

1. BASIC INFORMATION

Course	BUSINESS ANALYTICS
Degree program	MARKETING DEGREE
School	SOCIAL SCIENCES
Year	THIRD
ECTS	6 ECTS
Credit type	COMPULSORY
Language(s)	ENGLISH
Delivery mode	ON SITE
Semester	1ST SEMESTER
Academic year	2025 - 2026
Coordinating profesor	GARCÍA ULL, FRANCISCO JOSÉ

2. PRESENTATION

Business analytics is the application of data science techniques to business decision-making. In this subject, students will learn the basic concepts related to information analytics in a business and its specific application to marketing: economic impact, indicators and (KPIs), metrics, objectives, value, hypothesis of actions to be carried out and tracking the impact of these actions on the business. An introduction to existing tools and why it makes sense to follow a whole process of flattening and exploitation of data in order to measure business results will also be given. The student will also learn how to use the visual information analysis tool Google Analytics 4 in a basic way. In addition, the student will acquire basic knowledge of what business analytics is and its different utilities through the study of practical cases. In addition, the objective is to understand how a big data project works; to know the life cycle of a business analytics project; to become familiar with new disruptive technologies, to know the importance of information security and finally, to value privacy.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competences:

- 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 convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

Cross-cutting competences:

- CT02 - Autonomous learning: Set of skills to select strategies for searching, analysing, evaluating and managing information from different sources, as well as to learn and put into practice what has been learnt independently.

- CT05 - Analysis and problem solving: Being able to critically evaluate information, decompose complex situations into their constituent parts, recognise patterns, and consider alternatives, approaches and perspectives in order to find optimal solutions and efficient negotiations.
- CT06 - Adapting to change: Being able to accept, value and integrate different positions, adapting one's approach as the situation requires, as well as working effectively in situations of ambiguity.

Specific competences:

- SC07 - Ability to apply the technical tools used in market research and take them as a criterion in decision-making, respecting fundamental rights and equality between men and women.
- CE16 - Ability to produce corporate business, competitive and communication strategies of the company to apply them to marketing actions of segmentation, positioning, growth and innovation.
- CE19 - Ability to autonomously estimate and classify sources of information and data from the business, national and international environment, in order to provide the necessary information for making marketing decisions.
- CE21 - Knowledge and understanding of the business, economic, legal and CSR aspects involved in marketing actions in order to apply them in marketing planning.

Learning outcomes:

- RA1 - Know how to analyse advertising campaigns, techniques and channels.
- RA2 - Understand the differences and analyse the numbers of leads, conversions, and actual sales.
- RA3 - Use sales forecasting tools to make forecasts.

The table below shows the relationship between the competences developed in the subject and the learning outcomes pursued:

Competences	Learning outcomes
CB3, CE16, CE19, CT02	RA1: Know how to analyse advertising campaigns, techniques and channels.
CB4, CE19, CT02, CT05, CT06	RA2: Understand the differences and analyse the numbers of leads, conversions, and actual sales.
CB4, CE07, CE21, CT05, CT06	RA3: Using sales forecasting tools to make market forecasts

4. CONTENT

The subject is organised into four themes:

Unit 1. Sales funnel

- 1.1 The importance of data
- 1.2 Data-centric companies and business models
- 1.3 From data to knowledge
- 1.4 The strategic planning process
- 1.5 Digital Marketing and Sales Funnel
- 1.6 The AIDA Model
- 1.7. Case studies

Unit 2. Multi-platform campaign analysis

- 2.1. What is Business Analytics?
- 2.2. Definition of Business Analytics
- 2.3 The data analyst
- 2.4 Examples of Business Analytics Activities
- 2.5 Traditional media metrics
- 2.6 Digital media metrics
- 2.7 Metrics on mobile devices
- 2.8 New metrics and disruptive technologies

Unit 3. Leads, conversion and sales

- 3.1 Data organisation
- 3.2 Data types.
- 3.3 Data access and manipulation.
- 3.4 Searching and sorting data.
- 3.5 Data filtering.
- 3.6 Data cleaning: error detection and correction
- 3.7 Data visualisation
- 3.8 KPIs and Digital Marketing
- 3.9 Digital advertising formats
- 3.10 From data to sales

Unit 4. Forecast

- 4.1 Business analytics activities
- 4.2 Descriptive analytics
- 4.3 Predictive analytics
- 4.4 Prescriptive analytics
- 4.5. Tools for business analytics
- 4.6 Data visualisation in business analytics

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Masterclass.
- Case method.
- Cooperative learning
- Problem-based learning
- Project-based learning
- Simulation environments
- Field experiences

6. LEARNING ACTIVITIES

The following identifies the types of training activities to be carried out and the student's dedication in hours to each of them:

Face-to-face mode:

Activity	Number of hours
AF1 Tutoring	5
AF2 Masterclasses	40
AF3 Asynchronous master classes	10
AF4 Self-employment	35
AF5 Oral presentations	7
AF6 Case analysis and problem solving	20
AF7 Participatory group activities	20
AF8 Knowledge tests	3
AF9 Carrying out work/projects	10
TOTAL	150

7. ASSESSMENT

The following is a list of the assessment systems and their weighting in the total grade for the course:

Face-to-face mode:

Evaluation system	Weight
Knowledge tests	50%
Oral presentations	10%
Case / Problem	10%
Projects	25%
Performance monitoring	5%

On the Virtual Campus, when you access the course, you will be able to consult in detail the assessment activities to be carried out, as well as the delivery dates and the assessment procedures for each one of them.

7.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

7.2. Extraordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

8. SCHEDULE

In this section you will find the timetable with dates for the delivery of evaluable activities of the subject:

Actividades evaluables	Fecha
Activity 1. Analysis of Kotler definitions	Week 2
Activity 2. Data-driven business models	Week 5
Activity 3. Market analysis with SABI	Week 7
Activity 4. Challenge Based Learning	Week 10
Activity 5. Data Mining and Databases	Week 13
Activity 6. Practice Google Analytics	Week 14-15
Activity 7. Objective test of knowledge	Week 16-17

This timetable may be subject to modifications for logistical reasons. Any modification will be notified to the student in due time and form

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- Mella Méndez, L.; Moreno Solana, A.; Nuñez-Cortés, P. "Nuevas tecnologías y nuevas maneras de trabajar". Madrid: Dykinson, 2017
- García-Ull, F.J. "Manual de ejercicios para el análisis de datos en Internet". Valencia. Papers, 2024
- Treiblmaier, H.; Clohessy, T. "Blockchain and Distributed Ledger Technology Use Cases Applications and Lessons Learned". Springer International Publishing, 2020

Recommended bibliography is given below:

- Kotler, Philip. Los 80 conceptos esenciales de Marketing de la A a la Z. Pearson Education, 2003.
- Ries, All, and Jack Trout. Las 22 leyes inmutables del marketing. McGraw-Hill, 1993.
- Reis, Eric. "The lean startup." New York: Crown Business 27 (2011): 2016-2020.
- Griffith, Samuel B. Sun Tzu: The art of war. Vol. 39. London: Oxford University Press, 1963.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the student's inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.