



Teaching Guide

Teaching Guide				
Identifying Data				2021/22
Subject (*)	Fashion Marketing and Market Research		Code	710G03012
Study programme	Grao en Xestión Industrial da Moda			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	Yearly	Second	Obligatory	9
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Escourido Calvo, Manuel	E-mail	manuel.escourido@udc.es	
Lecturers	Escourido Calvo, Manuel	E-mail	manuel.escourido@udc.es	
Web	http://gradoindustrialmoda.udc.gal/			
General description	The main objective of this subject is for the students to learn how to apply the principles of marketing and the fundamentals of market research to the fashion industry.			
Contingency plan	<p>1. Main changes in CONTENT: NO.</p> <p>2. Main Changes in METHODOLOGY.</p> <p>LECTURES. They will be at MS Teams with the same schedule.</p> <p>ORAL PRESENTATIONS. They will be at MS Teams.</p> <p>MULTIPLE CHOICE TEST. It will be at UDC Moodle Platform.</p> <p>INDIVIDUALISED ATTENTION. It will be at MS Teams. Each individual session will be requested in advance by the student, suggesting 3 or 4 day and time options.</p> <p>3. Main Changes in EVALUATION.</p> <p>ATTENDANCE. Attendance (10%) will be taken into account from the beginning until the last day of presential class. Attendance at MS Teams sessions will not be taken into account.</p> <p>Other changes could take place, if the UDC so determine.</p>			

Study programme competences / results

Code	Study programme competences / results
A8	To be able to design and implement efficient marketing strategies from knowledge of the social environment, with a focus on communication and distribution: messages, media, channels, customer relationships, etc?
A19	To acquire the capacity to collect, select and analyse information flows; their integration in the information systems and processes of the firm; and their application to strategic and operational decision-making; always from an ethical perspective
B1	That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study
B2	That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study
B3	That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm
B4	That students may convey information, ideas, problems and solution to the public, both specialized and not
B5	That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy
B6	Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings
B7	Capacity to analyse trends (critical thinking)



B8	Capacity to plan, organize and manage resources and operations
B9	Capacity to analyse, diagnose and take decisions
C1	Adequate oral and written expression in the official languages.
C2	Mastering oral and written expression in a foreign language.
C3	Using ICT in working contexts and lifelong learning.
C4	Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C7	Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.
C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.
C9	Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them.

Learning outcomes			
Learning outcomes		Study programme competences / results	
Understand the importance of marketing as an area of knowledge of the social sciences and its relevance to others knowledge areas. Understand the importance of marketing as a functional area of the company and its relationship with other functional areas of the organization, and also of its objective and functions.	A8	B1	C1
	A19	B2	C2
		B3	C3
		B4	C4
		B5	C5
		B6	C7
		B7	C8
		B8	C9
		B9	
Analyse the environment, competition, and also consumer behaviour, as elements that must be considered by marketing for strategic and operational decision making. Understand and analyse the variables of marketing-mix and its operational development by organizations. Approach to the concept of online marketing and its repercussions on current business communication.	A8	B1	C1
	A19	B2	C2
		B3	C3
		B4	C4
		B5	C5
		B6	C7
		B7	C8
		B8	C9
		B9	

Contents	
Topic	Sub-topic
PART I. Introduction to Marketing.	01. Introduction and Principles of Marketing.
PART II. Strategic Marketing.	02. The market environment and competence.
	03. Consumer behaviour.
	04. Market research: an introduction.
	05. Market research: qualitative research.
	06. Market research: quantitative research.
	07. Segmentation and Positioning.
	08. Marketing strategy.
PARTE III. Operational Marketing.	09. Marketing-Mix. Product and Brand.
	10. Marketing-Mix. Distribution.
	11. Marketing-Mix. Price.
	12. Marketing-mix. Promotion/Communication.



Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Oral presentation	B2 B3 B4 B6 B7 B8 B9 C1 C2 C3 C4 C7 C9	15	35	50
Events academic / information	A8 A19 B3 B7 C2 C4	5	0	5
Workbook	A8 B1 B5 B9 C1 C2 C5 C8	10	20	30
Multiple-choice questions	B1 B5 B9 C2	2	28	30
Guest lecture / keynote speech	A19 B3 B7 C2 C4 C5 C8	25	75	100
Personalized attention		10	0	10

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

Methodologies	Description
Oral presentation	In the practical class, the group designated by the lecturer must present the set reading and / or the work from complementary activities. Group members must answer the questions that are formulated.
Events academic / information	So that they can become familiar with the practical cases presented by professionals in the field, students must also attend complementary practical activities (conferences, seminars, workshops and so on). They must reflect on the content and produce an analysis, which will be subject to assessment.
Workbook	To complement the lectures, texts and readings and/or practical tasks based on a variety of topics will be provided for analysis. Students must work in groups to answer the set questions.
Multiple-choice questions	Individual multiple choice test. Each wrong answer will lower the test score.
Guest lecture / keynote speech	The contents of the subject?s theoretical programme will be introduced in a formal lecture, through audiovisual media. The slides will be delivered to the students. The lecturer will monitor lecture attendance; regular attendance is a requirement in assessment procedure.

Personalized attention

Methodologies	Description
Oral presentation	The students will be able to resolve any doubts while they work on the practical cases or readings that they must present.
Workbook	They can also ask questions about topics explained in class. The teacher is assigned an availability for tutorials.

Assessment

Methodologies	Competencies / Results	Description	Qualification
Multiple-choice questions	B1 B5 B9 C2	MULTIPLE CHOICE TEST: 50% of the final grade. Individual multiple choice test. Each wrong answer will lower the final score.	50
Guest lecture / keynote speech	A19 B3 B7 C2 C4 C5 C8	ATTENDANCE: 10% of the final grade. Attendance of lectures, as well as of the practical classes, will make up 10% of the final sgrade.	10



Oral presentation	B2 B3 B4 B6 B7 B8 B9 C1 C2 C3 C4 C7 C9	<p>READINGS and ORAL PRESENTATION: 40% of the final grade.</p> <p>Oral reports will be presented on the readings, bibliographic analysis and practical work. They will be done in a group.</p> <p>Assessment criteria include how well the theoretical is explained, the quality and clarity of the presentation; the accuracy and quality of the answers; the range of primary and secondary sources used and the review of literature.</p>	40
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Assessment comments

1st Opportunity Evaluation. In the development of the practical part (teamworks / projects) (mark of 40%), the following will be evaluated: application of the theoretical bases, quality of presentation, precision and clarity of presentation and quality of the answers, primary and secondary sources used and bibliographic review. For the evaluation of the theoretical part, a multiple choice test (multiple object test) (mark of 50%) with several answer alternatives will be used, where errors will reduce the score to avoid the "lottery effect". The formula is $NOTE = (\text{correct answers} \times 1) - (\text{errors} / k - 1)$, with $k =$ number of answer options. Net points earned are transferred to a rating on a scale of 0 to 10. Part-time dedication and academic exemption (attendance exemption): in the case of students with part-time dedication and academic exemption of attendance exemption, the Moodle and MS Teams platforms will be used, as well as email as the main communication vehicle. content management, tutorials and homework delivery. At the beginning of the course, a specific calendar of dates compatible with their dedication will be agreed, but they will have the same obligation to carry out activities and attend any type of evaluation test as full-time students. Except for the dates approved by the Faculty Council in which the objective test corresponds, for the rest of the tests a specific calendar of dates compatible with their dedication will be agreed at the beginning of the course. The evaluation process for the 2nd opportunity is exactly the same as for the 1st opportunity: the practical grade (obtained in the works / projects) is saved and @alumn @ will take a new multiple choice exam, with identical characteristics to those described above. In the event of an extraordinary call, the evaluation will only be with multiple choice tests (multiple choice test) (mark 100%) with several answer alternatives, where errors will subtract score based on the formula $NET\ POINTS = (\text{correct answers} \times 1) - (\text{errors} / k - 1)$ with $k =$ number of answer options. Net points earned are transferred to qualification on a scale of 0 to 10. The student who, being enrolled, has not participated in the different evaluation activities (continuous/practical and/or exam/test) established for the academic year will be considered as ?Not presented? (NP). PLAGIARISM/COPY. The fraudulent performance of the tests or evaluation activities will directly imply the qualification of failure (0) in the matter in the corresponding call, thus invalidating any qualification obtained in all the evaluation activities for the extraordinary call.

Sources of information

Basic	<p>Kotler, P. and Armstrong, G. (2018): ?Principles of Marketing?, Pearson, 17th ed.
Mitterfellner, O. (2019): ?Fashion Marketing and Communication: Theory and Practice Across the Fashion Industry?, Routledge, 1st ed.
Posner, H. (2015): ?Marketing Fashion. Strategy, Branding and Promotion?, Laurence King Publishing Ltd., London. Kotler, P. and Armstrong, G. (2018): ?Principles of Marketing?, Pearson, 17th ed. Mitterfellner, O. (2019): ?Fashion Marketing and Communication: Theory and Practice Across the Fashion Industry?, Routledge, 1st ed. Posner, H. (2015): ?Marketing Fashion. Strategy, Branding and Promotion?, Laurence King Publishing Ltd., London.</p>
Complementary	<p>Aaker, D. (1991). ?Managing Brand Equity: Capitalizing on the Value of a Brand Name?, Free Press, New York. Chevalier, M. and Mazzavolo, G. (2008): ?Luxury Brand Management: A World of Privilege?, John Wiley and Sons, Singapore. Jackson, T. and Shaw, D. (2006): ?The Fashion Handbook?, Routledge, London. Lea-Greenwood, G. (2013): ?Fashion Marketing Communications?, Wiley, 1st Ed. Lee, S. and Preez, W. du (2007): ?Fashioning the Future: Tomorrow's Wardrobe?, Thames & Hudson, London. Merino, M. J. (coord.) (2015): ?Introducción a la investigación de mercados?, ESIC, Madrid, 2a Ed. Ries, A. and Trout, J. (2001): ?Positioning: The Battle for Your Mind?, McGraw-Hill Education. Ryan, D. (2014): ?Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation?, Kogan Page, London. Santemas, M. (2011): ?Fundamentals of Marketing?, Pirámide, Madrid. Tungate, M. (2008): ?Fashion Brands?, Kogan Page, London, 3rd Ed.</p>

Recommendations



Subjects that it is recommended to have taken before

Introduction to Fashion Business Management/710G03004

Principles of Economics: Fashion Industry/710G03003

Global Trends in Fashion: Digital Transformation and Sustainability/710G03008

Subjects that are recommended to be taken simultaneously

Corporate and Professional Ethics in the Fashion Industry/710G03011

Subjects that continue the syllabus

Promotional Strategies in Fashion II: Advertising and Public Relations/710G03027

Promotional Strategies in Fashion I: Communication/710G03021

Other comments

To help achieve an immediate sustained environment and meet the objective of action number 5: "Healthy and sustainable environmental and social teaching and research" of the Green Campus Ferrol Action Plan the delivery of documentary work in this area will be requested in virtual format and / or computer support (delivery will be made via moodle or email, in digital format without the need to print them). If it is necessary to make them on paper: plastics will not be used, double-sided prints will be used, recycled paper will be used, the printing of drafts will be avoided and the importance of ethical principles related to the values of sustainability in personal and professional behaviors should be taken into account. The gender perspective in the subject, in the language, in the interventions, in the identification, in modification and correction of sexist prejudices and / or gender discrimination will be applied. The full integration of students / teachers with functional diversity will be facilitated.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.