QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1. Programme Code	N/A					
2. Programme Title	Executive Master of Business Administration (Artificial Intelligence)					
3. Target Award Title	MBA (Artificial Intelligence) MBA (Top Up) PG Diploma in Executive Business Administration (Artificial Intelligence) PG Certificate in Executive Business Administration (Artificial Intelligence) Standalone Module Certificate					
4. Exit Award Title(s)	PG Diploma in Executive Business Administration (Artificial Intelligence) PG Certificate in Executive Business Administration (Artificial Intelligence) Standalone Module Certificate					
5. Subject area	Business Management					
6. School	School of Leadership and Management					
7. Programme Team Leader(s)	Keith Wong					
8. Programme Type	Generalist					
9. Delivery Model	DL F/T	X	BL F/T	X	Apprenticeship	X
	DL P/T	X	BL P/T	X	Other	X
Where delivery model identified as 'Other' please provide details	Students can study individual modules for a university certificate.					
10. Location of delivery	BL & DL					
11. Proposed Start date	May 2025					
12. Reference points	This programme is in line with the QAA Master's Subject Benchmark Statement: Business and Management released in March (2023) (Category 3 degrees), FHEQ L7, the QAA Quality Code (2023) and the standards set by the PSRBs. Further detail in Appendix 1.					
13. Professional, Statutory & Regulatory Bodies (PSRB)	• Chartered Management Institute mapping to Level 7 Diploma in Strategic Management and Leadership Practice QN:603/4833/1 603/4843/3 603/4837/9 • Institute of Leadership and Management mapping to Level 7 Diploma in Strategic Management and Leadership QAN: 601/3241/3 • IOEE Professional Extended Diploma in Business Innovation and Growth (Programme specification is currently updated by IOEE)					

14. Programme aims

The Arden University Executive MBA (Artificial Intelligence) programme aims to provide a unique, inter-disciplinary and integrative educational programme for individuals seeking to develop and consolidate their managerial achievements. The programme is designed to expose programme participants to current thinking and practice across a wide range of management disciplines, delivered using a cross-cutting approach. A higher level of criticality is expected across the master's programmes, and this will allow students to consider more deeply the various functions of Management.

Online teaching materials are derived from established academic research to develop critical powers of analysis, reflection, and further development of interpersonal skills in preparation for key positions in industry, commerce and the public sector.

Programme participants will build on their existing understanding management and organisations within a framework that enables them to relate their experience to contemporary ideas and practice within a global context. This is achieved through critical thinking, creativity, and personal development.

The Executive MBA (Artificial Intelligence) programme consists of six core modules, followed by a business transformation project.

In particular, the purpose of the programme is to provide participants with:

- A critical and detailed understanding of the role of **ethical, innovative and AI-driven** management within organisations.
- A critical understanding of the management of **management within a global context**.
- A critical understanding of **using Artificial Intelligence** for business decision making and its implications in modern management practices.
- The opportunity to create and **take ownership** of a detailed piece of project relating to a management issue.
- A critical understanding of issues pertaining to **sustainability and business ethics**.
- An ability to critically analyse and apply knowledge of management theory and models to complex issues (including data analytics), both systematically and **creatively**, to improve **ethical business and management practices**.

A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

15. Programme Entry Requirements

Arden University is keen to ensure that the programme is available to all those who can benefit from it. This programme is a suitable conversion programme for graduates from various disciplines who are currently using or anticipating incorporating Artificial Intelligence into their business decision-making process.

Note to students: This is not a technical STEM programme. Students will not be expected to code or create AI software in this programme.

Normally entry is via:

- A UK bachelor's degree at second class level (2.2) or an equivalent international qualification, 2 years of work experience in a management role.

  Evidence you have previously studied in English; a letter to show that the Medium of Instruction was in English can be accepted. Alternatively, IELTS 6.5 (no less than 6.0 in any element); or TOEFL iBT 90; or equivalent.

*Candidates applying to study at our Berlin campus require IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 60-78; or equivalent. Free English language support is also available at the Arden Berlin campus.

- Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process.

Alternate entry route:

- Applicants who have substantial managerial experience (typically 5 years) and can demonstrate via references and supporting curriculum vitae an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.

It is not intended to offer exemptions based on experiential learning.

16. Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000).

GA1. Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

GA2. Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

GA3. Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

GA4. Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

Arden Values Mapping and PRME Principles Mapping: the table below identifies how programme modules provide full coverage of Arden University Values.

Values	Descriptor
Stand Out (S)	Our creative thinking and willingness to do things differently shines brightly on the inside and is truly visible on the outside.
Progressive (P)	We inspire our students and one another, igniting bright futures through developing our knowledge and innovative use of technology.
Accessible (A)	We make education truly inclusive, creating an inspiring and welcoming environment for everyone to flourish.
Resourceful (R)	We strive for the best for our students and each other, finding ways to catalyse careers and accelerate development.
Kindness (K)	We embrace a culture of togetherness and support that radiates through our teams.

Modules	S	P	A	R	K
BUS7014 Competitive Strategy	x	x		x	
BUS7015 Financial Management	x	x		x	

BUS7020 Leading Global Teams & Organisations			x	x	x	
BUS7025 Managing Digital Transformation & Innovation	x		x	x		
BUS7030 Transformation Capstone Project	x	x		x		
BUS7028 Fundamentals of Artificial Intelligence	x	x	x			
BUS7029 Analysing Big Data and Artificial Intelligence (AI)	x	x	x			

In July 2021, Arden University became a signatory of the UNPRME. This means along with a network of other HE institutions around the globe Arden University is committed to aligning all leadership and management programmes with the six PRME principles set forth by a United Nations-supported initiative.

Given that context, in addition to the Arden Values, the Programme also embeds the six Principles for Responsible Management Education (PRME). Through these principles, we wish to strengthen our student's understanding of sustainability, and enable them to address societal impacts and sustainability goals when making business decisions. The PRME principles are as follow:

PRME Principle	Descriptor
#1 Purpose	We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.
#2 Values	We place organizational responsibility and accountability to society and the planet at the core of what we do.
#3 Teach	We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.
#4 Research	We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.
#5 Partner	We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.
#6 Practice	We adopt responsible and accountable management principles in our own governance and operations.
#7 Share	We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

Source: Principle for Responsible Management Education, https://www.unprme.org/what-we-do.

Sustainability is an integral concept for future business leaders who have to meet environmental, social and governance goals in addition to pure economic returns and profits. Each module in the Programme is designed and developed with specific guiding PRME in mind, to ensure students can generate sustainable value, undertake corporate social responsibilities, and partner with civil societies and other stakeholders when performing their roles of industry captains.

	#1	#2	#3	#4	#5	#6	#7
BUS7028 Fundamentals of Artificial Intelligence			x		x	x	x
BUS7014 Competitive Strategy	x		x			x	x
BUS7015 Financial Management	x		x		x		x
BUS7020 Leading Global Teams & Organisations		x	x			x	x
BUS7025 Managing Digital Transformation & Innovation			x	x	x	x	x

BUS7030 Transformation Capstone Project	x		x	x			x
BUS7029 Analysing Big Data and Artificial Intelligence (AI)			x	x	x		x

Across the whole of the programme, it is intended that student will develop a range of behaviours to complement their skills and subject knowledge. They will understand how to act with integrity having considered issues from a range of different perspectives and studied relevant topics such as ethics and Corporate Social Responsibility. Through an emphasis on creativity and problem solving they will be able to address issues in innovative ways. Finally, they will be able to take personal responsibility for their own learning and development as fully autonomous learners.

17. **Learning, teaching and assessment methods and strategies**

At Arden, our mission is to provide opportunities for individuals to access higher education in a way that suits their personal circumstances and ambitions and equips them for employment in the 21st Century. The single most important aim of our Learning, Teaching and Assessment Plan is improving student outcomes, with an institutional target of 80-85% progression over the next 2-3 years. LTA 2020 Plan identified interconnected objectives to achieve that aim, how improvements will be achieved, responsibilities, timelines and measures for success:

The three key objectives:

- Achieve excellent academic standards to support improved student outcomes
- Undertake effective monitoring and review (of programmes, modules, student satisfaction and feedback)
- Develop, Support and Strengthen Academic Teams

(Learning, Teaching and Assessment Plan, October 2020)

Distance Learning

Acquisition of programme outcomes is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University's ilearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce the knowledge acquisition through frequent application of learning to specific examples.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provide programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures. DL lecturers to hold weekly sessions to cover all 10 weeks of the module delivery. Additional supportive office hours will be provided by the Module Leaders.

Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.

For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

Learning and Teaching activities are:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment (iLearn)
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Online seminars facilitated by Zoom.
- Live chats
- Business simulation exercises
- Use of AI tools
- Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.
- Guest speaker sessions.

Blended Learning

- A strategy which incorporates elements from the above criteria plus the support of face to face input will be utilised.
- A-synchronous learning will be supported by in class face to face lectures, seminars and workshops. Students will have full access to the ilearn platform and all programme resources within it. Formative opportunities will be available in class and also via seminars hosted using Zoom.
- Students will also have access to learning resources at each partner institution.
- Student leaning will be supported and nurtured at our partner institutions by our tutor team and dedicated centre administrator and online via our student support team.
- Summative submissions will all be made via the 'TurnitIn' platform.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
At the end of this course you, the student, will be able to: *(No more than 10 programme learning outcomes are permitted per programme.)*		
1. Critically evaluate leadership and management frameworks/models and AI technologies and reflect upon professional experience in relation to business practices in a globalised and digitised business environment. 2. Review and identify the management challenges confronted by an organisation across its functional areas with regard to evolving ethical standards and technological environments brought by the advances in AI technologies and applications. 3. Critically analyse the contexts, including the legal, ethical, technological and regulatory environment, in which an organisation operates, competes, and innovates. 4. Demonstrate a critical understanding of current thinking and research associated with leadership,management and artificial intelligence, with the reference to sustainability, business ethics, innovations, and technology disruptions.	<u>Asynchronous</u>: • Independent study, supported by comprehensive online multimedia teaching materials and resources accessed through the iLearn platform • Podcasts and narrated PowerPoint presentations • Discussion forums where students discuss and critically engage with themes emerging from the materials, followed by questions or propositions or reflections posted by either tutor or fellow students • Guided group / project-based work • Use of AI services for business making process. <u>Synchronous</u>: Online seminars facilitated by Zoom or live chats where theory and practice are integrated.	**Formative activities:** • online and class based individual and collaborative exercises, group exercises and peer assessments/feedbacks. (LO1, 2, 3) **Summative assessments:** • portfolio submissions, presentations, time-constrained examinations, report-based assignments. (LO 1-4) **Reflective accounts**: (LO1, 2)
5. Synthesise management models and theories with advances in AI technologies to meet the needs of diverse business issues of differing complexity. 6. Take ownership of / undertake in-depth study on a topic relevant to a general management issue that is impacted by the use of technology such as AI, and report the research making sustainabile and competitively sound recommendations.	Specific modules support the development of quantitative and qualitative analysis, through online and class-based individual and group exercises, such as, business simulation exercises, AI tools, statistical & quantitative analyses, software applications (LO5, 7) The development of criticality and thinking skills will be	**Formative assessments**: online collaborative exercises and case study analyses. (LO5, 7, 8) **Technology-enabled assessments**: Business simulation exercises, statistical tests, AI tools, financial statement analysis. (LO5, 7)

7. Apply analytical techniques and metrics to evaluate a management issue and make evidence-based decisions	evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, technology supported business analysis, judgement and self-reflection in the development of contextually relevant solutions with the use of a range of data and media. (LO6, 8)	**Summative assessments**: industry reports, consultancy report, market entry report, analysts' report, letters to shareholders, research projects. (L06, 8)
8. Critically evaluate data sources and conduct analyses using primary and/or secondary data.		
9. Develop personal, leadership, and team working skills that enhance effectiveness of management practices	Group forums enable the discussion of ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of LO9. In-course activities and assessment process emphasise the acquisition of LO10 with specific modules devised to highlight the practical differences in management skills required in differing contexts.	**Formative assessments**: Online and collaborative exercises, negotiated assignments and feedback on group discussions/exercises (LO9) **Summative assessments**: case study analyses, market entry/consultancy report, use of AI tools, team-based presentations, research project/paper (LO10)
10. Identify practical solutions to theoretical and practical management related problems esp. those that include data analytics including AI tools, thereby facilitating the organisation to attain competitive advantages and/or operational improvements.		

18. Summary of modules and mapped programme learning outcomes

List modules in order of delivery

Level	Module title	Module type *Compulsory (C) or* Pathway	Pinned/ Paired/ Running order of Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
7	BUS7028 Fundamentals of Artificial Intelligence	Artificial Intelligence Pathway Only (C)	1		x	x	x						x		x		
7	BUS7014 Competitive Strategy	C	2	x	x			x					x		X		
7	BUS7015 Financial Management	C	3	x	x			x		x	x		x	X			
7	BUS7020 Leading Global Teams and Organisations	C	4	x			x	x				x				X	
7	BUS7025 Managing Digital Transformation & Innovation	C	5	x	x	x	x								x		
7	BUS7029 Analysing Big Data and Artificial Intelligence (AI)	Artificial Intelligence Pathway Only (C)	6			x				x	x		x		x		
7	BUS7030 Transformation Capstone Project	C	7	x					x	x	x						x

Master's (MA/MSc/MBA)

To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the final project/dissertation.

To achieve Executive MBA (Artificial Intelligence) following modules to be completed:

- Competitive Strategy, Financial Management, Leading Global Teams and Organisations, Managing Digital Transformation & Innovation, Fundamentals of Artificial Intelligence, Analysing Big Data and Artificial Intelligence (AI), Transformation Capstone Project.

Master's Top-Up

Master's top-up programmes must include 60 credits from the final project/dissertation.
To achieve MBA (Top Up) following module need to be completed:

- Transformation Capstone Project

PG Diploma

To be awarded the PG Dip Executive Business Administration (Artificial Intelligence) students must successfully complete the PG Cert Executive Business Administration (Artificial Intelligence) plus Leading Global Teams and Organisations, Competitive Strategy and Financial Management to a total minimum of 120 credits at Level 7

PG Cert

To be awarded the PG Cert Executive Business Administration (Artificial Intelligence) students must successfully complete following 60 credits at Level 7

- Managing Digital Transformation & Innovation, Fundamentals of Artificial Intelligence, Analysing Big Data and Artificial Intelligence (AI)

Standalone Module Certificate

Students who complete a minimum of 20 credits can exit with Standalone Module Certificate as stipulated in QA3 section 4.

Appendix 1

Modules	QAA benchmark
BUS7028 Fundamentals of Artificial Intelligence	3.12 bullet 7
BUS7014 Competitive Strategy	3.12 bullet 12
BUS7015 Financial Management	3.12 bullet 4
BUS7020 Leading Global Teams & Organisations	3.12 bullet 11
BUS7025 Managing Digital Transformation & Innovation	3.12 bullet 9
BUS7029 Analysing Big Data and Artifical Intelligence (AI)	3.12 bullet 7
BUS7030 Transformation Capstone Project	All of 3.12 but also bullet 9 and 10