Module Descriptor

Title	Business In The Age Of Acceleration		
Session	2026/27	**Status**	Approved
Code	BUSN10060	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	**TBC**		

Summary of Module

This module critically interrogates how digital, social and transformational technologies (e.g. social media to virtual, augmented reality, haptics, internet-of-things,nano-technology, artificial intelligence) have and will, in the future, challenge and change business and enterprise. It critically locates contemporary business andenterprise within this age of acceleration and the global phenomenon of techno-culture.

Students will explore and critique how this age of acceleration has, increasingly, produced digital, social and transformational technologies the technological thathave changed consumption, production and governance practices. Through the critical concepts of socio-cultural theory students will see how business andenterprise has been re-imagined, shaped and shifted through the integration of techno-cultural forces. Students will critically examine current modes of digitaldisruption that have seen the evolution and decimation of forms of business (e.g. press, retail, finance, tourism, music and gaming). By the end of the modulestudents will have developed a higher order, creative and critical thinking skill set that will allow them to interpret, interrogate and reimagine the shape and futureof business and enterprise. As such the module is future facing enabling students to critically explore the integrated power and potential of future technologies.This will provide students with the critical sets required to negotiate and succeed in a globally and technologically accelerating marketplace.

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

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 situate the contemporary trends of digital, social and transformational technologies and how they currently impact strategic national policy agendasthrough to the local practices of business and enterprise
L2	Critically interrogate those socio-cultural and technological phenomenon that are digital disrupting and shaping the future trends of business, enterprise andentrepreneurial development
L3	Develop a critical understanding of the theoretical to practical skills sets demanded by business and enterprise in and age of accelerating techno-culture
L4	
L5	

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)	SCQF 10 Students will be able to demonstrate knowledge and understanding of key components of digital, social andtransformational technologies. They will be able to critical interrogate the theoretical to practical impact and futureimplications of digital and technological disruption for business, enterprise and entrepreneurship.
Practice: Applied Knowledge and Understanding	SCQF 10 Students will be able to understand, demonstrate and apply a range of digital, social and future facing technologies forthe critical, analysis, promotion and development of business and enterprise.
Generic Cognitive skills	SCQF 10 Demonstrate critical and analytical skills through the application of socio-cultural and consumer behaviour concepts forthe development of new modes of business, enterprise and entrepreneurship Critically review, reflect and consolidate the knowledge, skills and practices that demonstrate the rise and demand fordigitally accelerated business, enterprise and entrepreneurDemonstrate creativity and innovation through the application and integration of digital, social and transformationaltechnologies for the development of new businesses and enterprises

Communication, ICT and Numeracy Skills	SCQF 10 Develop the skills, competencies and creative confidence to performatively articulate a digital and future facing businessand enterprise Utilise a series of digital, social media and transformational technologies that demonstrate a 21st Century digitallyconvergent and connected entrepreneur
Autonomy, Accountability and Working with Others	SCQF 10 Exercise autonomy, independence and initiative by developing and deploying a personal portfolio digital skills thatspeaks to a globally convergent and networked business environmentDemonstrate the interpersonal to practical skills to work effectively and efficiently, with facilitated guidance, with peer, professional and social networks to complete collaborative project work Demonstrate responsibility, accountability and professional practice through negotiated workloads, outputs anddeadlines with peers, external organisations and clients.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**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. Note: Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on-campus workshops (dates for on-campus sessions to be confirmed each term)	
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
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	128
Please select	
Please select	
TOTAL	200

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

Proença, João F.;Rodrigues, Maria Antonia. Impact of digital transformation on the development of new business models and consumer experience. 2022.

Linz, Carsten; Müller-Stewens, Günter; Zimmermann, Alexander.Radical Business Model Transformation: How Leading Organizations Have Successfully Adapted to Disruption. 2020.

Castells, M., 2011. The rise of the network society (Vol. 12). John Wiley & Sons.

Solis, B., 2013. WTF?: What's the Future of Business?: Changing the Way Businesses Create Experiences. John Wiley & Sons.Van Dijck, J., 2013. Cultures of connectivity. Oxford University Press.Vaynerchuk, G., 2013. Jab, jab, jab, right hook: How to tell your story in a noisy social world. Harper Business.

(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:**

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.
(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 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	Marketing, Innovation, Tourism Events
Moderator	**TBC**
External Examiner	V Oziri
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (Digital Artefact) 40%
Assessment 2
Written Digital Transformation Proposal 60% (Portfolio of practical work)
Assessment 3
(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/ Audiotapes/ Videotapes/Games/ Simulations	☒	☒	☐	☐	☐	40%	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☐	☐	☒	☐	☐	60%	0

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

Change Control

What	**When**	**Who**