

## 1. BASIC INFORMATION

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

## 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. LEARNING OUTCOMES

### Knowledge:

KNO03. Recognize the different technical tools of market research, as a criterion in decision-making.

- Define the structure of a primary research using quantitative methodology.
- Define the structure of a primary research using qualitative methodology.

KNO04. Interpret economic and market data, determining the relevance of the information and its possible applications for decision-making and drawing conclusions.

- Describe the concepts, terminology and methods of market research as a basic marketing tool.

### Skills:

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

- Analyze the results of a secondary investigation

- Assess the most obvious implications for a specific company or sector of the conclusions reached in a market research.

SK04. Manage the tools they will use in their incorporation into the world of work in the area of digital marketing, market research and data analysis.

- Handle the different sources of information available, as well as their main applications in research

#### **Competences:**

CMPT03. Analyze and synthesize the results of market reports and studies and take them as a basis for decision-making applied to marketing.

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:

- Introduction to market research.
- The sources of information and the process of designing a market research.
- Errors in the design of market research.
- Ethics in market research.
- Quantitative research.
- Qualitative research.

## **5. TEACHING-LEARNING METHODOLOGIES**

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

- Master class .
- Case method.
- Cooperative learning.
- Problem-based learning.
- Learning based on workshop teachings.

## **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
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Lectures	10
Practical application seminars	20
Case Analysis	10
Problem Solving	8
Preparation of reports and writings	2
Research and projects	20
Activities in Workshops and/or Laboratories	2
Freelance work	56
Debates and Colloquiums	8
Academic tutoring	12
Face-to-face assessment tests	2
<b>TOTAL</b>	<b>150</b>

## 7. CONTINUOUS 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%
Reports and Briefs	5%-10%
Case/Problem	10%-30%
Research and projects	10%-30%
Lab/workshop practice notebook	5%-10%

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
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.
- Aaker, D. A., Kumar, V., & Day, G. S. (2022). Market Research (12th ed.). McGraw-Hill.
- Malhotra, N. K. (2020). Marketing research: An applied orientation (7th ed.). Pearson.
- Santesmases, M. (2021). Marketing fundamentals: Market research. Ediciones Pirámide.
- Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.
- Campo, S. (2019). Ethics in market research. ESIC Editorial.
- Hair, J. F., Celsi, M., Ortinau, D. J., & Bush, R. P. (2017). Essentials of marketing research (4th ed.). McGraw-Hill Education.
- McQuarrie, E. F. (2015). The market research toolbox: A concise guide for beginners (4th ed.). SAGE Publications.
- Wimmer, R. D., & Dominick, J. R. (2013). Mass media research: An introduction (10th ed.). Cengage Learning.
- World Tourism Organization. (n.d.). Tourism statistics and data. <https://www.unwto.org/statistics>
- National Institute of Statistics. (n.d.). Statistical facts and figures. <https://www.ine.es>

## 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](mailto: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.