agents of tourism marketing in its initial phase.
- Define marketing strategies in tourism projects applied to today's demanding markets.

Skills:

SK03. Provide solutions to potential business and marketing problems, by designing viable and effective proposals.

- Design the most common action plans for tourism projects, applied to today's demanding markets.

SK05. Design marketing plans, both from the point of view of strategies and techniques for creating advertising pieces, branding, corporate identity, respecting fundamental rights.

- Handle the different sources of information existing in tourism marketing, as well as their main applications in research.

SK07. Assess the role of marketing within the company's strategic planning process (Mission - Vision - Values - Strategies - Action Plan - Marketing Plan).

Competences:

CMPT01. Identify and describe the function of marketing and its contribution to achieving the company's strategic objectives and its location within the company's core functions.

CMPT09. Anticipate trends in tourism, applying them to marketing and the development of products and services.

CMPT21. Use information and communication technologies for data research and analysis, research, communication and learning.

4. CONTENTS

The contents of the subject/module are indicated below:

- Analysis of the tourism sector: challenges and transformations.
- Study of the tourist's purchasing behavior.
- Types of tourists according to destination.
- Market research for the tourism sector.
- Strategic and operational marketing in the tourism sector.
- Neurotourism: neuromarketing applied to tourism.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies that will be developed throughout the subject/module are indicated below:

- Masterclass
- Case Method
- Project-based learning

6. LEARNINGS ACTIVITIES

The types of training activities planned are detailed below, including the dedication in hours expected by the student for each of them:

Training activity	Number of hours
Lectures	12
Practical application seminars	18
Case Analysis	13
Oral presentations of papers	2
Preparation of reports and writings	7
Research and projects	20
Freelance work	56
Debates and colloquia	8
Academic tutoring	12
Face-to-face tests and assessment	2
TOTAL	**150**

7. CONTINOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

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

Campus-based mode:

Evaluation system	Weight (%)
Face-to-face knowledge tests	40%-50%
Oral working presentations	5%-10%
Case/Problem	10%-20%
Learning Portfolio	10&-20%

Research and projects	10%-25%

In the Virtual Campus, when you access the corresponding course/module you will find information regarding the evaluation systems, including the due dates and the procedures applicable to each of them.

7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

Delivery of activities

Compliance with deadlines is essential to ensure the fairness and planning of the training process. In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

Attendance

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

Delivery of activities

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented".

8. SCHEDULE

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

Assessable activities	Date
Activity 1	Week 2-3
Activity 2	Week 5-6
Activity 3	Week 8-9
Activity 4	Week 10-16
Face-to-face knowledge test	Week 17-18

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

9. REFERENCES

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

- Kotler, P., Bowen, J. T., & Makens, J. C. (2017). Marketing for tourism. Pearson Education.

- Morales, J. & Santana, M. (2021). Tourism Marketing: Strategies and Case Studies. Ediciones Pirámide.

- Blanco, C. (2020). Tourism neuromarketing: how to influence the travel decision. ESIC Editorial.

- UNWTO (World Tourism Organization) (latest annual reports and tourism barometers): www.unwto.org

- Middleton, V. T. C. & Clarke, J. (2001). Marketing in Travel and Tourism. Butterworth-Heinemann.

- Hudson, S. (2008). Tourism and Hospitality Marketing: A Global Perspective. SAGE Publications.

- Camprubí, R. & Huertas, A. (2022). Communication of tourist destinations in the digital age. UOC Editorial.

- Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2015). Smart tourism: foundations and developments. Springer.

- Pine, B. J., & Gilmore, J. H. (1999). The Experience Economy: Work is Theatre & Every Business a Stage. Harvard Business School Press. (Relevante para vincular turismo y experiencia).

10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Orientation, Diversity and Inclusion Area (ODI) offers support to students throughout their university career, with the purpose of facilitating their academic and personal development, and supporting them in achieving their goals. This area focuses its work on three fundamental pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through the provision of counseling and the development of personalized plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and evaluation aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at the development of personal and professional skills that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of degree or are considering a change in their training path.

Students who need educational support can contact the area through the following email: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Participating in satisfaction surveys is an enriching opportunity to contribute to the continuous improvement of the degree, as well as the institution. Thanks to them, it is possible to identify which aspects of academics, the teaching team and the teaching-learning process are working well and which can continue to be improved.

With the aim of encouraging active participation in the completion of surveys among students, different dissemination channels have been launched. The surveys are available in the space set up on the Virtual Campus and are also sent by email for easy access.

The answers collected allow decisions to be made that have a direct impact on the quality of the training experience and on the day-to-day life of the university community.