



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

GUÍA DOCENTE

2026 - 2027

FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura

Nombre completo	Marketing Analítico / Marketing Analytics
Código	FCEE-BA23-424
Impartido en	Grado en Ing. en Tecnologías de Telecom. y Grado en Análisis de Negocios/Bachelor in Busi. Analytics [Cuarto Curso]
Créditos	6,0 ECTS
Carácter	Obligatoria (Grado)
Departamento / Área	Departamento de Marketing

Datos del profesorado

Profesor

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Departamento / Área	Departamento de Marketing
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DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura

Competencias - Objetivos

BLOQUES TEMÁTICOS Y CONTENIDOS

Contenidos – Bloques Temáticos

Introduction: Trends in Marketing Analytics

1. Marketing and studies
2. From traditional market research and panels to the "analytical era"
3. Data-driven business models: typology and trends
4. Emerging functions and trends in marketing analytics
5. Ethical issues in the "analytical era"

BLOCK 1. VALUE

1. Data as assets
2. ROI and KPIs in data-driven marketing



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3. Value for the company

4. Value for the consumer

5. Value for society

BLOCK 2. SOURCES

1. The 4 Vs in the marketing context

2. Typology of sources

3. Data for marketing

4. Storing, integrating and synchronizing

BLOCK 3. CAPABILITIES

1. Competencies and profiles

2. Systems and tools (and suppliers)

3. Processes

4. Organization

BLOCK 4: ANALYTICS

1. Review on classic data processing

2. Descriptive analytics

3. Prospective analytics

4. Prescriptive analytics

5. Visualization and 'business intelligence'

Ciclo 5: PRACTICE AND WORKSHOPS

These activities may include:

Customer segmentation

Customer churn/ Customer lifetime value

AB Testing

Conjoint Analyses

Text analytics/ SEM strategy



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Ethical cases

METODOLOGÍA DOCENTE

Aspectos metodológicos generales de la asignatura

The objective pursued by the work methodology is twofold. First, the student must be fully aware of the key concepts and problems for each stage of a value creation process based on the exploitation of data in the marketing context, and know how to implement them to analyze and design specific processes. Second, that the student consistently reinforces his technical skills with computer tools that cover a wide range of archetypal marketing functions.

For the first objective, the teacher will clearly organize each of the four key stages in blocks, will alternately resort to expository pedagogy and case studies, with a corresponding evaluation of the knowledge acquired and the ability to apply it, systematically for each stage. In addition to using slides available to the student, the teacher will provide a bibliography and documents that expose or collect all the expected basic knowledge. Likewise, the teacher will make adapted case studies available to the student.

For the second objective, each of the analytical techniques to be worked on will be presented; For each of them, a specific number of technical operations will be identified for which a domain is contemplated; and will be associated with key marketing functions (for example: performing customer segmentation based on CRM data; carrying out different analysis related to a brand ...). The mastery of some operations will be controlled individually with small exercises, the ability to achieve a more general purpose with each tool will be evaluated with group deliveries in a professional format.

In-class methodology: Activities

Master classes, case resolutions individually and in groups, mini-tests and corrections, workshops with tutorials and tests, oral presentations of collective work

Out of the class methodology: Activities

Personal study and review, personal case readings, preparation of materials for classes, preparation of workshops, individual and group practices, completion of deliveries in professional format. USE OF AI

USE OF AI

The course is classified as Level 3 on the institutional AI Assessment Scale (Perkins et al., 2024), with special conditions. This means students may use AI to collaborate on specific tasks such as writing, refining, and evaluating their work, provided that:

-they critically assess and modify any AI-generated content,

-and they document their AI use in detail.

Unrestricted or uncontrolled use is not allowed. Students must demonstrate critical thinking to ensure academic integrity and their own learning.

For non-generative AI, students must indicate which tools they used, in which parts of the work, and the keywords used (if applicable).



For generative AI, they must specify: the tools used, the prompts or instructions given, and the specific sections of the work where the tools were applied.

The improper use of ChatGPT or any other generative artificial intelligence tool in assignments where its use is not permitted, as well as any attempt at plagiarism or cheating in any assessment component, will be considered a serious academic offence., in accordance with

the University's General Regulations, Article 168.2.e: "carrying out actions aimed at falsifying or defrauding the academic performance assessment systems."

The consequences of this will be "temporary expulsion for up to three months or prohibition from sitting exams in the next examination period following the imposition of the sanction, in one or more courses in which the student is enrolled, [...] in addition to receiving a failing grade (0) in the respective course, [...] [and] being prohibited from sitting exams in that course in the next examination period."

EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

Exam	Concepts acquisition Application of theory in practice	50
Group project assignments	Application of theory to practice Troubleshooting Generation of innovative solutions Format and presentation of results Preparation of activities and discussions in class	30
Individual activities	Individual tests	20



Calificaciones

To pass the subject, the student must have passed the practical part and the theoretical part separately with at least a 5 (out of 10) in each of them.

Note on evaluation in extraordinary call:

The part(s) that students have passed will be saved for the extraordinary call; Students will only have to re-sit for the failed part(s) in an extraordinary call.

If the student has failed all the parts, in the extraordinary call the evaluation and qualification of the subject will be distributed as follows:

- 50% practical part: individual practical test or exercises
- 50% theoretical part: individual content exam

Students must contact their professor in advance of the resit date if they need to retake any of the parts, and they will be provided instructions.

Note on repeat students

These students will be exempt from coming to class and their final grade will be the grade from the theoretical exam in the corresponding call. However, these students are suggested to contact their teacher to ensure proper progress of the course.

Note on the use of ChatGPT or other generative artificial intelligence

The improper use of ChatGPT or other generative artificial intelligence (GAI) will be considered a serious offense as stated in the General Regulations of the University, art. 168.2.e as: "carrying out actions aimed at falsifying or defrauding the academic performance evaluation systems." The consequences of this will be "the temporary expulsion of up to three months or the prohibition of taking the exam in the next call to the imposition of the sanction, in one or several subjects in which the student is enrolled, [...] apart from assuming the grade of failure (0) in the respective subject, [...] (and) the prohibition of taking the exam in that subject in the next call." In this regard, the use of ChatGPT or other IAG for the complete completion of individual or group work will be considered improper (and therefore prohibited), since its use would seriously compromise the ability of these evaluation systems to assess the acquisition. by the student of the subject's own competencies. In any case, if use is made in any of the parts of the mentioned works, it will be mandatory to explicitly declare the parts in which it has been used, as well as to add as an annex to the work the prompt used to obtain the information. The use or not of ChatGPT will be verified, among other methods, through questions about the work that the teacher will do to the student or work groups.

BIBLIOGRAFÍA Y RECURSOS

Bibliografía Básica

Books

VERHOEF, P.C., KOOGHE, E., WALK, N., WIERINGA, J. E. (2021). Creating Value with Data Analytics in Marketing. Routledge.

VERHOEF, P.C., KOOGHE, E., WALK, N. (2016). Creating value with big data analytics: Making smarter marketing decisions. Routledge.

VENKATESAN, Rajkumar, FARRIS, Paul, et WILCOX, Ronald T. Cutting-edge marketing analytics: real world cases and data sets for hands on learning. Pearson Education, 2015.

BACKHAUS, K., ERICHSON, B., GENSLER, S., WEIBER, R., & WEIBER, T. (2023). *Multivariate Analysis: An Application-Oriented*



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Introduction (2nd ed.). Springer.

Notes

Course notes

Teacher slides (in the platform)

Other resources

Cases and self-assessment materials (in the platform)