



Universidad  
de Alcalá

# COMMERCIAL DISTRIBUTION

**Bachelor's Degree in Business  
Administration and Management and  
Bachelor's Degree in Economics and  
International Business**

**Universidad de Alcalá**

**Academic Year 2024/2025**

**Fourth year – Second Semester**

## GUÍA DOCENTE

Subject name:	<b>Commercial Distribution</b>
Code	<b>340070</b>
Part of degree:	<b>Bachelor's Degree in Business Administration and Management and Bachelor's Degree in Economics and International Business</b>
Department and Subject Area:	<b>Department: Economics and Business Management Research and Teaching Unit: Commercialisation and Market Research</b>
Nature of course:	<b>Optativo</b>
ECTS Credits	<b>6</b>
Degree year and semester:	<b>Cuarto Curso – Primer cuatrimestre</b>
Teaching Staff:	<b>Pedro Cuesta Valiño (pedro.cuesta@uah.es) Cristina Loranca Valle (cristina.loranca@uah.es)</b>
Charge of the subject:	<b>Pedro Cuesta Valiño</b>
Teaching Schedule	<b>To be arranged with the teachers</b>
Language of course:	<b>Spanish and English friendly</b>

### 1. PRESENTATION

Service Marketing is a subject that belongs to the Degree in Business Administration. It is taught in the first semester, and it is an optional subject of six credits.

First, this course aims that students know the main aspects of the activity of the commercial distribution through studying the concepts and fundamentals of commercial distribution and the most important agents involved in it, analysing the general trends of commercial distribution. In addition, this subject will be studied strategies that can develop as a distribution variable of marketing, from the perspective of manufacturers and from the point of view of the distributor.

Second, it is intended that students develop a range of skills needed for the future professional development: on the one hand, the ability to search for information, analysis, synthesis, communication and self-learning, and on the other hand, the ability of teamwork, leadership, critical and creative.

This guide is a tool that will help the student understand how the lectures are going to be taught, what is needed to be done in order to pass the subject, how work will be assessed, etc. In conclusion, it is an approach to what will happen both inside and outside the classroom.

## 2. SKILLS TO BE DEVELOPED

Generic competences:

- CG1.- Ability to solve problems in the business environment.
- CG2.- Ability to analyse and synthesise economic and business issues.
- CG3.- Ability to organise and plan business.
- CG4.- Ability to analyse and search for information from different business sources.
- CG5.- Ability to make business decisions.
- CG6.- Ethical commitment at work.
- CG7.- Ability to work in a team.
- CG8.- Working in pressurised business environments.
- CG9.- Motivation for quality in the company environment.
- CG10.- Ability to adapt to new situations.
- CG11.- Commitment to the development of human rights, democratic principles, equality between women and men, solidarity, environmental protection and the promotion of a culture of peace.
- CG12.- Ability to use the English language to search for information and use resources in that language, and in the preparation and presentation of academic activities.

Basic competences

- CB1 - Students have demonstrated knowledge and understanding of an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.
- CB3 - Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences

- CT1.- Acquire techniques and skills related to professional practice, including the application of the appropriate deontological regulations.
- CT2.- Knowing the resources available for accessing information and using them effectively.
- CT3.- Acquire oral and written communication skills in modern languages, both in professional environments and in other types of contexts.

- CT4.- Understand the ideas and arguments expressed in a foreign language, in writing and orally, both in everyday situations and in professional and specialised contexts.
- CT5.- Manage in an advanced way the most frequently used office tools in a professional environment (word processing, databases and spreadsheets) and advanced use of electronic communication, navigation and data search programmes (e-mail and Internet).
- CT6.- Design presentations using computer programmes and the ability to structure information in an appropriate manner and transmit it clearly and efficiently, with a basic knowledge of the functioning of data transmission networks.
- CT7.- Know the main techniques of management, conflict resolution, labour selection and motivation of human teams in a work environment with the use of effective strategies in time management.
- CT8.- Plan and develop research in a specific field of study, in accordance with the academic and scientific requirements that are specific to it.
- CT9.- Know the history of the University of Alcalá, the functioning of European institutions and the historical, social, economic and cultural reality of European and Latin American countries.

#### Specific competences:

- CE1.- Acquire the skills to defend economic-business points of view, using the minimum tools necessary to be able to express orally and in writing, in a scientific way, economic data of a company-institution.
- CE4.- Acquire the skills to carry out an idea in the business world.
- CE19.- Acquire the basic concepts of marketing (market, demand, environment, competition, product, price, distribution and promotion), developing the fundamentals of market segmentation, consumer behaviour and market research for the design of marketing strategies.

### 3. CONTENTS

Content blocks (subjects may be specified if deemed necessary)	Total number of classes, credits or hours
Introduction to the subject and initial considerations	<ul style="list-style-type: none"> <li>• 3 hours theory</li> <li>• 3 hours practical</li> </ul>
<b>1. THE COMMERCIAL DISTRIBUTION SYSTEM.</b> 1.1. Concept and dimensions of commercial distribution. 1.2. Mission of commercial distribution. 1.3. The commercial distribution system. 1.4. Importance of commercial distribution within the economic system.	<ul style="list-style-type: none"> <li>• 4,5 hours theory</li> <li>• 4,5 hours practical</li> </ul>

<b>2. COMMERCIAL CHANNELS.</b> 2.1. Distribution channel concept. 2.2. Concept and functions of intermediaries. 2.3. Classification of distribution channels. 2.4. The integration of the channels.	<ul style="list-style-type: none"> <li>• 3 hours theory</li> <li>• 3 hours practical</li> </ul>
<b>3. WHOLESALE TRADE.</b> 3.1. Wholesale trade concept. 3.2. Functions of wholesale trade. 3.3. Classification of wholesale trade. 3.4. Wholesale trade trends	<ul style="list-style-type: none"> <li>• 3 hours theory</li> <li>• 3 hours practical</li> </ul>
<b>4. RETAIL TRADE.</b> 4.1. Retail trade concept. 4.2. Characteristics of retail trade in Spain 4.3. Retail trade classification. 4.4. Retail trends.	<ul style="list-style-type: none"> <li>• 3 hours theory</li> <li>• 3 hours practical</li> </ul>
<b>5. DISTRIBUTION STRATEGIES.</b> 5.1. Design and selection of distribution channels. 5.2. Management of relationships within the channel. 5.3. Location of points of sale 5.4. Merchandising. 5.5. Logística o distribución física.	<ul style="list-style-type: none"> <li>• 3 hours theory</li> <li>• 3 hours practical</li> </ul>
Final considerations	<ul style="list-style-type: none"> <li>• 3 hours theory</li> <li>• 3 hours practical</li> </ul>

### Timetable (Provisional)

Week/ Session	Content
<b>01<sup>a</sup></b>	• Introduction to the subject and initial considerations
<b>02<sup>a</sup></b>	• Initial considerations
<b>03<sup>a</sup></b>	• Subject 1. The comercial distribution system
<b>04<sup>a</sup></b>	• Subject 1. The comercial distribution system
<b>05<sup>a</sup></b>	• Subject 1. The comercial distribution system
<b>06<sup>a</sup></b>	• Tema 2. Los canales comerciales
<b>07<sup>a</sup></b>	• Tema 2. Los canales comerciales
<b>08<sup>a</sup></b>	• Tema 3. El comercio mayorista
<b>09<sup>a</sup></b>	• Tema 3. El comercio mayorista
<b>10<sup>a</sup></b>	• Tema 4. El comercio minorista

11 <sup>a</sup>	<ul style="list-style-type: none"> <li>• Tema 4. El comercio minorista</li> </ul>
12 <sup>a</sup>	<ul style="list-style-type: none"> <li>• Tema 5. Estrategias de distribución</li> </ul>
13 <sup>a</sup>	<ul style="list-style-type: none"> <li>• Tema 5. Estrategias de distribución</li> </ul>
14 <sup>a</sup>	<ul style="list-style-type: none"> <li>• Consideraciones finales</li> </ul>
15 <sup>a</sup>	<ul style="list-style-type: none"> <li>• Consideraciones finales</li> </ul>

#### 4. TEACHING-LEARNING METHODS. – COURSEWORK

Distributed between teaching and student's own work

##### 4.1. Distribution of credits (specified in hours)

Number of contact hours: 48	Practical and theory classes: 46 <ul style="list-style-type: none"> <li>• Final exam: 2</li> </ul>
Number of hours of Student's own work: 102	<ul style="list-style-type: none"> <li>• Individual work, study, completing coursework, exam preparation: 102</li> </ul>
Total number of hours	150 hours

##### 4.2. Method, materials and teaching resources

###### Contact hours

Some of the contact hours will be in the form of lectures. These will be theoretical in content and will develop the key points of the programme. The role of the student in lectures is to listen actively, try to understand the arguments and theories discussed, relate the lecture content to their prior knowledge and try to take structured notes of the most important content. Prior preparation on the part of the student is necessary in order to fully benefit from the lecture. This should be in the form of reading supporting materials about the subject or consulting one of the text books from the core reading list, or other resources that the student may have.

The contact hours will also include practical classes. In these sessions practical aspects taken from the lectures will be developed, with the student as the active party, working individually or in a group under the supervision of the teacher.

	<p>Continuous evaluation students, in practices carried out in groups, must necessarily be included in a practice group during the first three weeks of the course. From this, two types of work will be completed:</p> <p>Practical and theoretical research work concerning certain aspects of the programme, which will be assigned by the teacher and presented in class.</p> <p>Practical exercises (individually or in work groups) which the teacher will assign, using case studies and experiences from companies, debates, commentaries of press releases and articles from specialised journals. These will be scheduled throughout the course.</p>
Individual work	<p>The student must complete a project (individually and as part of a group) using readings, research, analysis, completed exercises, reports and the work and study completed on the course subject.</p> <p>They will collaborate with the professionals of the CRAI-Library so that students can carry out an activity that develops information competencies in the use and management of information.</p>
Tutorials	<p>Tutorials may be in a group or individual. During these the teacher will assess whether the student has acquired the necessary skills.</p>
Practical and theoretical tests of knowledge and skills gained	<p>The student must interrelate all knowledge gained through classes and lectures, individual work and tutorials.</p>

## 5. ASSESSMENT: Procedure, evaluation criteria and grading

The evaluation process for this subject is based on continuous assessment.

For students who have been accepted for continuous assessment, their performance will be assessed on their work, knowledge and skills gained and the improvement made to their learning process. Assessment methods:

**PRACTICAL:**

- a) Active participation in theoretical and practical classes. Percentage of grade based on student participation: 10%
- b) Presenting and finding solutions to practical case studies and individual or group work: 50%

**THEORETICAL:**

- c) Passing theoretical test on knowledge and skills gained: 40%

To pass the subject, the student must pass all tests to a satisfactory standard, given that as a whole they assess all the skills developed.

For those students who do not pass both parts but have passed one of the two (whether this is the practical or theoretical part), the part that has been passed will be saved, and only the failed part must be retaken during the resit period (June-July). If it is the theoretical part which has been failed, an exam of the relevant course content will be taken. If it is the practical part which has been failed, individual practical exercises must be completed. It is the student's responsibility to request the exercises and work plan from the teacher.

Students who have failed both parts of the subject must take an exam concerning all the course content and complete individual practical exercises, during the resit period (June-July). It is the student's responsibility to request the exercises and work plan from the teacher.

For those students who are not following the continuous assessment procedure, there will be a final evaluation during the academic year's normal exam period. Amongst others, reasons which may admit the student to opt for a final evaluation, notwithstanding that all cases must be approved, include practical work experience, work obligations, family obligations, health reasons and disability. Being a part-time student is not in itself sufficient reason for opting for the final evaluation route. To be accepted for final evaluation, the student must make a written request to the dean during the first two weeks of teaching, explaining why they are unable to follow the continuous assessment system. In the case of those students who for justified reasons are not formally matriculated from the course start date, the assessment period will begin from their enrolment on the course. The dean will consider the circumstances that the student has detailed and will make a formal decision. If after 15 days the student has not received a written reply to his/her request, s/he can assume that it has been accepted.

The final assessment for those students who do not complete the evaluation will be in the form of an exam which covers all of the course content, during the normal exam period (a mark of 5 out of 10 is required). It will also be necessary to carry out some individual practical exercises, which must be presented and handed on the date that is indicated by the teacher. For these individual practical exercises, the student must first ask the teacher (during the first month started the course), the assigned exercises, special work plan, the date, time and place of the presentation.

To be able to pass the subject, it is necessary to achieve a minimum grade of 5 out of 10 in both the exam and the individual assigned work.



For those students who do not manage to pass both parts but do pass one of the two (whether this is the exam or the practical part), the part that has been passed will be saved, and only the failed part must be retaken during the resit period (June-July). If it is the theoretical part which has been failed, an exam of the relevant course content will be taken. If it is the practical part which has been failed, individual practical exercises must be completed. It is the student's responsibility to request the exercises and work plan from the teacher.

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During the development of the evaluation tests, the guidelines established in the Regulations that establish the "Normas de Convivencia" of the University of must be followed, as well as the possible implications of the irregularities committed during said tests, including the consequences for committing academic fraud according to the Reglamento de Régimen Disciplinario del Estudiantado of the University of Alcalá.

According to the Regulations Learning Assessment approved by the Governing Council of the UAH, detection of fraudulent practice in any assessment test will be graded with suspense (0).

Likewise, the warning of signs of plagiarism in any of the works or activities proposed to the students will be graded with suspense (0).

## 6. READING LIST

### Core Reading List

Aparicio, Gloria y Zorrilla, Pilar (2015): *Distribución Comercial en la Era Omnicanal*, Editorial Pirámide, Madrid.

Casares, Javier (2013): *Distribución Comercial*, 4ª edición, Editorial Cívitas, Madrid.

Díez de Castro, Enrique Carlos (coordinador) (2004): *Distribución Comercial*, 3ª edición, Editorial McGraw-Hill/Interamericana, Madrid.

De Juan Vigaray, M<sup>a</sup> Dolores (2005): *Comercialización y Retailing*, Editorial Pearson Educación, Hall, Madrid.

Miquel Peris, Salvador, Francisca Parra Guerrero, Christian L'hermie y María José Miquel Herrero (2008): *Distribución Comercial*, ESIC Editorial, 6ª edición, Madrid.

Molinillo Jiménez, Sebastián (Coordinador) (2014): *Distribución Comercial Aplicada*, 2º edición, ESIC Editorial, Madrid.

Vázquez Casielles, Rodolfo y Trespalacios Gutiérrez, Juan Antonio (2006): *Estrategias de Distribución Comercial: Diseño del Canal de Distribución y Relación entre Fabricantes y Detallistas*, Editorial ThomsonCívitas, Madrid.

### Complementary Reading List (optional)

Santesmases Mestre, M. (2012): *Marketing. Conceptos y Estrategias*, 6ª edición, Editorial Pirámide, Madrid.

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### Respect for the SDGs



In teaching this subject, the Sustainable Development Goals contained in the United Nations 2030 Agenda will be followed. In particular, emphasis will be placed on reducing inequalities, climate action and the protection of life and of terrestrial and marine ecosystems. Regarding the commercial management of the company, the achievement of responsible production and consumption goals and the use of removable and non-polluting energy will be particularly focused on.

<https://sdgs.un.org/es/goals>