Module Descriptor

Title	Future Business and AI		
Session	2026/27	**Status**	Approved
Code	MARK10019	**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, and the transformational technologies landscape, for the future of marketing. Underpinned by Future Studies theory, the module examines how AI and emerging technologies are revolutionising marketing practice, customer profiling, engagement, and experience, while challenging and changing the professional roles and practices of the field.

Students will be equipped with knowledge and skills to leverage AI, and integrated technologies, for areas such as innovative automation, 3D web, virtual to extender reality content generation, synthetic avatar influencer creation and immersive brand engagement. Therefore, the module allows students to develop theoretical higher order mindset skills with applied practice, which will prepare them for a dynamic and technologically transforming field of marketing.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☒	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☒ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐

[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

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 and implications of AI, and transformational technologies, for the field of marketing
L2	Apply Future Studies to critically interrogate current marketing theory and practice demonstrating strategic foresight for marketing.
L3	Demonstrate and analyse the application, innovation and implications of AI and transformational technologies for marketing functions, market development, customer behaviour and brand engagement and experience.
L4	Critically assess and communicate the future potential as well as the professional, social and ethical implications of AI and emergent transformational technologies for marketing.
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)	SCQF 10 Demonstrate a critical understanding of AI applications, trends, and techniques for marketing. Understand the core theoretical principles of Future Studies and its application to marketing and its transformation.
Practice: Applied Knowledge and Understanding	SCQF 10 Apply and integrate AI applications with futures foresight for marketing innovation, automation, market analysis, profiling and engagement. Develop innovative marketing solutions with AI and transformational technology for live marketing cases and scenarios.
Generic Cognitive skills	SCQF 10 Critically identify and synthesis theory to practice applications of AI and transformational technologies for marketing. Apply and evaluate the strategic foresight for future marketing transformations and impacts including the professional, ethical, and wider social implications of AI and transformational technologies.
Communication, ICT and Numeracy Skills	SCQF 10 Utilise Ai applications and digital technologies to demonstrate and effectively communicate core concepts, applications and implications of AI and transformational technologies for marketing. Develop and implement AI and transformational technology foresight and solutions for marketing.
Autonomy, Accountability and Working with Others	SCQF 10 Demonstrate professional autonomy and responsibility through AI and transformational technology applications for real-world marketing cases.

	Exercise accountability, management and teamwork through collaborative AI project development for future marketing foresight and 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

Chaffey, D. & Ellis-Chadwick, F. (2024). Digital Marketing: Strategy, Implementation and Practice with AI. 8th Ed. Pearson

Gujar, V., (2024). New Age Marketing: AI Personalization Strategies In Digital World. IARJSET International Advanced Research Journal in Science, Engineering and Technology, 11(3).

Kelly, P. (2024). Marketing with Artificial Intelligence: The Future of Marketing. Kogan Page.

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

Roetzer, P. and Kaput, M., (2022). Marketing artificial intelligence: AI, marketing, and the future of business. BenBella Books.

Sharma, K.K., Tomar, M. and Tadimarri, A., (2023). AI-driven marketing: Transforming sales processes for success in the digital age. Journal of Knowledge Learning and Science Technology ISSN: 2959-6386 (online), 2(2), pp.250-260.

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 & Events
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	**Yes X 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	E Conlan
External Examiner	A 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% AI innovation for business marketing. The word count will align with the guidance in the Assessment Handbook.
Assessment 2
70% Futures foresight and AI strategic portfolio of a live business case. The word count will align with the guidance in the Assessment Handbook.
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