



Marketing and business communications

PI-02-F-16 ED. 00

COURSE GUIDE

**Marketing and Business Communications
MULTIMEDIA AND DIGITAL ARTS DEGREE
Universidad Católica de Valencia
2025/26**



TEACHING GUIDE SUBJECT AND / OR

		ECTS
SUBJECT: Marketing and business communications		6
Matter: Business		12
Module: Business and Legal framework		24
Type of learning: Basic Formation	Year: 2 Semester: 1	
Teacher: Guillermo Gómez-Ferrer	Department: multimedia	
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SUBJECT ORGANIZATION

Business and Legal framework				Nº ECTS 24
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	COURSES	ECTS	Course/ semester
Business	12	Business Management	6	1/1
		Marketing and business communications	6	2/1
Advertising innovation	6	Advertising innovation	6	3/1
Law	6	Media and Intellectual Property Law	6	1/2



Marketing and business communications

PI-02-F-16 ED. 00

TEACHING GUIDE SUBJECT AND / OR COURSE:

Marketing and business communications

Prerequisites: Basic knowledge of business management.

OBJECTIVES

- Be able to understand the marketing strategy and the marketing-mix of an organization.
- Comprehensive knowledge of the current business communication process.
- Knowledge of the resources and concepts needed to develop effective communication strategies.
- Perform and expose a marketing plan and communication correctly.
- Recognize the role of desire in the development of marketing and its inherent responsibility in cultural and social creation, as well as in the expectations of the happy life of the human being.

BASIC COMPETENCES		Competence measuring scale			
		1	2	3	4
CB1	Understanding of knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although it is supported by advanced textbooks. It also includes some aspects that imply knowledge from the vanguard of its field of study.				x
CB2	Apply knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.			x	
CB3	Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				x
CB4	Ability to transmit information, ideas, problems and solutions to a specialized and non-specialized public.				x
CB5	Development of those learning skills needed to undertake further studies with a high degree of autonomy.			x	



Marketing and business communications



PI-02-F-16 ED. 00

GENERAL COMPETENCES	Competence measuring scale			
	1	2	3	4
CG. 2 Ability to organize and plan				x
CG. 3 Oral and written communication in one's own language				x
CG. 6 Information management capacity. Know how to obtain information effectively from books and specialized magazines, and other documentation				x
CG. 9 Decision making				x
CG. 10. Teamwork			x	
CG. 14. Critical reasoning				x
CG. 15. Ethical Commitment		x		
CG 16. Ability to take on responsibilities				x
CG. 21. Leadership. Analysis and management of equipment			x	
CG. 22. Ability to collaborate with other professions and especially with professionals from other fields. Identify appropriate professionals to properly develop creative work.			x	
CG. 25. Motivation for quality			x	
CG. 27. Sensitivity to environmental issues			x	
CG. 29. Expression of social commitment				x
CG. 30. Showing sensitivity to the problems of humanity			x	
CG. 31. Showing sensitivity to personal, environmental and institutional injustices				x

SPECIFIC COMPETENCES				
	1	2	3	4
EC 7 Ability to detect new areas of the information society in which multimedia technologies can be useful.				x
CE12 Sensitivity to assess the importance of design in the formulation of messages and the impact of their transmission on the				x



Marketing and business communications

PI-02-F-16 ED. 00

different communicative fields				
CE15 Knowledge of the legislative framework in Spain and Europe, in particular with regard to the audiovisual field and the protection of intellectual and industrial property.			x	
CE16 Understand and transmit the importance of the communication strategy as a critical element in the processes of value creation and making this value available to society by companies and organizations in general.				x
CE17 Understanding of the characteristics of the sector of digital production and its operation and the trends that mark its current and future evolution.				x
CE18 To know, value and understand the ethical obligations of the professional of multimedia creation and the implications of conforming to them in professional performance.			x	
EC19 Comprehensive understanding of artistic and multimedia practices and the importance of their relationship with their socio-economic and cultural context	x			

LEARNING OUTCOMES	Competences
R. 4. Be able to understand the main elements that make up a company and its value propositions.	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
R. 5. Be able to understand the marketing strategy and marketing-mix of an organization.	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
R. 6. Integral knowledge of the business communication process	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
R. 7. Knowledge of the different strategies for business communication.	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19



CLASSROOM WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS ¹
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R-1, R-2, R-3, R-4	1
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R-1, R-2, R-3, R-4	0,5
LABORATORY	Activities in spaces with special equipment.		0
SEMINAR	Supervised monographic sessions with shared participation	R-1, R-2, R-3, R-4	0,25
EXPOSICIÓN TRABAJOS GRUPO	WORK GROUP EXHIBITION	R-1, R-2, R-3, R-4	0,25
TUTORING	Custom and small group attention. Period of instruction and / or guidance by a tutor to review and discuss the materials and topics presented en las clases, seminarios, lecturas,	R-1, R-2, R-3, R-4	0,25
EVALUATION	Set of oral and / or written used in initial, formative or summative evaluation of the student.	R-1, R-2, R-3, R-4	0,15
Total			(2,4*)

¹ The subject and / or material is organized in training PHYSICAL WORKING training activities and self study, students, with an estimated in ECTS. Proper distribution is as follows: 35-40% for Classroom Training Activities and 65-60% for freelance work. (For a course of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology described in this guide in a generic way, shape in the teaching units in which the course is organized and / or matter



Marketing and business communications

PI-02-F-16 ED. 00

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. (www.plataforma.ucv.es)	R-1, R-2, R-3, R-4	0,6
INDEPENDENT WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc.. to post or deliver the lectures, practical and / or small group tutoring. Work done on the platform of the university (www.plataforma.ucv.es)	R-1, R-2, R-3, R-4	3
Total			(3,6*)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool ²	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Active participation in class	R-4, R-5, R-6, R-7	10%
Activities	R-4, R-5, R-6, R-7	20%
Delivery of individual jobs	R-4, R-5, R-6, R-7	20%
Final Exam	R-4, R-5, R-6, R-7	50%

² Techniques and tools for evaluation: oral-exam, written tests (multiple choice tests, development, concept maps ...), tutorials, projects, case studies, observation notebooks, portfolio, etc..



Marketing and business communications



PI-02-F-16 ED. 00

DESCRIPCIÓN DE CONTENIDOS	COMPETENCIAS
Organización en bloques de contenido o agrupaciones temáticas. Desarrollo de los contenidos en Guías didácticas.	(Indicar, numéricamente, las competencias relacionadas)
1.- Introducción to marketing	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
2.- The marketing mix	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
3.- Marketing typologies	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
4.- Analysis of the market, environment and demand.	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
5.- The conception and management of goods and services in marketing.	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
6.- Diagnostic tools in marketing	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
7.- Positioning and branding	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
8.- Advertising and PR	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19
Final proyect	CB:1,2,3,4,5 CG:2,3,5,6,7,9,10,12, 14,16, 19,20,21,22,23,25,27,29,30, 31 CE: 7,12,15,16,17,18,19

BLOQUE DE CONTENIDOS	Nº de SESIONES
Presentation of the subject. Teaching Guide.	1
1.- Introducción to marketing	2
2.- The marketing mix	3
3.- Marketing typologies	2
4.- Analysis of the market, environment and demand.	2
5.- The conception and management of goods and services in marketing.	2



6.- Diagnostic tools in marketing	3
7.- Positioning and branding	2
8.- Advertising and PR	2
Final proyect	2

Single assessment

In accordance with Article 9 of the General Regulations for the Assessment and Grading of Official Courses and UCV Degrees, single assessment is linked to the inability of students enrolled in a face-to-face degree program to attend classes. It is, therefore, an extraordinary and exceptional assessment system available to students who, for justified and accredited reasons, are unable to undergo the continuous assessment system and who request it from the professor responsible for the subject, who will expressly decide on the admission of the student's request for single assessment and will notify them of its acceptance or rejection.

As far as the Marketing and Communication course is concerned, the minimum attendance requirement is 50%**, which is therefore the limit to be taken into consideration for a potential request for a single assessment. If granted, this will be based on the following criteria: same date for the submission of continuous assessment tests and same percentage as for the face-to-face mode. Replacement of 10% of attendance and participation with the reading and oral presentation of a book on marketing to be determined with the professor* in the first exam session and the same terms* in the second exam session.

On the other hand, the professor may establish as criteria for non-attendance repeated tardiness, lack of attention in the classroom (unauthorized use of cell phones, lack of participation, etc.), which may be added to the general calculation of non-attendance and, consequently, contribute to exceeding the limit that implies a single assessment, as well as affecting the percentage established in the teaching guide for attendance and participation.

Completion of cases and exercises, tests, plagiarism, copying, and lack of citations:

Independent and individual work exercises will be proposed throughout the course, as well as supplementary readings. Each exercise will have its own percentage assessment, which will be presented in the rubric prior to its completion. In the case studies, compliance with deadlines, originality, execution, and the use of appropriate resources for each one (bibliographic search, comparative analysis, etc.) will be assessed. Copying, plagiarism, failure to cite sources, unauthorized use of AI, and spelling mistakes will result in the work being failed. The work will be done in class or at home, at the teacher's discretion. Classroom work may or may not be announced in advance by the teacher.

In all work submitted (individual or group), as in the exam, spelling mistakes will penalize the grade. Repeated mistakes will result in automatic failure of the work or exam submitted: 3 mistakes will result in 1 point deducted, up to a maximum of 3 points.

The use of artificial intelligence will be indicated by the teacher and may or may not be authorized depending on the task to be performed. If permitted, its use will be described in the assignment instructions or specified by the teacher in class.

The misuse of AI, as well as copying work, plagiarism, or using illicit means in assignments, tests, or exams constitutes a serious offense, disciplinary proceedings, and the corresponding academic penalty, which involves failing the course with a zero (0) as established in Article 25 of the General Regulations for Evaluation and Grading of UCV Courses.

Exam and Final Grade:



The course will have a final exam, which must be passed (minimum grade of 5 out of 10) in order to be included in the final grade for the course. Failure to pass the exam will result in failure of the course.

The average obtained in the continuous assessment will be maintained in the first and second exam sessions, and no substitute work may be submitted for that carried out during the continuous assessment. In the event of failure in the first exam session, a single piece of substitute work for that carried out during the continuous assessment may be submitted in the second exam session if it is determined that there was a justified reason for not submitting it at the time or if the teacher considers its repetition to be justified. In any case, this will involve retaking the exam in the second exam session.

If, after passing the exam, the average grade for the subject as a whole is not higher than 5, the exam must be repeated.

Under no circumstances may supplementary work be submitted to improve the average grade obtained if the subject has been passed.

The student's presence in the classroom at the beginning of the exam implies that they are taking the exam, and they cannot claim that they did not take it, even if they leave the room immediately after receiving it. Arriving late to the exam prevents you from taking it and you will receive an NP.

Criteria for awarding honors:

In order to be awarded honors, students must obtain a minimum grade of 9 out of 10, and the enrollment ratio will be as stipulated in UCV regulations: 1 enrollment for every 20 students enrolled.



BIBLIOGRAFÍA

Básica:

1. Kotler, P., & Armstrong, G. (2021). *Fundamentos de marketing* (14.ª ed.). Pearson.
2. Santesmases, M. (2020). *Marketing: Conceptos y estrategias* (7.ª ed.). Pirámide.
3. Schiffman, L., Kanuk, L., & Hansen, H. (2010). *Comportamiento del consumidor* (10.ª ed.). Pearson Educación.
4. Ries, A., & Trout, J. (2013). *Posicionamiento: La batalla por su mente* (3.ª ed.). McGraw-Hill.
5. Bigné, E., & Andreu, L. (Eds.). (2022). *Marketing estratégico y operativo en la era digital*. ESIC Editorial.
6. Villafañe, J. (2018). *La gestión profesional de la comunicación corporativa*. Pirámide.
7. Capriotti, P. (2019). *Branding corporativo: Fundamentos para la gestión estratégica de la identidad, imagen y reputación*. UOC.

Complementaria:

1. Salinas, E. (2023). *Marketing de contenidos: Estrategia, desarrollo y medición*. Anaya Multimedia.
2. Del Pino, C., & Castelló, A. (2021). *Comunicación publicitaria y marketing* (2.ª ed.). Síntesis.
3. Costa, J. (2020). *La imagen de marca* (2.ª ed.). Paidós.
4. Lendrevie, J., Lévy, J., & Lindon, D. (2015). *Mercadotecnia* (14.ª ed.). Pearson Educación.
5. Baños, M. (2022). *Marketing responsable: Ética, sostenibilidad y bien común*. ESIC Editorial.
6. Ibarz, E., & Llamas, J. M. (2020). *Comunicación estratégica en la empresa* (3.ª ed.). UOC.
7. Kotler, P., & Sarkar, C. (2019). *Marketing 3.0: Del producto y el consumidor al alma humana*. LID Editorial.

TEMPORAL ORGANIZATION OF LEARNING:

	BLOCK CONTENT / TEACHING UNIT	NUMBER OF PRESENTIAL SESSIONS
1.	Definition and contextualization of marketing	3
2.	Marketing process and plan	3



3.	Desire as the central element. Consumer behavior. Responsibility and ethics of marketing	3
4.	Market Analysis, Environment and Demand	3
5.	The marketing mix	3
6.	Positioning, branding and branding	3
7.	Promotion, communication, advertising and publicity	3

ADDITIONAL INFORMATION:



Marketing and business communications

PI-02-F-16 ED.

00 TEACHING OF THE SUBJECT ON SECOND AND SUBSEQUENT ENROLLMENT:

Second-time students may join the first-time student group if the professor deems it necessary, or they may follow the established tutoring program. They must request a single assessment if they are unable to attend class.

This group will participate in a number of follow-up and tutoring sessions (six 2-hour sessions) established by the UCV, which will reinforce the skills that the students in the group need to acquire in order to pass the course. These sessions are included in the schedule attached to this guide and are detailed in the description of the course's teaching units.

Second-attempt students may be required to redo individual or group assignments at the discretion of the professor. Alternatively, the professor may assess other types of substitute assignments. In this case, the professor will present a rubric for assessing these assignments and the percentage of the final exam. Under no circumstances may the final exam be worth less than what is established for first-attempt students.

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TEMPORAL ORGANIZATION OF LEARNING (Students of second or successive enrollments):		
	BLOCK CONTENT / TEACHING UNIT	NUMBER OF PRESENTIAL SESSIONS
1.	Definition and contextualization of marketing	1
2.	Marketing process and plan	1
3.	Desire as the central element. Consumer behavior. Responsibility and ethics of marketing	1
4.	Market Analysis, Environment and Demand	1
5.	The marketing mix.	1
6.	Positioning, branding and branding. Promotion, communication, advertising and publicity	1