ACADEMY OF LABOUR, SOCIAL RELATIONS AND TOURISM

Faculty of Economics, Social Technologies and Tourism

Academy of Labour, Social Relations and Tourism

Department of Marketing

Academy of Labour, Social Relations and Tourism

Department of Marketing

"APPROVED"

Vice-Rector for Academic and Pedagogical Work

_____ I.S. Chornodid

"___" _____ 2026

# WORKING PROGRAM OF THE ACADEMIC DISCIPLINE

## Web Analytics in Marketing Activities

(name of the academic discipline)

Field of Knowledge – D "Business, Administration and Law"

Specialty – D5 "Marketing"

Educational and Professional Program – Marketing

Level of Higher Education – second (Master's)

Kyiv 2026

The Working Program of the academic discipline "Web Analytics in Marketing Activities" for higher education students of the educational degree "Master", specialty D5 Marketing, educational and professional program "Marketing"

Developer: **Korchynska Olena Antonivna**, Doctor of Economic Sciences, Professor

The Working Program was approved at the meeting of the Department of Marketing

Minutes No. 1 dated "24" August 2026

Head of the Department of Marketing

_____ Pysarenko N.V.
(signature) (surname and initials)

Approved by the Academic and Methodological Council of the Academy of Labour, Social Relations and Tourism

Minutes No. 1 dated "27" August 2026

Chairperson

_____ (Chornodid I.S.)
(signature) (surname and initials)

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The work programme of the academic discipline was developed on the basis of the National Qualifications Framework of Ukraine, the «Regulations on the Organisation of the Educational Process at the Academy of Labour, Social Relations and Tourism» dated dated 7 April 2026, Minutes No. 7. the educational and professional programme for training higher education students of the second (Master's) level in the speciality «Marketing», and other relevant regulatory documents.

## 1. Description of the academic discipline

<table>
<tr><td rowspan="2">Name of indicators</td><td rowspan="2">Field of knowledge, educational level</td><td colspan="2">Characteristics of the academic discipline</td></tr>
<tr><td>Full-time study</td><td>Part-time study</td></tr>
<tr><td>Number of credits: 3/3</td><td>Field of knowledge:<br>D Business, Administration and Law</td><td colspan="2">Compulsory</td></tr>
<tr><td rowspan="2">Modules – 2</td><td rowspan="5">Speciality:<br>D5 Marketing</td><td colspan="2">Year of study:</td></tr>
<tr><td>2nd</td><td>2nd</td></tr>
<tr><td>Individual assignments - analytical report</td><td colspan="2">Semester</td></tr>
<tr><td rowspan="2">Total number of hours – 90/90</td><td>1st</td><td>1st</td></tr>
<tr><td colspan="2">Lectures</td></tr>
<tr><td rowspan="9">Weekly hours for full-time study:<br>contact hours – 2<br>independent work of the student – 4</td><td rowspan="9">Degree:<br>second (Master's)</td><td>16 hrs.</td><td>10 hrs.</td></tr>
<tr><td colspan="2">Practical, seminar</td></tr>
<tr><td>16 hrs.</td><td>8 hrs.</td></tr>
<tr><td colspan="2">Laboratory</td></tr>
<tr><td>- hrs.</td><td>- hrs.</td></tr>
<tr><td colspan="2">Independent work</td></tr>
<tr><td>58 hrs.</td><td>72 hrs.</td></tr>
<tr><td colspan="2">Form of assessment: differentiated pass/fail credit</td></tr>
</table>

The ratio of contact hours to independent and individual work is:
for full-time study – 32/58
for part-time study – 18/72

The academic discipline «Web Analytics in Marketing Activities» is aimed at forming, in students of the second (Master's) level of higher education, a systemic understanding of the principles, methods and technologies of digital analytics, measuring user behaviour and evaluating the effectiveness of marketing channels. Mastering the discipline develops a data-driven approach to marketing management, skills in working with digital channel data, and the ability to translate analytical results into well-founded marketing decisions.

**Place of the academic discipline** in the «Marketing» educational and professional programme is an elective component of the cycle of academic disciplines forming professional competencies in the speciality D5 Marketing. The discipline is taught in the 1st semester of the 2nd year of the Master's programme. Volume – 3 ECTS credits, form of final assessment – differentiated pass/fail credit.

**Subject of the academic discipline**: theoretical and methodological foundations, methods, technologies and tools for collecting, processing, analysing and interpreting data from digital channels, websites, advertising platforms and analytics systems for evaluating marketing activity and substantiating marketing decisions.

**Aim of the academic discipline***:* to form in students a system of modern theoretical knowledge, practical skills and abilities in using web analytics to study user behaviour, evaluate the effectiveness of digital marketing channels, build analytical reports, and make data-driven marketing decisions.

*The main objectives of the academic discipline are:*

- forming a systemic understanding of the essence, principles and role of web analytics in modern marketing activity;
- mastering the main concepts, indicators, metrics and KPIs of digital analytics and the principles of their use;
- mastering methods for collecting, structuring, verifying and interpreting user behaviour data;
- developing practical skills in working with Google Analytics 4 and other modern web analytics tools;
- developing the ability to analyse traffic sources, the customer journey, conversions, funnels and the effectiveness of marketing channels;
- developing skills in audience segmentation, cohort analysis, A/B testing and evaluating the effectiveness of marketing activities;
- developing the ability to visualise data, create analytical reports and dashboards, and present results;
- developing the ability to apply a data-driven approach and translate analytical results into marketing recommendations.

The study of the discipline ensures the formation and development of the following programme competencies defined by the «Marketing» educational and professional programme:

*Integral competence (IC):* the ability to solve complex problems and issues in the field of marketing in professional activity or in the course of study, which involves conducting research and/or implementing innovations and is characterised by uncertainty of conditions and requirements.

*General competencies (GC):*

GC1. Ability to make informed decisions.

GC6. Ability to search for, process and analyse information from various sources.

GC8. Ability to develop and manage projects.

*Special (professional) competencies (SC):*

SC1. Ability to logically and consistently reproduce and apply knowledge of the latest theories, methods and practical techniques of marketing.

SC2. Ability to correctly interpret the results of the latest theoretical research in the field of marketing and the practice of its application.
SC3. Ability to conduct independent research and interpret its results in the field of marketing.
SC5. Ability to diagnose the marketing activity of a market entity, and to carry out marketing analysis and forecasting.
SC9. Ability to conduct theoretical and applied research in the field of marketing at an appropriate level.

The discipline also ensures PLO1, PLO3, PLO 6, PLO9, PLO12, PLO15, i.e. it is related to improving the effectiveness of activities at various levels of management, interpersonal communication, justification of management decisions, and management of the activities of units, groups and networks.

**Interdisciplinary links of the academic discipline**

**Prerequisites.** The discipline «Web Analytics in Marketing Activities» is taught in the 3rd semester of the Master's programme, therefore, its study presupposes the knowledge, skills and abilities acquired by students at the previous educational level – Bachelor's, in particular in higher mathematics. An important prerequisite for mastering the discipline is an understanding of the basics of statistical analysis, working with spreadsheets, and the basic principles of marketing research.

Within the educational and professional programme, the content of the discipline is interrelated with the first-semester educational components «Scientific Communications in a Foreign Language», «Marketing Analytics», «Brand Management», «Social Marketing and Corporate Social Responsibility» and «Advertising Management», as well as the second-semester component «Mathematical Methods and Models in Marketing Research». This interrelation promotes the development of students' analytical, research and managerial competencies.

**Postrequisites.** The knowledge, skills and abilities acquired while studying «Web Analytics in Marketing Activities» are used during the pre-graduation practicum, and the competencies acquired are further developed when studying the disciplines «Sustainable Marketing and Market Transformation» and «Media and Advertising Business under Digitalisation», and are applied during practical training and the preparation and public defence of the qualifying Master's thesis.

The analytical, digital and managerial competencies formed within the discipline ensure students' ability to analyse marketing data, evaluate the effectiveness of digital channels, make well-founded data-driven marketing decisions, and argue practical recommendations, which is consistent with the general competencies and programme learning outcomes of the «Marketing» educational and professional programme.

## 2. Learning outcomes

The study of the academic discipline «Web Analytics in Marketing Activities» ensures the achievement of the following programme learning outcomes (PLO) defined by the «Marketing» educational and professional programme:

PLO1. Know and be able to apply modern principles, theories, methods and practical techniques of marketing in practice.

PLO3. Plan and conduct own research in the field of marketing, analyse its results and justify the adoption of effective marketing decisions under conditions of uncertainty.

PLO6. Be able to improve the effectiveness of a market entity's marketing activities at various levels of management, develop marketing projects and manage them.

PLO9. Understand the essence and specifics of applying marketing tools in the process of making marketing decisions.

PLO12. Carry out diagnostics and strategic and operational marketing management for the development and implementation of marketing strategies, projects and programmes.

PLO15. Collect necessary data from various sources, process and analyse their results using modern methods and specialised software.

As a result of studying the academic discipline, the student must:

*know:*

- the essence, principles, functions and role of web analytics in modern marketing activity;
- the main concepts, indicators, metrics and KPIs of digital analytics;
- the operating principles of Google Analytics 4 and the event-based data model;
- methods for collecting, structuring, verifying and interpreting digital data;
- traffic sources and channels, UTM parameters, attribution and the customer journey;
- methods for analysing conversions, funnels, user behaviour and audience segments;
- the principles of cohort analysis, A/B testing and CRO;
- methods for visualising data and building reports and marketing dashboards;
- the principles of data-driven marketing, ROI/ROAS evaluation, and the use of analytics in decision-making;

*be able to:*

- define marketing goals and formulate corresponding analytical questions and KPIs;
- set up and interpret basic Google Analytics 4 reports;
- analyse traffic sources, user behaviour, events, conversions and funnels;
- apply audience segmentation and compare results across different segments;
- analyse the customer journey and identify points of user drop-off;
- evaluate the effectiveness of organic, paid, social, email and other digital channels;
- conduct basic cohort analysis and A/B testing and interpret the results;
- create analytical reports and dashboards for marketing needs;
- critically assess data quality, identify anomalies and the limitations of analytics;
- translate the results of web analytics into well-founded marketing recommendations.

## 3. Content of the academic discipline

### *Module 1. Fundamentals and tools of web analytics in marketing*

**Topic 1. Theoretical foundations of web analytics in marketing activity** The concept, essence and role of web analytics. The place of web analytics in the system of marketing research and digital marketing. Data-driven marketing. Types of digital data and their sources. Metrics and KPIs. The relationship between business goals, marketing goals and analytical indicators. Data quality, limitations and ethical aspects.

**Topic 2. Web analytics systems and Google Analytics** 4 The purpose and architecture of web analytics systems. The main capabilities of Google Analytics 4. The event-based data model. Users, sessions, events, parameters and key events. Interface and report structure. Data streams. The GA4 demo account. Verifying the correctness of data collection.

**Topic 3. Measuring user behaviour and the customer journey** User behaviour on a website and in digital channels. Events and key events. Page analysis. User journey and customer journey. The engagement funnel. Analysis of engagement, conversions and points of user drop-off. Behaviour segmentation.

**Topic 4. Analysis of traffic sources and the effectiveness of marketing channels** Main traffic sources: organic, paid, direct, referral, social, email. UTM parameters. Channels and campaigns in GA4. Acquisition analysis. Evaluating traffic quality. Basics of attribution. Comparing the effectiveness of marketing channels.

**Topic 5. Conversion analytics, funnels and performance evaluation** The concept of conversion and key events. Macro- and micro-conversions. The marketing funnel. Conversion rate. Conversion paths. Basics of e-commerce analytics. ROI and ROAS. Building a system of marketing KPIs.

***Module 2. Applied marketing analytics and data-driven decisions***

**Topic 6. Segmentation, cohort analysis and audience research** User segmentation. Demographic, geographic, technological and behavioural characteristics. Comparing segments. Cohort analysis. Retention and engagement. Analysis of new and returning users. Using segments for marketing decisions.

**Topic 7. Experiments, A/B testing and optimisation of digital channels** The experimental approach in digital marketing. Formulating hypotheses. A/B testing of websites, landing pages and advertising messages. Control and test groups. Metrics for evaluating experiments. CRO. Data-driven optimisation of digital channels.

**Topic 8. Data visualisation and marketing dashboards** Principles of effective visualisation of marketing data. Reports in GA4. Google Looker Studio. The structure of an analytical dashboard. KPI dashboards. Reporting automation. Presentation of analytical findings and recommendations.

**Topic 9. Integrating web analytics with marketing platforms and CRM** The interaction of web analytics with advertising platforms and CRM. Integrating GA4 with Google Ads. Cross-channel analytics. Customer data. Basics of data export and BigQuery. Combining data from various sources. Analytics of the marketing funnel and customer lifecycle**.**

**Topic 10. Data-driven marketing, artificial intelligence and the future of web analytics** Data-driven marketing. The analytical cycle: question – data – analysis – conclusions – decision. The use of artificial intelligence in marketing analytics. Predictive and prescriptive analytics. Privacy, consent and data protection. Analytics automation. Future competencies of the marketing analyst.

## 4. Thematic plan of the academic discipline

| Names of content modules and topics | Number of hours | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full-time | | | | | Part-time | | | | |
| | total | including | | | | total | including | | | |
| | | lect. | pr. | lab | ind. w. | | lect. | pr. | lab | ind. w. |
| Module 1. Fundamentals and tools of web analytics in marketing | | | | | | | | | | |
| Topic 1. Theoretical foundations of web analytics in marketing activity | 10 | 2 | 2 | | 6 | 10 | 2 | 1 | | 7 |
| Topic 2. Systems of web-analytics and Google Analytics 4 | 10 | 2 | 2 | | 6 | 9 | 1 | 1 | | 7 |
| Topic 3. Measuring user behaviour and the customer journey | 10 | 2 | 2 | | 6 | 9 | 1 | 1 | | 7 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Topic 4. Analysis of traffic sources and the effectiveness of marketing channels | 9 | 2 | 1 | | 6 | 9 | 1 | 1 | | 7 |
| Topic 5. Conversion analytics, funnels and performance evaluation | 9 | 2 | 1 | | 6 | 9 | 1 | 1 | | 7 |
| **Total for content module 1** | **48** | **10** | **8** | | **30** | **46** | **6** | **5** | | **35** |
| Module 2. Applied marketing analytics and data-driven decisions | | | | | | | | | | |
| Topic 6. Segmentation, cohort analysis and audience research | 9 | 2 | 1 | | 6 | 9 | 1 | 1 | | 7 |
| Topic 7. Experiments, A/B testing and optimisation of digital channels | 9 | 2 | 1 | | 6 | 9 | 1 | | | 8 |
| Topic 8. Data visualisation and marketing dashboards | 10 | 2 | 2 | | 6 | 9 | 1 | 1 | | 7 |
| Topic 9. Integrating web analytics with marketing platforms and CRM | 9 | 1 | 2 | | 6 | 9 | 1 | 1 | | 7 |
| Topic 10. Data-driven marketing, artificial intelligence and the future of web-analytics | 7 | 1 | 2 | | 4 | 8 | | | | 8 |
| **Total for content module 2** | **42** | **6** | **8** | | **28** | **44** | **4** | **3** | | **37** |
| **Total hours** | **90** | **16** | **16** | | **58** | **90** | **10** | **8** | | **72** |

## 5. Seminar topics

| No. | Topic title | Number of hours | |
|---|---|---|---|
| | | full-time | part-time |
| 1 | Topic 1. Theoretical foundations of web analytics in marketing activity | 2 | 1 |
| 2 | Topic 2. Systems of web analytics and Google Analytics 4 | 2 | 1 |
| 3 | Topic 3. Measuring user behaviour and the customer journey | 2 | 1 |
| 4 | Topic 4. Analysis of traffic sources and the effectiveness of marketing channels | 1 | 1 |
| 5 | Topic 5. Conversion analytics, funnels and performance evaluation | 1 | 1 |
| 6 | Topic 6. Segmentation, cohort analysis and audience research | 1 | 1 |
| 7 | Topic 7. Experiments, A/B testing and optimisation of digital channels | 1 | – |
| 8 | Topic 8. Data visualisation and marketing dashboards | 2 | 1 |
| 9 | Topic 9. Integrating web analytics with marketing platforms and CRM | 2 | 1 |
| 10 | Topic 10. Data-driven marketing, artificial intelligence and the future of web-analytics | 2 | – |
| | ***Total*** | ***16*** | *8* |

## 6. Independent work

Independent work of the student (IWS) is a form of organising the educational process in which planned tasks are performed by the student under the methodological guidance of the instructor, but without their direct involvement. IWS is the main means of mastering the learning material during the student's extracurricular learning work.

***The purpose of IWS*** *is to master the curriculum in full and to consistently develop in students independence, responsibility, the ability for self-development and self-organisation, critical thinking, and the analytical and data-driven competencies necessary for the professional activity of a modern specialist.*

*The main forms of IWS are as follows:*

- studying theoretical material;
- analysing scientific, educational and professional sources on the issues of web analytics in marketing activity;
- researching modern concepts and methods of web analytics and digital marketing;
- analysing Google Analytics 4 data, traffic indicators, user behaviour and conversions;
- performing practical, analytical and situational tasks on analysing marketing data;
- analysing the customer journey, conversion funnels and the effectiveness of marketing channels;
- performing tasks on audience segmentation, cohort analysis and evaluating user behaviour;
- analysing and comparing the results of A/B testing and other experiments on optimising digital channels;
- building and analysing marketing dashboards and data visualisations;
- researching opportunities for integrating web analytics with marketing platforms, CRM and other digital systems;
- researching the application of artificial intelligence, automation and predictive analytics in digital marketing;
- preparing and completing the individual assignment;

preparing for current, module and final assessment.

**Distribution of independent work hours by topic of the academic discipline**

| No. | Topic title | Number of hours | |
|---|---|---|---|
| | | full-time | part-time |
| 1 | Topic 1. Theoretical foundations of web analytics in marketing activity | 6 | 7 |
| 2 | Topic 2. Systems web-analytics and Google Analytics 4 | 6 | 7 |
| 3 | Topic 3. Measuring user behaviour and the customer journey | 6 | 7 |
| 4 | Topic 4. Analysis of traffic sources and the effectiveness of marketing channels | 6 | 7 |
| 5 | Topic 5. Conversion analytics, funnels and performance evaluation | 6 | 7 |
| 6 | Topic 6. Segmentation, cohort analysis and audience research | 6 | 7 |
| 7 | Topic 7. Experiments, A/B testing and optimisation of digital channels | 6 | 8 |
| 8 | Topic 8. Data visualisation and marketing dashboards | 6 | 7 |
| 9 | Topic 9. Integrating web analytics with marketing platforms and CRM | 6 | 7 |
| 10 | Topic 10. Data-driven marketing, artificial intelligence and the future of web-analytics | 4 | 8 |
| | Total | 58 | 72 |

## 7. Individual assignments

The individual work of the student is a component of independent work and is performed within the hours provided for in the curriculum. It has an educational-research and practical character and is aimed at developing skills in analysing digital data.

Preparing the analytical report involves studying current scientific, analytical and professional sources, analysing web analytics data, applying appropriate methods, and formulating well-founded marketing recommendations.

During the defence, the student presents the main results of the analysis conducted and argues the proposed solutions. Assessment takes into account the depth of analysis, independence, the correctness of data interpretation, and the practical value of the recommendations.

*Recommended structure of the analytical report: statement of the problem and substantiation of its relevance; aim and objectives of the analysis; characteristics of the object; description of sources and data quality; analysis of metrics and KPIs; visualisation of results; conclusions; marketing recommendations; list of sources used.*

Within the academic discipline «Web Analytics in Marketing Activities», the individual assignment involves preparing an analytical report on a chosen topic using current digital data and professional sources.

Individual assignments are completed by students according to their assigned options:

1. Analysing the effectiveness of a website's traffic sources and formulating recommendations for optimising marketing channels.
2. Evaluating a website's conversion funnel and identifying points of user drop-off.
3. Analysing user behaviour in Google Analytics 4 and building the customer journey.
4. Audience segmentation and comparative analysis of the behaviour of different user segments.
5. Cohort analysis of users and evaluation of retention and engagement indicators.
6. Evaluating the effectiveness of an advertising campaign using web analytics.
7. Developing a system of marketing KPIs for a digital campaign.
8. Analysing UTM tagging and the data quality of marketing campaigns.
9. Building and evaluating a marketing dashboard in Google Looker Studio.
10. A/B testing as a tool for optimising website conversion.
11. Analysing e-commerce metrics and evaluating ROI/ROAS.
12. Using web analytics to optimise the customer journey.
13. Integrating Google Analytics 4 and Google Ads to evaluate advertising effectiveness.
14. Cross-channel analytics and integrating web data with CRM.
15. Using artificial intelligence to analyse marketing data.
16. Privacy, consent and ethical aspects of web analytics.
17. Predictive analytics in digital marketing: opportunities and limitations.
18. Analysing the effectiveness of organic traffic and SEO based on web analytics data.
19. Analysing the effectiveness of social media as a source of marketing traffic.
20. Evaluating the effectiveness of email marketing using web analytics tools.
21. Comparing attribution models and their impact on marketing decisions.
22. Identifying anomalies in digital data and their impact on marketing reporting.
23. Developing data-driven recommendations for optimising digital marketing.
24. GA4 and GA3: a comparative analysis.
25. Current and future challenges for web analysts.

## 8. Teaching methods

In teaching the academic discipline «Web Analytics in Marketing Activities», teaching methods are applied aimed at achieving the programme learning outcomes and developing analytical, critical and data-driven thinking:

- verbal methods – problem-based lectures, explanations, consultations, discussion of theoretical and applied aspects of web analytics and digital marketing;
- visual methods – presentations, demonstration of web analytics system interfaces, visualisation of data, charts, funnels and marketing dashboards;
- practical methods – performing analytical, computational and practical tasks in Google Analytics 4, Looker Studio and other digital tools;
- case method – analysis of real and simulated marketing situations, website data, advertising campaigns and the customer journey;
- discussion methods – discussion seminars, discussion of analytical findings, argumentation of marketing recommendations, and analysis of alternative solutions;

- team and project work methods – performing group analytical tasks, developing KPIs, dashboards and data-driven marketing projects;
- situational modelling methods – modelling marketing decisions based on changes in traffic, conversions, budgets and experiment results;
- reflective-analytical work methods – critical evaluation of data, checking assumptions, analysing limitations, and formulating conclusions;
- digital learning methods – using Google Analytics 4, Google Looker Studio, Google Ads, Google Tag Manager, demo data, and digital educational platforms;
- independent research and educational work methods – studying scientific and professional sources, analysing digital data, preparing analytical reports and marketing recommendations;

Active and interactive technologies are applied in the learning process: problem-based lectures, case analysis, practical work with analytical systems, teamwork, discussions, modelling marketing decisions, and presentation of results.

## 9. Forms of assessment and evaluation criteria of learning outcomes

Current monitoring of students' mastery of the learning material in the discipline «Web Analytics in Marketing Activities» is carried out by questioning and assessing knowledge during seminar classes, performing practical and analytical tasks, testing, and analysing the results of work with digital data.

Module assessment is a component of current assessment and is aimed at verifying the level to which students have mastered theoretical knowledge and developed practical skills and competencies for the relevant content module. Module assessment is carried out in the form of test and/or control assignments (MA1, MA2) at the end of each content module, using time allocated for contact or independent work.

Individual work is assessed based on the results of preparing and defending the analytical report on a current issue in web analytics in marketing activity. The assessment takes into account the depth of analysis, the correctness of data use, the soundness of conclusions, and the practical value of the recommendations.

Final assessment is carried out in the form of a differentiated pass/fail credit.

### 9.1 Assessment tools and methods for demonstrating learning outcomes

- The assessment tools and methods for demonstrating learning outcomes in the academic discipline «Web Analytics in Marketing Activities» are:
- oral and written questioning;
- tests and control assignments;
- practical, analytical and situational tasks;
- analysis and presentation of case studies on web analytics and digital marketing issues;
- analysis of digital data and building marketing dashboards;
- individual and team assignments;
- participation in discussions and team forms of work;
- presentation and defence of completed assignment results;
- preparation and defence of the individual assignment in the form of an analytical report;
- module assessment in the form of tests and control assignments (MA1, MA2);
- differentiated pass/fail credit.

### 9.2 Distribution of points received by students

| Current assessment, testing and independent individual work | | | | | | | | | | | | Individual assignments | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Content module 1 | | | | | MA 1 | Content module 2 | | | | | MA 2 | | |
| T1 | T2 | T3 | T4 | T5 | | T6 | T7 | T8 | T9 | T 10 | | | |
| 5 | 5 | 5 | 5 | 5 | 10 | 5 | 5 | 5 | 5 | 5 | 10 | 30 | 100 |

The final assessment of higher education students' learning outcomes is based on the results of current work on topics T1–T10 – 50 points; module assessment – 20 points (MA1 – 10 points, MA2 – 10 points); performance and defence of the individual assignment in the form of an analytical note – 30 points. The final grade is determined on a cumulative basis according to the results of work during the semester..

**9.3 Criteria for assessing current work at seminar classes**

| Points | Assessment criteria |
|---|---|
| 5 | The student demonstrates complete, systemic and in-depth knowledge of the learning material, freely operates with the conceptual and categorical apparatus of leadership and personal development, and applies theoretical propositions with sound argumentation when analysing practical and managerial situations. Independently and correctly performs practical, analytical and situational tasks, actively and constructively participates in discussions and team work, formulates well-founded conclusions and proposes appropriate solutions. |
| 4 | The student demonstrates sufficiently complete and systemic knowledge of the learning material, correctly reveals the main points of the topic, and applies relevant approaches and tools of leadership, self-management, communication and team interaction. Performs practical and analytical tasks mostly correctly, allowing individual minor inaccuracies that do not affect the overall soundness of conclusions and decisions. |
| 3 | The student demonstrates a sufficient level of mastery of the core learning material, understands the key concepts and points of the topic, but makes individual errors in their practical application. Performs practical, analytical and situational tasks mostly correctly, but has difficulty with in-depth analysis, arguing their own position, and substantiating individual conclusions. |
| 2 | The student demonstrates partial and insufficiently systemic mastery of the learning material, possesses individual concepts and points of the topic, but has significant difficulty applying them in practice. Tasks are performed partially or with substantial errors; conclusions and proposed solutions are insufficiently substantiated. |
| 1 | The student demonstrates fragmentary knowledge of the learning material, reproduces only individual concepts and points of the topic, and does not demonstrate an adequate understanding of their interrelations and practical application. Performs only individual elements of tasks, makes a significant number of substantial errors, and cannot adequately argue their own position. |
| 0 | The student has not demonstrated mastery of the learning material and/or has not performed the practical, analytical or situational tasks provided for by the relevant topic. |

Module assessment is carried out after completion of the relevant content module in the form of test and/or control assignments. The maximum number of points for each module assessment is 10 points, 20 points in total for the two module assessments.

**9.4 Criteria for assessing module control**

| Points | Assessment criteria |
|---|---|
| 9–10 | The student demonstrates complete, systemic and conscious mastery of the content module material, correctly performs test and/or control assignments, freely operates with the conceptual and categorical apparatus of leadership and personal development, applies theoretical propositions with sound argumentation when analysing practical and managerial situations, and formulates well-founded conclusions and decisions. |
| 7–8 | The student demonstrates a sufficiently complete mastery of the content module material, correctly performs most test and/or control assignments, understands the main concepts and approaches in the field of leadership and personal development, and is able to apply them in practical situations, allowing individual minor errors or inaccuracies. |
| 5–6 | The student has mastered the main points of the content module, but the knowledge is insufficiently systemic in nature; when performing test and/or control assignments, makes |

| | |
|---|---|
| | individual substantial errors, and has difficulty applying theoretical propositions to practical situations and substantiating conclusions. |
| 3–4 | The student demonstrates fragmentary mastery of the content module material; test and/or control assignments are performed partially, substantial errors are made, practical application of knowledge is limited, and conclusions and proposed solutions are insufficiently substantiated. |
| 1–2 | The student demonstrates an initial level of mastery of the content module material; possesses only individual concepts and points, has completed individual elements of test and/or control assignments, makes a significant number of substantial errors, and does not demonstrate an adequate ability to apply the knowledge gained. |
| 0 | The student has not completed the module assessment assignments, or the results of the assignments do not demonstrate mastery of the learning material of the relevant content module. |

### 9.5 Criteria for final assessment (differentiated pass/fail credit)

The differentiated pass/fail credit is the form of final assessment of learning outcomes in the discipline «Web Analytics in Marketing Activities». The final grade is determined on a cumulative basis as the sum of points received by the student for current work at seminar classes, module assessment, performance and defence of the individual assignment, and other types of learning activity provided for by the work programme.

The maximum number of points for the discipline is 100 points, of which: current work on topics – up to 50 points; module assessment – up to 20 points; performance and defence of the individual assignment – up to 30 points.

| Points | Assessment criteria |
|---|---|
| 90–100 | The student demonstrates a high level of achievement of programme learning outcomes, systemic and in-depth knowledge of modern concepts of leadership and personal development, applies them freely when analysing practical and managerial situations, makes well-argued decisions, demonstrates developed skills in communication, team interaction, self-management and critical thinking, and independently formulates well-founded conclusions and recommendations. |
| 80–89 | The student demonstrates a sufficiently high level of achievement of learning outcomes, systemic knowledge of the learning material, and the ability to correctly apply the main concepts, approaches and tools of leadership and personal development; makes individual minor inaccuracies that do not affect the overall soundness of conclusions and decisions. |
| 70–79 | The student demonstrates a sufficient level of mastery of the learning material, understands the main concepts and approaches, is able to apply them in typical practical situations, but makes individual errors and does not fully argue their own position or proposed solutions. |
| 60–69 | The student possesses the main points of the discipline and demonstrates the ability to apply them in practice, but the knowledge is insufficiently systematised, the analysis of individual situations has limited depth, and conclusions and decisions are not always sufficiently substantiated. |
| 50–59 | The student demonstrates a minimally sufficient level of achievement of learning outcomes, possesses basic concepts and points of the discipline, performs the main learning tasks, but makes substantial errors, and has difficulty independently applying knowledge, arguing a position, and substantiating managerial decisions. |
| 35–49 | The student demonstrates an insufficient level of achievement of learning outcomes, fragmentary knowledge of the learning material, makes substantial errors, and does not demonstrate a sufficient ability to apply the knowledge and skills acquired in practical situations. The result is assessed as unsatisfactory with the possibility of a resit. |
| 0–34 | The student has not achieved the main learning outcomes, does not possess the basic points of the discipline, has not completed a significant part of the tasks provided for by the programme, and/or does not demonstrate an ability to apply the knowledge and skills |

| | |
|---|---|
| | acquired. The result is assessed as unsatisfactory with mandatory repeat study of the discipline. |

### 9.6 Criteria for assessing individual work

Individual work in the academic discipline «Web Analytics in Marketing Activities» is performed in the form of preparing and defending an analytical note and is assessed from 0 to 30 points.

| Number of points | Assessment criteria |
|---|---|
| 25–30 points | The analytical note has been completed in full in accordance with the established requirements. The issue in the field of leadership and personal development is disclosed in depth, systematically and consistently; current and relevant scientific and professional sources and appropriate analysis methods have been used. The student demonstrates the ability to critically analyse leadership practices, managerial situations and/or individual development trajectories. The conclusions are well-argued, and the proposed recommendations are substantiated and practically significant. The work has a logical structure, and the principles of academic integrity have been observed. During the defence, the student confidently presents the results, argues their own position, and provides substantive answers to questions. |
| 19–24 points | The analytical note has been completed in full; the main points of the chosen topic are disclosed in sufficient depth. Relevant sources and appropriate analysis methods have been used, and understanding of modern concepts and practices of leadership and personal development has been demonstrated. Conclusions and practical recommendations have been formulated, but individual points have insufficient depth of substantiation or contain minor shortcomings. During the defence, the student demonstrates a proper understanding of the issue and argues the main results, but makes individual inaccuracies in the answers. |
| 13–18 points | The analytical note has been completed mostly in accordance with the established requirements, but the research into the problem has insufficient depth. The theoretical material has been mastered at a sufficient level, but its application to the analysis of specific leadership, managerial or professional situations is partial. The source base and analysis methods have been used to a limited extent. Conclusions have been formulated, but their argumentation and practical recommendations need further development. During the defence, the student demonstrates a general understanding of the issue but has difficulty arguing individual points. |
| 7–12 points | The analytical note has been completed partially. The presentation of the material is mostly descriptive, the analysis of leadership and personal development issues is superficial, and the source base is limited. Theoretical points are insufficiently linked to practical situations. Conclusions are insufficiently substantiated, and recommendations are general in nature or do not fully follow from the analysis conducted. During the defence, the student demonstrates a fragmentary understanding of the issue and has significant difficulty arguing their own position. |
| 1–6 points | The analytical note has been completed at an initial level and with significant shortcomings. The content only partially corresponds to the chosen topic, there is no systemic analysis of the problem, and an insufficient number of relevant sources have been used. The conclusions are formal or unsubstantiated in nature, and practical recommendations are absent or unrelated to the results of the analysis. During the defence, the student does not demonstrate a sufficient understanding of the issue being studied and cannot adequately argue the results obtained. |
| 0 points | The analytical note has not been submitted, or its content does not correspond to the defined topic and the established requirements; there is no proper analysis, well-founded conclusions or recommendations, or a violation of the principles of academic integrity has been established. |

Conversion of the 100-point assessment scale into the national scale and the ECTS scale is carried out in the following order :

**Assessment scale: national and ECTS**

| Total score for all types of learning activity | GRADE ECTS | GRADE ON THE NATIONAL SCALE | |
|---|---|---|---|
| | | for exam, term paper, practice | for pass/fail credit |
| 90-100 | A | Excellent | passed |
| 80-89 | B | Good | |
| 70-79 | C | Good | |
| 60-69 | D | Satisfactory | |
| 50-59 | E | Satisfactory | |
| 35-49 | Fx | unsatisfactory with the possibility of a resit | Not passed with the possibility of a resit |
| 0-34 | F | Unsatisfactory with mandatory repeat study of the discipline | Not passed with mandatory repeat study of the discipline |

### 9.7 Rules of module-rating assessment of knowledge

**1. Current assessment.** The points received by the student during the semester are distributed among the following types of learning activity:

– work at seminar classes and performance of practical and analytical tasks provided for by the programme – up to 50 points;

– performance and defence of the individual assignment in the form of an analytical note, which is a component of the student's independent work, – up to 30 points.

Attendance at lectures and seminar classes is not assessed in points. Missed classes are to be made up individually during consultations.

**2. Module assessment.** Module assessment is carried out after the completion of each content module and is aimed at determining the level to which students have mastered the relevant learning material. Module assessment is carried out in the form of test and/or control assignments. The maximum number of points for module assessment is 20 points: MA1 – up to 10 points, MA2 – up to 10 points.

The maximum number of points a student can receive based on the results of current assessment, module assessment and performance of the individual assignment is 100 points.

A student who has completed the types of learning activity and the individual assignment provided for by the work programme receives a differentiated pass/fail credit.

## 10. Self-assessment questions

**Topic 1. Theoretical foundations of web analytics in marketing activity**

1. What is the essence of web analytics and what is its significance for marketing activity?
2. What are the main types of digital data used in web analytics?
3. How do metrics, indicators and KPIs differ?
4. How can business goals be linked to marketing KPIs?

5. What are the main capabilities of Google Analytics 4 and its event-based model?
6. How can traffic sources, user behaviour and conversions be analysed?
7. What are the principles of segmentation and cohort analysis?
8. How are A/B testing and data visualisation used to optimise marketing?
9. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 2. Systems of web analytics and Google Analytics 4**

10. What is the essence of web analytics and what is its significance for marketing activity?
11. What are the main types of digital data used in web analytics?
12. How do metrics, indicators and KPIs differ?
13. How can business goals be linked to marketing KPIs?
14. What are the main capabilities of Google Analytics 4 and its event-based model?
15. How can traffic sources, user behaviour and conversions be analysed?
16. What are the principles of segmentation and cohort analysis?
17. How are A/B testing and data visualisation used to optimise marketing?
18. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 3. Measuring user behaviour and the customer journey**

19. What is the essence of web analytics and what is its significance for marketing activity?
20. What are the main types of digital data used in web analytics?
21. How do metrics, indicators and KPIs differ?
22. How can business goals be linked to marketing KPIs?
23. What are the main capabilities of Google Analytics 4 and its event-based model?
24. How can traffic sources, user behaviour and conversions be analysed?
25. What are the principles of segmentation and cohort analysis?
26. How are A/B testing and data visualisation used to optimise marketing?
27. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 4. Analysis of traffic sources and the effectiveness of marketing channels**

28. What is the essence of web analytics and what is its significance for marketing activity?
29. What are the main types of digital data used in web analytics?
30. How do metrics, indicators and KPIs differ?
31. How can business goals be linked to marketing KPIs?
32. What are the main capabilities of Google Analytics 4 and its event-based model?
33. How can traffic sources, user behaviour and conversions be analysed?
34. What are the principles of segmentation and cohort analysis?
35. How are A/B testing and data visualisation used to optimise marketing?
36. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 5. Conversion analytics, funnels and performance evaluation**

37. What is the essence of web analytics and what is its significance for marketing activity?
38. What are the main types of digital data used in web analytics?
39. How do metrics, indicators and KPIs differ?
40. How can business goals be linked to marketing KPIs?
41. What are the main capabilities of Google Analytics 4 and its event-based model?
42. How can traffic sources, user behaviour and conversions be analysed?
43. What are the principles of segmentation and cohort analysis?
44. How are A/B testing and data visualisation used to optimise marketing?
45. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 6. Segmentation, cohort analysis and audience research**

46. What is the essence of web analytics and what is its significance for marketing activity?

47. What are the main types of digital data used in web analytics?
48. How do metrics, indicators and KPIs differ?
49. How can business goals be linked to marketing KPIs?
50. What are the main capabilities of Google Analytics 4 and its event-based model?
51. How can traffic sources, user behaviour and conversions be analysed?
52. What are the principles of segmentation and cohort analysis?
53. How are A/B testing and data visualisation used to optimise marketing?
54. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 7. Experiments, A/B testing and optimisation of digital channels**

55. What is the essence of web analytics and what is its significance for marketing activity?
56. What are the main types of digital data used in web analytics?
57. How do metrics, indicators and KPIs differ?
58. How can business goals be linked to marketing KPIs?
59. What are the main capabilities of Google Analytics 4 and its event-based model?
60. How can traffic sources, user behaviour and conversions be analysed?
61. What are the principles of segmentation and cohort analysis?
62. How are A/B testing and data visualisation used to optimise marketing?
63. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 8. Data visualisation and marketing dashboards**

64. What is the essence of web analytics and what is its significance for marketing activity?
65. What are the main types of digital data used in web analytics?
66. How do metrics, indicators and KPIs differ?
67. How can business goals be linked to marketing KPIs?
68. What are the main capabilities of Google Analytics 4 and its event-based model?
69. How can traffic sources, user behaviour and conversions be analysed?
70. What are the principles of segmentation and cohort analysis?
71. How are A/B testing and data visualisation used to optimise marketing?
72. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 9. Integrating web analytics with marketing platforms and CRM**

73. What is the essence of web analytics and what is its significance for marketing activity?
74. What are the main types of digital data used in web analytics?
75. How do metrics, indicators and KPIs differ?
76. How can business goals be linked to marketing KPIs?
77. What are the main capabilities of Google Analytics 4 and its event-based model?
78. How can traffic sources, user behaviour and conversions be analysed?
79. What are the principles of segmentation and cohort analysis?
80. How are A/B testing and data visualisation used to optimise marketing?
81. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

**Topic 10. Data-driven marketing, artificial intelligence and the future of web analytics**

82. What is the essence of web analytics and what is its significance for marketing activity?
83. What are the main types of digital data used in web analytics?
84. How do metrics, indicators and KPIs differ?
85. How can business goals be linked to marketing KPIs?
86. What are the main capabilities of Google Analytics 4 and its event-based model?
87. How can traffic sources, user behaviour and conversions be analysed?
88. What are the principles of segmentation and cohort analysis?
89. How are A/B testing and data visualisation used to optimise marketing?

90. What opportunities and limitations do artificial intelligence, automation and privacy requirements create for web analytics?

## 11. Learning resources

To study the academic discipline «Web Analytics in Marketing Activities», electronic educational, scientific, information-analytical and professional resources are used that provide access to current materials on digital analytics, marketing analytics, Google Analytics 4, data-driven marketing and digital technologies.

The main learning resources include: the Academy's Moodle electronic learning environment; scientific and bibliographic databases; electronic libraries and repositories; international professional and analytical resources on web analytics, digital marketing, marketing analytics and data-driven marketing; digital educational platforms and tools for analysing, visualising and interpreting marketing data; modern digital tools and artificial intelligence technologies used for educational, analytical and professional activity.

## 12. Methodological support

The methodological support of the academic discipline «Web Analytics in Marketing Activities» includes:

- the work programme of the academic discipline;
- methodological recommendations for practical classes and students' independent work;
- methodological recommendations for preparing and defending the individual analytical report;
- teaching and presentation materials for the discipline's topics;
- practical, situational and analytical tasks, case studies on web analytics and digital marketing issues;
- practical tasks on Google Analytics 4, Google Looker Studio, UTM tagging and marketing KPIs;
- materials for analysing digital campaigns, the customer journey, conversions and marketing channels;
- test tasks for current knowledge assessment;
- tasks and methodological materials for conducting module assessment;
- current scientific, teaching-methodological, analytical and information materials on web analytics issues;
- digital educational resources and tools for analysing, visualising and interpreting marketing data.

## 13. Recommended reading

### Core reading


1. Kaushik A. *Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity*. Indianapolis : Wiley, 2009.
2. Clifton B. *Advanced Web Metrics with Google Analytics*. 3rd ed. Indianapolis : Wiley, 2012.
3. Ledford J. L., Teixeira J., Tyler M. K. *Google Analytics*. 3rd ed. Indianapolis : Wiley, 2010.
4. Kingsnorth S. *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. 3rd ed. London : Kogan Page, 2022.
5. Chaffey D., Ellis-Chadwick F. *Digital Marketing: Strategy, Implementation and Practice*. 8th ed. Harlow : Pearson, 2022.
6. Ryan D. *Understanding Digital Marketing: A Complete Guide to Engaging Customers and Implementing Successful Digital Campaigns*. 5th ed. London : Kogan Page, 2021.
7. Feroz A. K., Khan G. F., Sponder M. *Digital Analytics for Marketing*. 2nd ed. Abingdon : Routledge, 2024.
8. Vollmert M. *Google Analytics 4: The Practical Guide*. Boston : Rheinwerk Publishing / Packt Publishing, 2026.

9. Onwumere I. *Principles of Marketing Analytics: Understand Data-Driven Decision-Making*. London : Kogan Page, 2026.

## Further reading

1. Google. *Google Analytics for Developers*. Technical documentation for data collection, APIs, Measurement Protocol and integrations.
2. Google. *Google Tag Manager Help*. Documentation for tag management, Google tags, events and measurement.
3. Google. *Looker Studio*. Documentation for creating reports, dashboards and data visualizations.
4. Think with Google. Research and insights on digital marketing, consumer behaviour and data-driven marketing.
5. McKinsey & Company. Analytics, data-driven marketing and digital transformation insights.
6. Deloitte Insights. Research on digital transformation, analytics, technology and marketing.

## Useful information and educational resources

1. Google Analytics — official learning materials and documentation on Google Analytics 4, events, reports, measurement and data analysis.
2. Google Analytics for Developers — technical documentation on data collection, Google Analytics APIs, Measurement Protocol, Data API, Admin API and integrations.
3. Google Tag Manager — documentation and learning materials on tag management, Google tags, triggers, variables, data layer, Google Analytics 4 and conversion measurement.
4. Google Looker Studio — a tool for creating interactive reports, visualisations and marketing dashboards.
5. Google Ads Help — materials on measuring advertising campaigns, conversions and integration with Google Analytics.
6. Think with Google — analytical materials on digital marketing, consumer behaviour, marketing data and data-driven marketing.
7. Coursera — online-courses in digital analytics, marketing analytics, data visualization and digital marketing.
8. Prometheus — a Ukrainian platform of massive open online courses on digital marketing, analytics and digital competencies.
9. Google Scholar — a search engine for scientific publications on web-analytics, digital marketing, customer analytics and data-driven marketing.
10. Vernadsky National Library of Ukraine — electronic scientific resources, professional publications and bibliographic materials.