



Module Descriptor

Title	Future Business and AI		
Session	2025/26	Status	New
Code	MARK10XXX	SCQF Level	10
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 impact and implications of accelerating AI for the future business landscape. Underpinned by Future Studies theory, the module focuses on the rise of synthetic society and business encouraging students to critically interrogate and reflect on potential, and problems, of AI applications for current and future business development. Students will be equipped with knowledge and skills to leverage practical AI for innovation and competitive advantage, while also integrating theoretical higher order mindset skills for strategic business foresight. Importantly, the integration of AI with other transformational technologies are considered and critiqued in relation to business automation, sustainable growth and the ethical and social implications of AI for business.			

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☒	Online³ ☐	Work - Based Learning⁴ ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☒ London	☐ Online / Distance Learning	

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

			☒ Paisley		☐ 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 evaluate the impact of AI on future business models, organizational and market transformations.
L2	Apply Future Studies to critically interrogate current to future business applications of AI and transformational technologies for business foresight
L3	Analyse the strategic, operational, ethical, and social implications of AI for business sectors and scenarios.
L4	Evaluate and communicate the potential of AI and emergent transformational technologies for future business innovation.
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 a critical understanding of AI applications, trends, and techniques for future business. Understand the core theoretical principles of Future Studies and relationship of AI and technological innovation with business disruption, development, and organisational transformation.
Practice: Applied Knowledge and Understanding	Apply and integrate AI applications with futures foresight for business transformation and innovation. Develop AI and transformational technology solutions for business case and scenarios.
Generic Cognitive skills	Critically identify and synthesis theory to practice applications of AI for business solutions and innovation. Evaluate the impact of AI for future business processes, practices including the ethical, employability and wider social implications of AI automation and acceleration of transformational technology.
Communication, ICT and Numeracy Skills	Demonstrate and effectively communicate core concepts, applications and implications of AI and transformational technologies through advanced digital and AI applications.

	Implement and present strategic business foresight, analysis, and solutions through AI applications.
Autonomy, Accountability and Working with Others	Demonstrate professional autonomy and responsibility through AI and transformational technology applications for real-world business. Exercise accountability, management, and teamwork through collaborative AI project development for future business transformation.

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.

Bell, W. (2023). Foundations of Futures Studies: Human Science for a New Era

Frew, M., Tzanidis, T. and Flinn, J., (2023). Events and the metaverse: A. Virtual Events Management: Theory and Methods for Event Management and Tourism.

Kisielnicki, J., (2021). DARQ technology as a digital transformation strategy in terms of global crises. Problemy Zarządzania, 19(3 (93)), pp.150-167.

Lauscher, A., (2019). Life 3.0: being human in the age of artificial intelligence.

Inayatullah, S. (2023). Transformation 2050: Using the Future to Transform the Present

Rosa, N., (2022). Understanding the Metaverse: A Business and Ethical Guide. John Wiley & Sons.

Schwab, K. (2024). The Fourth Industrial Revolution: Business Transformation in an AI World

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	TBC
Accreditation Details	
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)							
Assessment 1							
30% Futures foresight and AI scenario for a live business case							
Assessment 2							
70% Digital portfolio critically interrogating and developing a futures business through AI and transformational technology.							
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	☒	☐	☐	☐	☐	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