

# **DIG301 Artificial Intelligence: Implications for Organisations in the Digital Age**

**School:** School of Business and Creative Industries

2025 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

The simulation of human intelligence tasks by machines or artificial intelligence (AI) has increasingly become more integrated into organisations and society. Equipping and empowering small and medium organisations to understand how to integrate and work with AI and emerging technology is an important skill. In this course, you will learn the background of AI and implications for organisations and society and explore contemporary issues around the ethics of AI. The course will focus on how AI impacts various business functions and the risks and benefits AI poses to society.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Interactive online learning activities.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Scheduled face to face workshops.	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Interactive online learning activities.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Scheduled online workshops (Recorded).	2hrs	Week 1	12 times

### 1.3. Course Topics

- Introduction to Artificial Intelligence (AI) - The history of AI
- AI in the Business world
- AI Problem Solving - including Intelligent Agents
- Knowledge, Reasoning and Planning
- Uncertain Knowledge and Reasoning
- Business Judgements: Simple & Complex Decisions
- Machine Learning & Deep Learning
- Natural Language Processing & Robotics
- Computer Vision
- Expert Systems
- AI Stakeholders and AI Ethics
- The Future of AI

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Describe the history and functionality of Artificial Intelligence	Knowledgeable	PC1, PC1.2, PC1.3
2 Analyse the risks and benefits of Artificial Intelligence	Creative and critical thinker	PC1, PC3, PC4
3 Apply Artificial Intelligence problem solving frameworks to organisations operating in the digital age	Empowered	PC3, PC3.1
4 Evaluate the role of Artificial Intelligence in simple and complex decisions	Creative and critical thinker	PC3, PC3.1
5 Collaborate with peers to develop innovative solutions to complex problems	Engaged	
6 Communicate in oral and written modes to non specialist audiences	Engaged	

\* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1	Communication
PC1.2	Oral Communication
PC1.3	Digital Literacy
PC3	Creative and Critical Thinking

CODE	COMPETENCY
PC3.1	Problem Solving
PC4	Community Consciousness

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

During the initial weeks (weeks 1-3) participation in learning activities and the Task 1 presentation in week 5 will be monitored and feedback provided to students

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	20%	3-5 minute video recording (5-10 slides)	Week 4	Online Submission
All	2	Oral and Written Piece	Group	30%	20 minute presentation (30 slides)	Week 9	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	50%	2,000 words	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: AI Tool Presentation

<b>GOAL:</b>	Create a short video presentation on a commercial artificial intelligence application.													
<b>PRODUCT:</b>	Oral and Written Piece													
<b>FORMAT:</b>	Video submission plus PowerPoint slide presentation													
<b>CRITERIA:</b>	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Demonstrate critical thinking on artificial intelligence concepts</td><td>1</td></tr> <tr> <td>2</td><td>Interrogation of information specific to artificial intelligence</td><td>3</td></tr> <tr> <td>3</td><td>Application of artificial intelligence frameworks to scenarios</td><td>2</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate critical thinking on artificial intelligence concepts	1	2	Interrogation of information specific to artificial intelligence	3	3	Application of artificial intelligence frameworks to scenarios	2	
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3	Application of artificial intelligence frameworks to scenarios	2												
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy													

#### All - Assessment Task 2: Group presentation

<b>GOAL:</b>	Work in teams to produce a 20 minute video presentation (30 slides) on an artificial intelligence scenario																												
<b>PRODUCT:</b>	Oral and Written Piece																												
<b>FORMAT:</b>	<p>Video submission plus PowerPoint slide presentation.</p> <p>Submit a self and peer review reflecting on the team activities in the tasks</p> <p>This assessment task will be used to collect Assurance of Learning (AoL) data as the school seeks AACSB accreditation. Two program competencies will be addressed: PC1.2, Oral Communication, where students demonstrate effective oral communication skills in a business context. PC 2.1, Collaboration, where students demonstrate effective management and collaboration in teams.</p>																												
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation																												

### All - Assessment Task 3: Reflection

<b>GOAL:</b>	Answer the set of reflective questions on the implications Artificial Intelligence will have on organisations operating in the digital age.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	Submit a Word document (.doc)		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Reflect on the role A.I. plays in organisations and society	2
	2	Demonstrate knowledge of the influence A.I. has on decision making and problem solving	3 4
	3	Critically analyse existing sources of secondary data and literature in the field	1 2
	4	Clarity, logic, and flow of written reflection and arguments presented	4
	5	Communication in oral and written modes to non specialist audiences	6
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	PETER. RUSSELL NORVIG (STUART.)	0	ARTIFICIAL INTELLIGENCE	Global Ed.	n/a

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)