



Information about the subject

Degree: Bachelor of Science Degree in Business Administration and Management

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 302011 **Name:** Marketing Plan

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Marketing and Sales

Subject Matter: Herramientas de Marketing **Type:** Elective

Department: Economics, Business Management, and Marketing

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English, Spanish

Lecturer/-s:

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Module organization

Marketing and Sales

Subject Matter	ECTS	Subject	ECTS	Year/semester
Marketing	12,00	Marketing I	6,00	1/2
		Marketing II	6,00	2/1
Herramientas de Marketing	18,00	Commercial Communication	6,00	3/2
		Customer Relationship Management	6,00	3, 4/1
		Marketing Plan	6,00	3/1
Logística e Internacionalización	12,00	Internationalisation of the Business	6,00	3/2
		Logistics and Commercial Distribution	6,00	3/2

Recommended knowledge

According to the study plan of the degree in Business Administration and Management (ADE), the subject Marketing Plan || Marketing Research has 6 credits and it is taught, optionally, in the first four months of the 3rd year. Students already know the basics of business management, having completed the compulsory subjects of Marketing I and II during the 1st and the 2nd course. This is considered to be the minimum knowledge required to be able to follow properly this subject.

Commercial research and the development of a Marketing Plan are tasks that belong to the commercial area, but that are considered to be of interest for an integral understanding of the operations performed in a business. Therefore, this course should not be understood in an isolated way, as it is linked with other subjects and knowledge areas, such as strategic management, launching new projects, and competitive analysis.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Demostrar poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio. [RAB1]
- R2 Aplicar correctamente sus conocimientos a su trabajo o vocación de una forma profesional y ser capaz de elaborar y defender argumentos y resolver problemas dentro de su área de estudio. [RAB2]
- R3 Ser capaz de recopilar e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética. [RAB3]
- R4 Ser capaz de transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado tanto en español como en inglés. [RAB4]
- R5 Elaborar respuestas teórico-prácticas basadas en la búsqueda sincera de la verdad plena y la integración de todas las dimensiones del ser humano ante las grandes cuestiones de la vida. [RAT1]
- R6 Aplicar los principios derivados del concepto de ecología integral en sus propuestas o acciones, sea cual sea el alcance y el área de conocimiento y los contextos en las que se planteen. [RAT2]
- R7 Ser capaz de integrarse y gestionar una empresa, organización, o área funcional. Entendiendo su posicionamiento competitivo e institucional en el mercado y en el entorno, e identificando sus fortalezas y debilidades, así como las amenazas y oportunidades que se le presentan, para mejorar su rendimiento y su sostenibilidad. [RAE6]



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC	Weighting			
	1	2	3	4
RAB5. Demonstrate a high degree of autonomy in learning.				X
RAG5. Demonstrate the ability to use inquiry as a source of learning.				X
RAG7. Be able to relate to and collaborate with others in a respectful, empathetic, and assertive manner, recognizing and valuing different disciplines, diversity, and interculturality, and managing conflicts that may arise constructively.				X

GENERAL	Weighting			
	1	2	3	4
RAB2. Apply their knowledge correctly to their work or vocation in a professional manner and be able to develop and defend arguments and solve problems within their field of study.			X	
RAB3. Be able to gather and interpret relevant data (usually within their field of study) to make judgments that include reflections on relevant social, scientific, or ethical issues.			X	
RAB4. Be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences in both Spanish and English.			X	
RAE4. Be able to understand existing technology and new technologies that affect the field of business administration and management, as well as evaluate their impact on the creation, development, and competitiveness of new or future markets.			X	



RAE6. Be able to integrate and manage a company, organization, or functional area, understanding its competitive and institutional positioning in the market and environment, and identifying its strengths and weaknesses, as well as the threats and opportunities it faces, to improve its performance and sustainability.				X
RAG1. Be able to use Information and Communication Technologies (ICT) to search, store, process, and present information securely and efficiently, as well as to interact and collaborate with other stakeholders in academic and professional settings.				X
RAG2. Be able to make decisions autonomously, responsibly, and based on reason.				X
RAG3. Be able to generate and develop new ideas and original, innovative solutions for the problems and challenges that arise in their field of study and professional environment, demonstrating initiative, flexibility, and critical thinking.				X
RAG8. Be able to act with confidence and self-esteem in their field of study and professional environment, taking on the challenges and responsibilities that arise, and making autonomous and informed decisions.				X
RAG9. Demonstrate commitment, responsibility, and ethics in their academic and professional environment, respecting human rights, democratic principles, the environment, and legality, assuming the consequences of their actions, and promoting equal opportunities and accessibility between men and women.				X
RAT1. Develop theoretical-practical responses based on the sincere pursuit of complete truth and the integration of all dimensions of the human being in the face of life's big questions.	X			
RAT2. Apply the principles derived from the concept of integral ecology in their proposals or actions, regardless of the scope, area of knowledge, or contexts in which they are proposed.	X			
RAT3. Respect and implement the ethical principles and action proposals derived from the Sustainable Development Goals, transferring them to all academic and professional activities.	X			

SPECIFIC	Weighting			
	1	2	3	4



RAB1. Demonstrate possession and understanding of knowledge in a field of study that builds upon general secondary education, typically reaching a level supported by advanced textbooks and including aspects that involve knowledge from the forefront of the field.

X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R6	5,00%	Objective Tests
R1, R2, R6, R7	40,00%	Completion of Theoretical-Practical Activities
R1	5,00%	Class Attendance and Participation
R1, R2, R4, R5, R6, R7	50,00%	Final Exam
	5,00%	Participation in Synchronous Communication Activities
	25,00%	Deliverable Activities
	15,00%	Periodic Evaluations Through Online Questionnaires
	5,00%	Participation in Discussion Forums
	50,00%	Final evaluation with essay questions and practical scenarios (In-person activity)

Observations

Passing both the theoretical module (2.5 out of 5) and the practical module (2.5 out of 5) will be necessary to be able to add the scores and obtain a final grade.

Single Assessment

In accordance with Article 9 of the General Regulations for the Assessment and Grading of Official and University-Specific Degrees at the UCV, the single assessment is intended for students enrolled in a face-to-face program who are unable to attend. It is, therefore, an extraordinary and exceptional assessment system that can be chosen by students who, for justified and accredited reasons, cannot be subject to the continuous assessment system. They must request this from the professor in charge of the subject, who will make an explicit decision on the admission of the student's request for a single assessment and communicate the acceptance or denial.

In the Marketing Plan course, it is required that the student attends a minimum of 80% of the



sessions.

The single assessment, in both the first and second calls, will consist of a final exam, which will account for 60% of the grade, along with a practical exercise to be completed together with the final exam, which will account for 40% of the final grade.

Students of the Marketing Plan course, if they anticipate not being able to meet the attendance requirements, can request access to the recordings of the online sessions to facilitate following the course.

REGARDING ARTIFICIAL INTELLIGENCE

In THIS COURSE, the use of any type of AI is not permitted for the completion of practical assignments or assessment tests.

MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

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| M1 | Lecture of contents by the teacher, analysis of competencies, explanation, and demonstration of abilities, skills, and knowledge in the classroom. |
| M3 | Supervised group work sessions led by the teacher. Study of economic-business cases, both real and fictitious. Meaningful construction of knowledge through student interaction and activity. Critical analysis of values and social commitment. |
| M4 | Supervised monographic sessions with shared participation. |
| M5 | Application of interdisciplinary knowledge. |
| M6 | Personalized and small-group attention. Instruction and/or guidance period conducted by a tutor with the aim of reviewing and discussing materials and topics presented in classes, seminars, readings, completion of assignments, etc. |
| M7 | Set of oral and/or written tests used in the initial, formative, or summative assessment of the student. |
| M9 | Group preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., to present or submit in theoretical classes, practical classes, and/or small-group tutorials. |



- M10 Student study: individual preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., to present or submit in theoretical classes, practical classes, and/or small-group tutorials.
- M11 Presentation of content by the teacher, analysis of competencies, explanation, and demonstration of skills, abilities, and knowledge in the virtual classroom.
- M12 Group work sessions via moderated chat led by the teacher. Study of economic-business cases, both real and fictitious, to construct knowledge through student interaction and activity. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Problem-solving, comments, reports, to be submitted at deadlines throughout the course.
- M15 Individual attention for monitoring and guidance of the learning process, conducted by a tutor with the objective of reviewing and discussing materials, topics, seminars, readings, completion of assignments, etc.
- M16 Participation and contributions to discussion forums related to the subject, moderated by the course instructor.
- M17 Set of tests, written or oral, used in the initial, formative, or summative assessment of the student.
- M19 Group preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., for dissemination or submission.
- M20 Student study: individual preparation of readings, essays, problem-solving, seminars, assignments, reports, etc., for discussion or submission in electronic format.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
On-campus Class M1	R1	22,50	0,90
Practical Class M10, M12	R2, R4, R7	18,00	0,72
Seminar M3, M13	R2	4,50	0,18
Group Project Presentation M10, M13	R7	6,00	0,24
Tutoring M15	R1, R2, R4, R5, R6, R7	6,00	0,24
Evaluation M7	R1, R2, R6	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group Work M9	R1, R2, R6, R7	30,00	1,20
Individual Work M10	R1, R2, R6, R7	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Synchronous Virtual Session M11	R1, R2, R6, R7	12,00	0,48
Synchronous Virtual Practical Session M12	R1, R2, R6, R7	12,00	0,48
Synchronous Virtual Seminar and Videoconference M11	R2	2,00	0,08
In-person Assessment M17	R1	3,00	0,12
Group Work M11, M12, M13, M14, M20	R1, R2, R6, R7	30,00	1,20
Individual Work M11, M12, M13, M14, M20	R1, R2, R6, R7	75,00	3,00
TOTAL		134,00	5,36

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual Tutoring M11, M12, M13, M14, M20	R1, R2, R6, R7	10,00	0,40
Discussion Forums M15	R1, R2, R6, R7	3,00	0,12
Continuous Assessment Activities M16	R2	3,00	0,12
TOTAL		16,00	0,64



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Market Research and Commercial Planning as Marketing Functions in a Company	Topic 1. The process of Marketing Plan and Marketing research
Basis in Marketing Research	Topic 2. Research Design Topic 4. Measurement and Scaling Topic 5. Questionnaire Design Topic 6. Sampling: Design and Process Topic 7. Fieldwork Topic 8. Data Analysis and Report
Qualitative techniques	Topic 3. Qualitative Techniques in Marketing Research
Quantitativa Techniques	Topic 3. Qualitative Techniques in Marketing Research
Application of market research in the analysis and diagnosis of the situation	Practices (1)
Application of market research in marketing decision: Marketing Plan	Practices (2)



Temporary organization of learning:

Block of content	Number of sessions	Hours
Market Research and Commercial Planning as Marketing Functions in a Company	1,00	2,00
Basis in Marketing Research	10,00	20,00
Qualitative techniques	1,00	2,00
Quantitativa Techniques	5,00	10,00
Application of market research in the analysis and diagnosis of the situation	5,00	10,00
Application of market research in marketing decision: Marketing Plan	8,00	16,00



References

Basic- Dekel-Dachs, O., & Kawaf, F. (2024). Visual methods in marketing and consumer research. Routledge. - Kotler, P., Kartajaya, H., & Setiawan, I. (2024). Marketing 6.0: el futuro es inmersivo. Lid Editorial. - Kotler, P. y Armstrong, G. (2021). Principles of Marketing. 18th. ed. Ed. Pearson. - Hawkins, D. y Tull, D. (1993). Essentials of Marketing Research. MacMillan. - Malhotra, N. (2008). Investigación de Mercados. Pearson, Prentice Hall.

Advanced- Cohen, W (1993), El Plan de Marketing, Ed. Deusto. - De Leeuw, E., Hox, J. y Dillman, D. (2008). International Handbook of Survey Methodology. European Association of Methodology - Díez de Castro, E. y Landa Bercebal, J. (1994) Investigación en Marketing, Editorial Civitas. Madrid - Grande I. y Abascal E. 2000 (1994). Fundamentos y técnicas de Investigación Comercial. Esic Editorial. - Hernández, C; Del Olmo, R; García J. (1994). El Plan de Marketing Estratégico, Gestión 2000. - Kartajaya, H., Kotler, P., & Hooi, D. H. (2019). Marketing 4.0: moving from traditional to digital. World Scientific Book Chapters. - Knaflic, C. N. (2015). Storytelling with data: A data visualization guide for business professionals. John Wiley & Sons. - Kotler, P. y Armstrong, G. (2018). Principios de Marketing. Ed. Pearson. Madrid - Kotler, P. y Keller, K.L. (2016). Dirección de Marketing. Pearson. Madrid. - Lambin, J.-J. (1995). Marketing Estratégico, McCraw-Hill. - Luque, T. (1997). Investigación en Marketing. Ariel Economía. - Miquel S., Bigné E., Levy J. P., Cuenca A. C. Y Miquel M. J. (1997). Investigación de Mercados. Ed. Mc-Graw Hill. - Ortega E. (1990). Manual de Investigación Comercial. Ed. Pirámide. - Rovira, P. & Samblancat, V. Analítica Visual. (2021) Como explorar, analizar y comunicar datos. Anaya Multimedia. - Sainz de Vicuña, J.Mª (2018). El Plan de Marketing en la Práctica. Esic. - Wexler, S., Shaffer, J., & Cotgreave, A. (2017). The big book of dashboards: visualizing your data using real-world business scenarios. John Wiley & Sons.