Module Descriptor

Title	Foundations of AI in Business		
Session	2026/27	**Status**	New
Code	MARK07013	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Business and Creative Industries		
Module Co-ordinator	M. Frew		

Summary of Module

This module provides a comprehensive introduction to Artificial Intelligence (AI), its emergence, application, value and implications for business. Students will explore the foundational concepts, advantages, limitations, current trends and implications of AI within a series of business contexts. Module coverage includes the historical development of AI, early to contemporary applications for the internal and external business.

The module focuses on the practical applications, value, impacts and innovative potential of AI tools and techniques that will enhance the efficiency and effectiveness of business. Importantly, the module will consider the innovative potential of AI for new business models along with its impact across business and its market. Students will be introduced to a series of foundational AI tools for hands-on experience and applied assessment. This integration of theory and practice is designed to introduce and animate AI within live business contexts and scenarios while considering the implications, impact and future directions of AI across business, markets and wider society.

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	Describe the historical development and foundational concepts of AI within business contexts.
L2	Understand the contemporary applications of AI within a series of business contexts.
L3	Identify, understand, and apply foundational AI tools and techniques to enhance the efficiency and effectiveness of business.
L4	Demonstrate an understanding of the benefits, innovations, limitations and future trends of AI for business.
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)	Demonstrate foundational understanding of the core concepts of AI, its development, adoption, and impacts for business.
Practice: Applied Knowledge and Understanding	Identify and apply a series of foundational AI tools and techniques within business contexts and operational scenarios.
Generic Cognitive skills	Understand and evaluate the core concepts and foundational applications, innovations, and impacts of AI for business.
Communication, ICT and Numeracy Skills	Develop and apply a series of skills in AI applications, data outputs and business operations. Introduce foundational skills in interpretation of AI applications, data and integrated business development and data-driven decision-making.
Autonomy, Accountability	Develop and demonstrate independent learning through applied learning. Promotes collaboration, fosters co-creation and

and Working with Others	professional responsibility through contextualised business scenario tasks and assessment.

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.

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)

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:

Arman, M. and Lamiyar, U.R. (2023). Exploring the implication of ChatGPT AI for business: Efficiency and challenges. International Journal of Marketing and Digital Creative, 1 (2), pp.64-84.

Brock, J.K.U. and Von Wangenheim, F., (2019). Demystifying AI: What digital transformation leaders can teach you about realistic artificial intelligence. California Management Review, 61(4), pp.110-134.

Kaplan, A. and Haenlein, M. (2020). "Rulers of the World, Unite! The Challenges and Opportunities of Artificial Intelligence,"Business Horizons, 63 (1), pp. 37-50.

Ransbotham, S., Kiron, D., Gerbert, P., and Reeves, M. (2017). "Reshaping Business with Artificial Intelligence," MIT Sloan Management Review, 59 (1), pp. 1-9.

Russell, S. J., and Norvig, P. (2021). Artificial Intelligence: A Modern Approach, 4th edn. Hoboken, NJ: Pearson.

Tegmark, M. (2017). Life 3.0: Being Human in the Age of Artificial Intelligence. Knopf.

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	T Tzanidis
External Examiner	Alison Gibb
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
30% assessed through a creative digital output demonstrating the application of AI for business.
Assessment 2
70% assessed through a digital case study of live business. 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	☒	☐	☐	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Practical Portfolio	☐	☒	☒	☒	☐	70	

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