Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MA Educational Technology and AI
Award type	Taught Masters
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	18 months
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Beijing Foreign Studies University
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	Fee for 2025/26 is expected to be 120,000RMB*

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** In reference to Section D (Fees) of your Student Agreement; the tuition fees payable during the duration of your programme will be set by and be subject to the terms of Beijing Foreign Studies University and local authorities. The tuition fee payable will be communicated to you by Beijing Foreign Studies University and you are responsible for paying the tuition fee when due.*

2. Overview of the Programme

Our MA Educational Technology and AI programme is an innovative programme that allows you to approach education as a multi-dimensional discipline. The programme is aimed at educationalists, not only those working in school settings but also those wishing to prepare for original research at postgraduate level, or seeking a career in education technology and AI, policy making, educational consultancy and the civil service.

The programme is ideal for individuals looking to develop advanced critical and theoretical perspectives on a broad range of technology and AI-assisted educational matters, in a national and international context; it provides an excellent opportunity for students to develop both intellectually and professionally. Undertaking our MA will enable students to demonstrate to employers a level of critical and intellectual rigour, which can place them at the forefront of key AI and technology assisted careers in education. They will have the opportunity to demonstrate the capacity for sustained and systematic engagement with current evidence-driven AI and technological developments in education. This can potentially put students in a stronger position for progression, promotion and leadership in education.

The programme brings together specialist subjects from both Keele University and Beijing Foreign Studies University, and has been jointly designed to draw on the teaching and research strengths of both Keele and BFSU. Both universities contribute modules to the programme and the main teaching language is English. Upon successful completion of the programme students will receive a degree award from Keele University.

3. Aims of the programme

The broad aims of the programme are to enable you to:

- develop as a reflective, research-led and ethical educational practitioner, leader and researcher;
- approach education as an academic discipline, encompassing an array of formal, informal, local and global perspectives on technology and AI in education;
- critically examine, including via an independent research project, a wide range of contemporary educational issues and theories related to educational technology and AI, while focusing on those that relate more directly to your own interests and/or practice;
- develop an in-depth knowledge, skills and behaviours to lead educational developments in the contemporary world;
- develop a solid foundation in educational theory, and systematic knowledge of educational technology and AI;
- apply in practice a range of educational technologies and AI tools to learning design and lesson planning, with regards to

selected areas such as language teaching and game design.

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Demonstrate systematic knowledge and critical awareness of a range of educational technologies and AI that are relevant to their profession as educators or their academic interest in education
- Distinguish between and comment critically on different perspectives, evidence and theories of the relationship between education, technology and AI
- Critically explore the various impacts of globalisation on on education
- Critically explore the implications of technology and AI in diverse cultural settings
- Critically examine the concepts of technology and AI in education, and their applications to teaching languages and game design
- Critically examine issues of cultural and linguistic identity as they relate to education
- Demonstrate critical understanding of the economic and social processes that have shaped education internationally
- Demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory
- Explain how different methods may be suitable for different research projects

Subject specific skills

Successful students will be able to:

- Explain in academic terms how they have developed their own practice and/or managed personal and professional change, using a range of educational technologies and AI tools
- Make critical use of a range of studies, research, theory and policy relating to technology and AI-assisted education to develop own educational interventions and/ or solutions
- Critically evaluate how learning and teaching is being transformed by educational technologies and demonstrate skills in applications of technology in their own settings
- Demonstrate enhanced professional development and understanding of issues in language and computer games learning
- Critically reflect on the impacts of globalisation on learning and education
- Conduct independent research into an educational problem, drawing on relevant theory

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate critical awareness of the philosophies, methodologies and practices underpinning educational research
- Demonstrate that they can design and undertake an independent research study into an area of educational interest
- Communicate effectively using higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing
- Demonstrate a reflexive awareness of their own future labour market orientations, and its relationship to their wider educational contexts, particularly with respect to AI and educational technologies
- Apply concepts and principles beyond the context in which they first encountered them - do this in a sophisticated and informed manner, enhancing education with AI and technology
- Confidently present in writing arguments that draw synthetically on experienced and learned (taught) sources of information

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

Teaching on the programme will take place face-to-face at BFSU. This will include lectures, seminars, workshops and other collaborative activities, such as group work and group discussions. Teaching materials will be made available to students via the Virtual Learning Environment (VLE) used by staff and students to support modules on this programme. Via the VLE, students

will be able to:

- Access core material and readings for the course
- Submit assignments and receive feedback
- Participate in learning activities and communicate with your peers and tutors
- Access student support

The input from module leaders and tutors will include: outcome-based learning materials, developmental feedback, and detailed instructions on how to complete weekly tasks. Individual participant learning activities and material will be based around student engagement which will need to be evidenced via individual learning activities, pair and group learning activities (such as discussions, group work, peer review) between the students as well as between the students and the tutors.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- by catering to students' different learning styles (e.g. visual vs. auditory learners) by providing the material in both written and spoken form
- by enabling students to work in groups but also on an individual basis
- by providing the material in small chunks, used to scaffold students towards achieving the learning outcomes
- by providing 24 hour access to the module materials
- by easing the student journey via consistency, templatised layouts and page elements on the VLE, clear signposting, and collaborative and supportive approach of tutors

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their lecturers and colleagues from the student support team, on a one-to-one basis.

6. Teaching Staff

The programme is delivered by a combined programme team of staff including: 1) staff based at Keele University, who design and moderate all the Keele modules; 2) Keele Associate Tutors in China, who deliver the Keele modules and; 3) staff from BFSU who deliver BFSU modules. They are all highly qualified, experienced and respected academics working at the forefront of their fields. The breadth and depth of their expertise brings a unique flavour to the programme and enables them to offer students excellent support and supervision. They will be responsible for delivering the material, grading and providing feedback on assessments, managing day-to-day teaching and supporting your learning in the classroom, responding to emails and managing on a day-to-day your learning activities.

Both Keele University and BFSU will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The programme currently comprises of 6 x 15 credit modules, 1 x 30 credit module (Research Methods) and 1 x 60 credit module (Dissertation - Main Research Project). 1 x 15 credit module = 150 student learning hours. Modules will be taught face-to-face but may be supported by some online material including short, pre-recorded videos, online group discussions and other activities, reading and research, formative assessments and summative assessments. Each week, students will be provided with specific weekly learning outcomes, as well as detailed instructions regarding what will be expected in terms of reading, research and formative tasks. Weekly readings and reading guidance will also be made available. As part of the dissertation module (60 credits), students will be required to conduct independent research, and you will be supported by your supervisor who will work with you on an individual basis.

The programme will be delivered for two cohorts: the weekend cohort (with teaching scheduled on selected weekends, which will include Fridays and Mondays) and the holiday cohort (with teaching scheduled during academic holidays periods). If you join the weekend cohort, you can expect to attend scheduled teaching classes from December to October; if you join the holiday cohort, you can expect to attend scheduled classes from February to October.

The tables below presents the programme structure for the two routes. Each module on the programme is 'compulsory'. Each module serves as a self-contained unit of study. Each module is assessed separately, and credits are awarded for each module. One credit equals 10 hours of student effort.

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

Level 7 Weekend Cohort

Compulsory modules	Module Code	Credits	Period
Comparative Education	BFS-40001	15	Semester 1
Educational Technologies in Practice	BFS-40003	15	Semester 2
AI-Assisted Learning Design	BFS-40009	15	Semester 2
Computer and AI-Assisted Language Learning	BFS-40011	15	Semester 2
Language Teaching and Learning Theory and Practice	BFS-40013	15	Semester 2
Research Methods	BFS-40005	30	Semester 3
Dissertation - Main Research Project	BFS-40007	60	Semester 3
Computer Game Development	BFS-40015	15	Semester 3

Level 7 Holiday Cohort

Compulsory modules	Module Code	Credits	Period
Comparative Education	BFS-40001	15	Sem 2
Language Teaching and Learning Theory and Practice	BFS-40013	15	Sem 2
Computer and AI Assisted Language Learning	BFS-40011	15	Sem 2
Computer Game Development	BFS-40015	15	Sem 3
AI-assisted Learning Design	BFS-40009	15	Sem 3
Educational Technologies in Practice	BFS-40003	15	Sem 3
Research Methods	BFS-40005	30	Sem 3
Dissertation - Main Research Project	BFS-40007	60	Sem 3

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Demonstrate systematic knowledge and critical awareness of a range of educational technologies and AI that are relevant to their profession as educators or their academic interest in education	All Modules
Distinguish between and comment critically on different perspectives, evidence and theories of the relationship between education, technology and AI	All Modules
Critically explore the various impacts of globalisation on education	Comparative Education - BFS-40001
Critically explore the implications of technology and AI in diverse cultural settings	AI-Assisted Learning Design - BFS-40009
Critically examine the concepts of technology and AI in education, and their applications to teaching languages and game design	AI-Assisted Learning Design - BFS-40009
Critically examine issues of cultural and linguistic identity as this relates to education	Comparative Education - BFS-40001
Demonstrate critical understanding of the economic and social processes that have shaped education internationally	All Modules
Demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory	Dissertation - Main Research Project - BFS-40007 Research Methods - BFS-40005
Explain how different methods may be suitable for different research projects	Research Methods - BFS-40005 Dissertation - Main Research Project - BFS-40007

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Explain in academic terms how they have developed their own practice and/or managed personal and professional change, using a range of educational technologies and AI tools	All Modules
Make critical use of a range of studies, research, theory and policy relating to technology and AI-assisted education, to develop own educational interventions and/ or solutions	Computer and AI-Assisted Language Learning - BFS-40011 Computer Game Development - BFS-40015
Critically evaluate how learning and teaching is being transformed by educational technologies and demonstrate skills in applications of technology in their own settings	Computer and AI-Assisted Language Learning - BFS-40011 Computer Game Development - BFS-40015 Educational Technologies in Practice - BFS-40003 AI-Assisted Learning Design - BFS-40009
Demonstrate enhanced professional development and understanding of issues in language or computer games learning	Computer and AI-Assisted Language Learning - BFS-40011 Computer Game Development - BFS-40015 Educational Technologies in Practice - BFS-40003
Critically reflect on the impacts of globalisation on learning and education	Comparative Education - BFS-40001
Conduct independent research into an educational problem, drawing on relevant theory	Research Methods - BFS-40005 Dissertation - Main Research Project - BFS-40007

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate critical awareness of the philosophies, methodologies and practices underpinning educational research	All Modules
Demonstrate that they can design and undertake an independent research study into an area of educational interest	Dissertation - Main Research Project - BFS-40007 Research Methods - BFS-40005
Communicate effectively using higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing	All Modules
Demonstrate a reflexive awareness of their own future labour market orientations, and its relationship to their wider educational contexts, particularly with respect to AI and educational technologies	All Modules
Apply concepts and principles beyond the context in which they first encountered them, enhancing education with AI and technology	All Modules
Confidently present in writing arguments that draw synthetically on experienced and learned (taught) sources of information	All Modules

8. Final and intermediate awards

Master's Degree **MA Educational Technology and AI**	180 credits	You will require 180 credits at Level 7 (all compulsory modules for your programme)
Postgraduate Diploma	120 credits	You will require 90 credits at Level 7 (this cannot include the following modules: 'Dissertation - Main Research Project')
Postgraduate Certificate	60 credits	You will require 45 credits at Level 7 (this cannot include the following modules: 'Dissertation - Main Research Project')

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme; assessments, regardless of the type, emphasise applications of technology and AI solutions to a specific learning or teaching problem, to designing learning environments and to enhancing specialist areas such as foreign language learning and/ or game design. :

- Essays and papers
- Group projects
- Digital technologies/ AI tools and prototypes
- Coursework involving implementation of text-based and 2D games
- Lesson plans
- Learning environment designs with technology
- Research proposal

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

A minimum of 2:2 undergraduate degree or a UK Master's degree (or international equivalent)

Or:

A third-class Honours degree or an Ordinary degree (without Honours) or UK equivalent professional qualification with a minimum of 2 years' appropriate work experience.

Or:

Applicants who do not hold a recognised degree will be asked to provide evidence which demonstrates a minimum of 3 years' relevant experience in Education. This can include a wide range of educational experiences, ranging from teaching practice, educational development, educational consultancy and advising, and a range of positions in educational organisations other than schools, universities and further education colleges, such as recruitment agencies, commercial and consultancy companies, the private sector, government organisations, local councils, charities and NGOs/ INGOs. The evidence will be assessed on a case-by-case basis.

English Language Requirements

English language requirements will be met with a 4 or C in GCSE English.

Our requirements can be met in any of the following ways:

- An English language qualification;
- An English language test;
- A specific exemption.

Details of English language tests and scores required for entry to the Master's programme are listed under Group B in this link - keele.ac.uk/study/undergraduate/apply/entryrequirements/internationalentryrequirements/englishlanguagerequirements/#english-language-tests-(groups)

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Link Tutor. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

13. How are students supported on the programme?

Support for student learning on the programme is provided in the following ways:

- Every student has access to an Academic Mentor/advisor who is responsible for reviewing and advising on students' academic progress. Academic Mentors also act as a first point of contact for students on non-academic issues which may affect their learning.
- At BFSU, students have access to all student services facilities available on campus, such as career advice, mental health support and finance advice. At Keele, students will have access to the full range of specialist health and welfare services which can be accessed online.
- The Module Handbooks and weekly learning outcomes provide key information and guidance on structure, content and assessment and a Programme Handbook provides links to relevant Keele University regulations, policies, procedures and services relevant to students whilst studying the programme.
- All staff teaching on the programme are normally available to see students during advertised weekly office hours and at other times by appointment.
- There is administrative support available to support with students' administrative queries. In addition, the Programme Leader and the teaching team will provide academic support for students.
- Student Voice Representatives provide a focus for issues at module and year level to be raised and an important opportunity to provide feedback on the programme and student experience.

14. Learning Resources

The programme is taught using a variety of resources, including self-study materials in the form of text- based materials, visual materials, academic journals and module tutor notes. All learning resources are available electronically (see specific module pages for more information). Electronic/digital resources can be accessed via the VLE.

15. Other Learning Opportunities

As Keele University students, you have the opportunity to take part in distance-based university events (such as training, conferences, seminar series), which are delivered by leading academics, practitioners and policy- makers.

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The Joint Management Committee, the Joint Board of Studies, Student Staff Voice Committee and the Joint Examination Board will ensure oversight over the joint aspects of the programme. The programme as a whole is reviewed every year at Keele in the annual partnership review which takes place at the end of the academic year and as part of Keele University's Annual Partnership Review process.
- The Keele School of Humanities and Social Sciences School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year via periodic reviews, the Joint Board of Studies and the Joint Management Committee.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Joint Board of Studies as part of annual programme review.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: http://www.qaa.ac.uk/quality-code
b. QAA Master's Degrees Characteristics Statement: https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
d. Keele University Educational Partnerships Code of Practice:
https://www.keele.ac.uk/policyzone/data/educationalpartnershipscodeofpractice/

Version History

This document

Date Approved: 23 September 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes