Module Descriptor

Title	AI for Digital Business Transformation		
Session	2026/27	**Status**	Approved
Code	MARK09025	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Business and Creative Industries		
Module Co-ordinator	M. Frew		

Summary of Module

This module critically explores the transformative potential of Artificial Intelligence (AI) in reimagining and reshaping modern business models and contemporary organisational practices. The central focus is on how AI can accelerate digital business transformation (DBT) across areas such as organisational culture. leadership, strategic decision-making and management through to operational functions. Importantly, it will critique the inter-relationship of national policy frameworks, tasked with driving digital transformation agendas, with that of organisation applications of AI for business innovation, strategic value and sustainable growth.

The module will equip students with theoretical and practical knowledge, skills and competencies essential to understanding AI solutions for business transformation, competitiveness, growth and resilience. In locating business within a rapidly evolving AI and technological landscape the module AI prepares students career pathways that demand mindset entrepreneurialism, agility and creativity with skill sets dedicated to innovation, change and business transformation.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work - Based Learning[4]**
	☒	☒	☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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Campuses for Module Delivery	☒ Ayr ☒ Dumfries		☒ Lanarkshire ☒ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically assess the effectiveness of AI applications for the digital transformation of business models, strategic leadership, management and organisational functions.
L2	Evaluate the role of AI for the development of organisational innovation, value and growth.
L3	Apply and critique contemporary AI applications across strategic leadership, management and business functions, showcasing creativity and innovation for real-world business solutions.
L4	Critically analyse and synthesis the integration and impact between national policy agendas for AI and digital business transformation with that live business practice
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	Develop a comprehensive knowledge and understanding of AI applications for digital business transformation. Critically evaluate the role and impact of AI across business culture, leadership, strategic and operational functions.
Practice: Applied Knowledge and Understanding	Critically apply AI applications and for real-world business cases and scenarios. Propose and evaluate AI business solutions for strategic, operational and market innovation.
Generic Cognitive skills	Critically reflecting and evaluating complex theory and technological practice to make informed judgements and decision making.

	Demonstrate creativity through the application and integration of the transformational DARQ technologies of digital business transformation Critically review and reflect on personal and team performance for the identification of good personal development practice .
Communication, ICT and Numeracy Skills	Critically develop and analyse AI applications, tools and techniques for data driven decision making, leadership and strategic development. Integrate and evaluate the effectiveness of AI data dashboard analytics and applications for internal business operations, business to business communications and market innovation and promotions.
Autonomy, Accountability and Working with Others	Work independently and as part of a team to demonstrate the effective integration and deployment of AI applications for business transformation. Demonstrate leadership and accountability in the application of AI solutions for business insight, strategic development and collaborative business solutions and innovation.

Prerequisites	**Module Code** N/A	**Module Title**
	Other	
Co-requisites	**Module Code** N/A	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module's teaching and learning strategy (TLS) is designed to mirror innovative and transformational theoretical underpinning and practical focus of the programme. Therefore, and echoing and developing our Accelerated and Immersive Educational model, we adopt a co- created cybergogical approach where learning is liquid and incorporates 'presence education'. This means module content, engagement and delivery moves beyond hybrid models to integrate cloud-based 2D multi-media with 3D virtual to extended reality as this is seen to 'give students access to situated/experiential learning that would not be possible in traditional classroom settings' and 'improves the acquisition and retention of skills and encourages empathetic learning'. Therefore, this TLS is designed to deliver an agile, responsive, student-centred and empowering educational experience. Importantly, this digitally deep, vibrant and 2D to 3D virtual approach speaks to the dynamic lifestyles of modern students. Moreover, the fluidity, presence, and co-creation of this cybergogy approach, enhances opportunities for the delivery of compressed or accelerated content, which can be repurposed and repackaged for nano-micro-macro product delivery. As such this reimagines widening access, opening education up to the

geographically, economically or physically locked whilst enhancing the efficiency and effectiveness of the model overall.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Workshop/Laboratory/Practical Demonstration	24
Asynchronous Class Activity	30
Independent Study	122
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ball, M., 2022. The Metaverse: And How It Will Revolutionise Everything. Liveright Publishing Co.

Brown, A.W., 2019. Delivering Digital Transformation: A Manager's Guide to the Digital Revolution. De Gruyter.

Erl, T., 2022. A field guide to Digital Transformation. Pearson.

Pańkowska, M. ed., 2023. Digital Transformation, Perspective Development, and Value Creation: Research Case Studies.

Pell, M., 2019. The Age of Smart Information: How Artificial Intelligence and Spatial Computing will transform the way we communicate forever. Futuristic Design.

Pingali, S.R., Prakash, S., and Korem, J.R., 2021. Digital Transformation Strategies Theory and Practice. Sage Publications.

Schwab, K., 2017. The fourth industrial revolution. Currency.

Van Rijmenam, M., 2022. Step into the metaverse: How the immersive internet will unlock a trillion-dollar social economy. John Wiley & Sons.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Marketing, Innovation, Tourism and Events
Overall Assessment Results	**☐ Pass / Fail ☒ Graded**
Module Eligible for Compensation	**☒ Yes ☐ No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation**

	requirements. Please check the associated programme specification for details.
School Assessment Board	MITE
Moderator	E Conlan
External Examiner	A Gibb
Accreditation Details	N/A
Module Appears in CPD catalogue	**☒ Yes ☐ No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
40% Critically analyse and evaluate the AI theory and practice of digital business transformation. The word count will align with the guidance in the Assessment Handbook.
Assessment 2
60% Digitally develop and present a digital business transformation AI strategy for a real-world business case. The word count will align with the guidance in the Assessment Handbook.
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative Output	☒	☒	☐	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Practical Portfolio	☐	☐	☒	☒	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**