

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Railway Operations Management DipHE in Railway Operations Management CertHE in Railway Operations Management
Award type	Single Honours
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	CertHE 1 year (full-time); DipHE 2 years (part-time); BSc 2 years (part-time)
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus Online
Accreditation (if applicable)	None
Regulator	Office for Students (OfS)
Tuition Fees	CertHE: Full-time fee for 2026/27 is £5,500* DipHE: Part-time fees for 2026/27 are £3,375 (Year 1) and £5,625 (Year 2)* BSc: Part-time fees for 2026/27 are £4,125 (Year 1) and £6,875 (Year 2)*

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.

* These fees are for new students. We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on this subject.

3. Overview of the Programme

This suite of Railway Operations programmes is **designed as a partnership between the Chartered Institution of Railway Operators (CIRO) and the University of Keele** for professionals in the railway industry to help you **capture your understanding and experience of railway operations within an academic framework** so that you can create work development opportunities for yourselves as well as opportunities for innovations in the workplace.

CertHE:

This level of the programme is designed for **individuals new to the rail industry** or with limited operational knowledge.

Suitable for learners with few or no prior qualifications, offering a practical entry point.

The certificate level has a **duration of one year**.

CertHE ILOs are:

- Gain a better understanding of the rail industry and railway operations management by increasing awareness and appreciation of the complexity of the rail environment.
- Gain skills and knowledge to help you critically think about the issues you face in your day-to-day job.
- Better understand the various factors that can influence your role within railway operations management in your own organisation and locally.

DipHE:

This level of the programme is suitable for those **with up to 7-8 years of rail industry experience**, have a basic understanding of railway operations and seeking deeper insight and development.

The diploma level has a **duration of two years**.

DipHE ILOs are:

- Advocate ways to achieve continuous business improvement by utilising newly learnt skills and best practice models.
- Use your enhanced commercial awareness to better understand your role and how it relates to the wider industry.
- Understand data and theory from a variety of operating disciplines and apply this to your work.
- Build an understanding of rail operations, safety in rail, financial management, people management and strategy planning, locally and regionally.

BSc:

Intended for professionals **with extensive industry experience (8+ years)** across multiple domains of railway operations.

The degree level has a **duration of two years**.

BSc ILOs are:

- Demonstrate a high level of understanding in a range of railway operations disciplines and bring this know-how into your day-to-day work, locally, regionally and nationally.
- Utilise the experience and knowledge gained to enhance your leadership skills.
- Propose how your organisation can continually improve and communicate and how this can be achieved.

4. Aims of the programme

The broad aims of the three routes to the Railway Operations programme are to enable you to lead, inspire and accelerate the growth of railway operations, cultivating collaboration to support the success of rail organisations, now and in the future.

5. 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 learners will be able to demonstrate knowledge and understanding of:

UG Certificate:

- A wide range of operational methods relevant to the railway industry,
- A wide range of methods for data acquisition and evaluation, relevant to the railway industry.
- The research literature within the rail sector and use it to advance their understanding.
- Professional competency in operational work in the rail industry as well as critical analysis of the resulting data to draw valid conclusions and recommendations.
- Safe and effective working in a railway setting and manage stakeholders' considerations, sustainable practices and risk assessments, in a competent fashion, maintaining accurate and relevant records of their work (inc. a data management plan).
- Working effectively in various teams and be responsible for managing different streams of work and leading on/designing and carrying out trials of process and procedures and translation of operational demands to delivery.
- Designing business changes for resilience, improvement and efficiency purposes.
- Their own practice and that of others and learn from these reflections so as to improve their operational practice and where possible that of others.

UG Diploma:

- A wide range of operational methods relevant to the railway industry,
- A wide range of methods for data acquisition and evaluation, relevant to the railway industry.
- The research literature within the rail sector and use it to advance their understanding.
- Professional competency in operational work in the rail industry as well as critical analysis of the resulting data to draw valid conclusions and recommendations.
- Safe and effective working in a railway setting and manage stakeholders' considerations, sustainable practices and risk assessments, in a competent fashion, maintaining accurate and relevant records of their work (inc. a data management plan).
- Effective working practice in various teams and be responsible for managing different streams of work and leading on/designing and carrying out trials of process and procedures and translation of operational demands to delivery.
- The development and implementation of business changes for improvement and efficiency purposes.
- Reflections on their own practice and that of others and learn from these reflections so as to improve their operational practice and where possible that of others.

BSc:

- A wide range of operational methods relevant to the railway industry,
- A wide range of methods for data acquisition and evaluation, relevant to the railway industry.
- The research literature within the rail sector and use it to advance their understanding.
- Professional competency in operational work in the rail industry as well as critical analysis of the resulting data to draw valid conclusions and recommendations.
- Safe and effective working in a railway setting and manage stakeholders' considerations, sustainable practices and risk assessments, in a competent fashion, maintaining accurate and relevant records of their work (inc. a data management plan).
- Effective working practice in various teams and be responsible for managing different streams of work and leading on/designing and carrying out trials of process and procedures and translation of operational demands to delivery.
- The design, development and implementation of business changes for resilience, improvement and efficiency purposes.
- Reflections on their own practice and that of others and learn from these reflections so as to improve their operational practice and where possible that of others.

Subject specific skills

Successful students will be able to:

UG Certificate:

- Summarise the key components of customer communications in the railway industry.
- Describe business improvement tools and problem-solving methods within a railway operations environment.
- Describe the diverse range of customers, contractors and stakeholders and their needs, rights and expectations.
- Describe key operating principles of railways
- Explain how various organisations and departments work together to deliver operating principles
- Explain mechanisms for procedural, regulatory and legal stakeholder compliance and the effect of non-compliance on the rail business
- Summarise the core management and leadership skills required in the rail industry
- Outline how various organisations, functions and departments work together to deliver their objectives and inspire confidence in the rail industry.
- Clarify your own role and responsibilities within the organisation, the wider transport network and its structure, industry and organisational targets, performance measures and obligations.
- Review a range of industry data to identify the key causes of poor service delivery within a railway organisation.
- Lay out how a culture of continuous improvement assists development of the rail sector.
- Specify the range of products and services required of a high performing railway and how value and increased efficiency can affect rail and how this can be improved upon .

UG Diploma:

- Explain the types of stakeholders and the main frameworks for relationship management in the rail industry.
- Analyse evaluation of quantitative and qualitative data sets on rail user experience.
- Assess and effectively communicate improvement actions for professional practice
- Explain the types of railway componentry, systems and the professional skills required for the safe and efficient operation and maintenance of the whole rail system in planned, degraded and emergency modes of working.
- Analyse the political, social and economic contexts for operational (including workforce) decision making in the rail industry.
- Examine current physical, including work force planning and utilisation practices to identify areas for improvement to meet particular requirements.
- Explain the purpose and structure of operating standards, rules and regulations, instructions and their interfaces.
- Identify the main causes of poor service delivery in a rail business and discuss appropriate methods for their identification and containment.
- Summarise the role of train planning and resource management in performance delivery.

BSc:

- Analyse key components of the operational rail system key to the delivery of the service.
- Critically evaluate the delivery of the service.
- Analyse the impact of the operational plan on the delivery of Rail business objectives
- Evaluate ways to improve over budget plans whilst appreciating the impact on wider business objectives
- Examine rigorously the concept of business resilience in the context of rail business and the industry.
- Critically assess management and investigative practices in proactive and reactive rail emergency management.
- Appraise the management of change in the introduction of contemporary rail innovations to the sector.
- Compare and contrast the characteristics of freight and passenger markets.
- Adequately apply business improvement methodologies to improve a real service delivery problem.
- Analyse customer satisfaction and performance data sets and information to recommend improvement to service delivery within the rail business.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Understand and handle literature relevant to their chosen project area and introduce the processes of project planning through the development of a detailed project proposal.
- Engage with and carry out a variety of communication activities and select appropriate means for a specific audience, such as presenting at conferences, at senior meetings or outreach activities.
- Audit their personal and professional skills and act upon the outcomes to enhance these skills and subsequently tackle and solve problems with confidence and independence, and act autonomously in

- planning and implementing tasks at a professional or equivalent level.
- Competently plan, organise and manage a programme of independent operational work, and to demonstrate self-direction, dedication and originality to independent learning.
- Understand the need to comply with local health and safety rules, and the necessity for risk assessment and the health and safety issues relevant to the project work in the railway sector.
- Promote an integrated approach to theoretical knowledge, understanding and practical implications of the operational work alongside personal thoughts and experiences, and show originality in the application of new knowledge.

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, environmental 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.

6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. However, the mode of delivery uses a tailored, blended approach to online learning, mixing asynchronous and synchronous teaching sessions, with face-to-face delivery at Keele across each of the three routes. Some of the learning will also take place in the workplace on a continuous basis (e.g. project). The programme is delivered through a variety of learning and teaching activities which complement and inform your employed role and could include:

- Lectures, including those from external speakers
- Oral presentations
- Poster presentations
- Group / teamwork
- Literature research tasks
- Directed reading
- Independent study
- Independent work-based project carried out in your workplace
- Use of e-learning / the Keele Learning Environment (KLE, Blackboard) and MS Teams
- One-on-one meetings /discussions with individual module leads and mentors.

The exact nature of the content of the work-based project module will be a bespoke learning experience embedded in engagement with the learners, but also with their employers.

The teaching team is conscious that learners are employed individuals and will come to learning with their own knowledge, skills and behaviours shaped from their employer's operational strengths and strategic choices. As such, it is absolutely crucial to place the learners at the centre of the learning experience, and the teaching team will make sure that within the taught components of the course, there is a strong focus on student-led learning (with support from teaching staff and engagement from employers) to help develop independent study skills and operational skills. All learners are expected to engage in independent study for the duration of the programme.

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 Academic Mentor or module leaders on a one-to-one basis.

7. Teaching Staff

The teaching and research staff that deliver and support the programme come from across Keele University, with the programme lead Dr Chrystelle Egger coming from the School of Engineering & Physical Sciences (<https://www.keele.ac.uk/seps>) and across the railway industry as led by the Chartered Institution of Railway Operators (<https://www.ciro.org>).

Several staff have particular interests in the development of teaching and learning methods and some are members of, and active in, the professional bodies. A number of staff are Fellows of the Higher Education Academy, have held Keele Teaching and Learning Awards, and some have been awarded the University Teaching Excellence Award. Additionally, the majority of staff contribute to widening participation and outreach activities,

and have demonstrated innovation and good practice in teaching and learning to take into account the diverse needs of all students.

The University 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.

8. What is the structure of the Programme?

The academic year runs from September to September and is divided into three semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April, and finally from May to early Sept. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There is only one type of module delivered as part of your programme: Compulsory modules - a module that you are required to study on this course.

For further information on the content of modules currently offered, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

CertHE: 1 year full-time

Level 4

Compulsory modules	Module Code	Delivery	Credits	Period
Foundation of Personal & Professional Development	CPS-10001	Keele	15	SEM1
Customer & Stakeholder Delivery In Rail	CPS-10005	CIRO	15	SEM1
Introduction to Safe Railway Operations	CPS-10011	CIRO	15	SEM2
Management Skills on the Railway	CPS-10007	CIRO	15	SEM2
Quality in a High Performing Railway	CPS-10009	CIRO	15	SEM3
Planning a Work Based Project	CPS-10003	Keele and CIRO	45	SEM3

DipHE: 2 years part-time

Level 5, year 1

Compulsory modules	Module Code	Delivery	Credits	Period
Continuing Personal & Professional Development	CPS-20001	Keele	15	SEM1
Customer and Stakeholder Delivery Improvement	CPS-20005	CIRO	15	SEM2
Whole System Thinking in Rail	CPS-20007	CIRO	15	SEM3

Level 5, year 2

Compulsory modules	Module Code	Delivery	Credits	Period
Quality and Efficiency in a High Performing Railway	CPS-20009	CIRO	15	SEM1
Work Based Project: Improving Business Practice	CPS-20003	Keele and CIRO	60	SEM2

BSc: 2 years part-time

Level 6, year 1

Compulsory modules	Module Code	Delivery	Credits	Period
Applied Personal & Professional Development	CPS-30001	Keele	15	SEM1
Delivering Integrated Business Objectives in the Rail Industry	CPS-30005	CIRO	15	SEM2
Maintaining Business Resilience Whilst Managing Change	CPS-30007	CIRO	15	SEM3

Level 6, year 2

Compulsory modules	Module Code	Delivery	Credits	Period
Improving Service Delivery in Rail	CPS-30009	CIRO	15	SEM1
Work Based Project: Improving Business Efficiency	CPS-30003	Keele and CIRO	60	SEM2

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 4

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Understand a wide range of operational methods relevant to the railway industry.	All CIRO modules
Assess a wide range of methods for data acquisition and evaluation, relevant to the railway industry.	CPS-10001 + all CIRO modules
Review the research literature within the rail sector and use it to advance their understanding.	CPS-10001 + CPS-10003
Outline professional competency in operational work in the rail industry as well as critical analysis of the resulting data to draw valid conclusions and recommendations.	All CIRO modules
Understand safe and effective working in a railway setting and manage stakeholders' considerations, sustainable practices and risk assessments, in a competent fashion, maintaining accurate and relevant records of their work (inc. a data management plan).	Introduction to Compliance, Safety and Risk; Management Skills on the Railway
Work effectively in various teams and be responsible for managing different streams of work and leading on/designing and carrying out trials of process and procedures and translation of operational demands to delivery.	Management Skills on the Railway
Design business changes for resilience, improvement and efficiency purposes.	CPS-10003
Reflect on their own practice and that of others and learn from these reflections so as to improve their operational practice and where possible that of others.	All modules

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Evaluate the key components of customer communications in the railway industry.	Customer and Stakeholder Delivery in Rail
Describe business improvement tools and problem-solving methods within a railway operations environment.	Customer and Stakeholder Delivery in Rail
Describe the diverse range of customers, contractors and stakeholders and their needs, rights and expectations.	Customer and Stakeholder Delivery in Rail
Utilise Reflection to summarise module related learning and its application to the workplace.	Customer and Stakeholder Delivery in Rail; Introduction to Safe Railway Operations; Management Skills on the Railway; Quality in a High Performing Railway
Describe key operating principles of railways.	Introduction to Safe Railway Operations
Demonstrate of industry risk management and safety compliance requirements.	Introduction to Safe Railway Operations
Demonstrate awareness of the appropriate response to incidents and unsafe situations and behaviours, including principles of resource deployment.	Introduction to Safe Railway Operations
Explain how the industry works collaboratively to deliver the safe operation of the railway.	Introduction to Safe Railway Operations
Evaluate the core management and leadership skills required in the rail industry.	Management Skills on the Railway
Outline how various organisations, functions and departments work together to deliver their objectives and inspire confidence in the rail industry.	Management Skills on the Railway
Explain own role and responsibilities within the organisation, the wider transport network and its structure, industry and organisational targets, performance measures and obligations.	Management Skills on the Railway
Review a range of industry data to identify the key causes of poor service delivery within a railway organisation.	Quality in a High Performing Railway
Explain how a culture of continuous improvement assists development of the rail sector.	Quality in a High Performing Railway
Explain the range of products and services required of a high performing railway and how value and increased efficiency can affect rail and how this can be improved upon.	Quality in a High Performing Railway

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Understand and handle literature relevant to their chosen project area and introduce the processes of project planning through the development of a detailed project proposal.	CPS-10003
Engage with and carry out a variety of communication activities and select appropriate means for a specific audience, such as presenting at conferences, at senior meetings or outreach activities.	All modules
Audit their personal and professional skills and act upon the outcomes to enhance these skills and subsequently tackle and solve problems with confidence and independence, and act autonomously in planning and implementing tasks at a professional or equivalent level.	CPS-10001
Competently plan, organise and manage a programme of independent operational work, and to demonstrate self-direction, dedication and originality to independent learning.	CPS-10003
Understand the need to comply with local health and safety rules, and the necessity for risk assessment and the health and safety issues relevant to the project work in the railway sector.	CPS-10003
Promote an integrated approach to theoretical knowledge, understanding and practical implications of the operational work alongside personal thoughts and experiences, and show originality in the application of new knowledge.	All modules

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Understand a wide range of operational methods relevant to the railway industry.	All CIRO modules
Assess a wide range of methods for data acquisition and evaluation, relevant to the railway industry.	CPS-20001 All CIRO modules
Review the research literature within the rail sector and use it to advance their understanding.	CPS-20003
Outline professional competency in operational work in the rail industry as well as critical analysis of the resulting data to draw valid conclusions and recommendations.	All CIRO modules
Understand safe and effective working in a railway setting and manage stakeholders' considerations, sustainable practices and risk assessments, in a competent fashion, maintaining accurate and relevant records of their work (inc. a data management plan).	Whole System Thinking in Rail; Quality and Efficiency in a High Performing Railway
Work effectively in various teams and be responsible for managing different streams of work and leading on/designing and carrying out trials of process and procedures and translation of operational demands to delivery.	CPS-20003 All CIRO modules
Develop and implement business changes for improvement and efficiency purposes.	CPS-20003
Reflect on their own practice and that of others and learn from these reflections so as to improve their operational practice and where possible that of others.	CPS-20001 CPS-20003

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Explain the types of stakeholders and the main frameworks for relationship management in the rail industry.	Customer and Stakeholder Delivery Improvement
Analyse evaluation and quantitative and qualitative data sets on rail user experience.	Customer and Stakeholder Delivery Improvement
Determine and assess improvement actions for professional practice.	Customer and Stakeholder Delivery Improvement
Explain the types of railway componentry, systems and the professional skills required for the safe and efficient operation and maintenance of the whole rail system in planned, degraded and emergency modes of working.	Whole System Thinking in Rail
Analyse the political, social and economic contexts for operational (including workforce) decision making in the rail industry.	Whole System Thinking in Rail
Examine current physical, including work force planning and utilisation practices to identify areas for improvement to meet particular requirements.	Whole System Thinking in Rail
Explain the purpose and structure of operating standards, rules and regulations, instructions and their interfaces.	Quality and Efficiency in a High Performing Railway
Identify the main causes of poor service delivery in a rail business and discuss appropriate methods for their identification and containment.	Quality and Efficiency in a High Performing Railway
Summarise the role of train planning and resource management in performance delivery.	Quality and Efficiency in a High Performing Railway

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Understand and handle scientific literature relevant to their chosen project area and introduce the processes of project planning through the development of a detailed project proposal.	CPS-20003
Engage with and carry out a variety of communication activities and select appropriate means for a specific audience, such as presenting at conferences, at senior meetings or outreach activities.	All modules
Audit their personal and professional skills and act upon the outcomes to enhance these skills and subsequently tackle and solve problems with confidence and independence, and act autonomously in planning and implementing tasks at a professional or equivalent level.	CPS-20001
Competently plan, organise and manage a programme of independent operational work, and to demonstrate self-direction, dedication and originality to independent learning.	CPS-20003
Understand the need to comply with local health and safety rules, and the necessity for risk assessment and the health and safety issues relevant to the project work in the railway sector.	CPS-20003
Promote an integrated approach to theoretical knowledge, understanding and practical implications of the operational work alongside personal thoughts and experiences, and show originality in the application of new knowledge.	All modules

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Understand a wide range of operational methods relevant to the railway industry.	All CIRO modules
Assess a wide range of methods for data acquisition and evaluation, relevant to the railway industry.	CPS-30001 All CIRO modules
Review the research literature within the rail sector and use it to advance their understanding.	CPS-30003
Outline professional competency in operational work in the rail industry as well as critical analysis of the resulting data to draw valid conclusions and recommendations.	All CIRO modules
Understand safe and effective working in a railway setting and manage stakeholders' considerations, sustainable practices and risk assessments, in a competent fashion, maintaining accurate and relevant records of their work (inc. a data management plan).	All CIRO modules
Work effectively in various teams and be responsible for managing different streams of work and leading on/designing and carrying out trials of process and procedures and translation of operational demands to delivery.	CPS-30003 All CIRO modules
Design, develop and implement business changes for resilience, improvement and efficiency purposes.	CPS-30003
Reflect on their own practice and that of others and learn from these reflections so as to improve their operational practice and where possible that of others.	CPS-30001 CPS-30003

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Analyse key components of the operational rail system key to the delivery of the service.	Delivering Integrated Business Objectives in the Rail Industry
Critically evaluate the delivery of the service.	Delivering Integrated Business Objectives in the Rail Industry
Analyse the impact of the operational plan on the delivery of Rail business objectives.	Delivering Integrated Business Objectives in the Rail Industry
Critically evaluate ways to improve over budget plans whilst appreciating the impact on wider business objectives.	Delivering Integrated Business Objectives in the Rail Industry
Critically examine the concept of business resilience in the context of rail business and the industry.	Maintaining Business Resilience Whilst Managing Change
Critically evaluate management and investigative practices in proactive and reactive rail emergency management.	Maintaining Business Resilience Whilst Managing Change
Appraise the management of change in the introduction of contemporary rail innovations to the sector.	Maintaining Business Resilience Whilst Managing Change
Compare and contrast the characteristics of freight and passenger markets.	Improving Service Delivery in Rail
Apply of business improvement methodologies to improve a real service delivery problem.	Improving Service Delivery in Rail
Analyse customer satisfaction and performance data sets and information to recommend improvement to service delivery within the rail business.	Improving Service Delivery in Rail

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Understand and handle literature relevant to their chosen project area and introduce the processes of project planning through the development of a detailed project proposal.	CPS-30003
Engage with and carry out a variety of communication activities and select appropriate means for a specific audience, such as presenting at conferences, at senior meetings or outreach activities.	All modules
Audit their personal and professional skills and act upon the outcomes to enhance these skills and subsequently tackle and solve problems with confidence and independence, and act autonomously in planning and implementing tasks at a professional or equivalent level.	CPS-30001
Competently plan, organise and manage a programme of independent operational work, and to demonstrate self-direction, dedication and originality to independent learning.	CPS-30003
Understand the need to comply with local health and safety rules, and the necessity for risk assessment and the health and safety issues relevant to the project work in the railway sector.	CPS-30003
Promote an integrated approach to theoretical knowledge, understanding and practical implications of the operational work alongside personal thoughts and experiences, and show originality in the application of new knowledge.	All modules

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

BSc (Hons) Railway Operations Management	360 credits	You will require at least 120 credits at Level 6
Diploma of Higher Education (DipHE) in Railway Operations Management	240 credits	You will require at least 120 credits at Level 5
Certificate of Higher Education (CertHE) in Railway Operations Management	120 credits	You will require at least 120 credits at Level 4

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele 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:

- Literature Review

- Oral Presentations, Video Presentations and Poster Presentations
- Work-based Project Report
- The Employer's and Provider's evaluations
- Reports
- Reflective diaries

A full assessment brief is provided within each module handbook. All summative forms of assessment are fully supported by a variety of formative assessment/feedback activities and academic guidance.

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.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	There is typically one day or half a day of delivery on campus and 3 webinars per module	Each hour of material covered requires 3h of independent studies and another 12h to prepare for the assessments	Learning on a day-to-day basis through the workplace (ca. 7h/wk)
Year 2 (Level 5)	There is typically one day of delivery on campus and 3 webinars per module	Each hour of material covered requires 3h of independent studies and another 12h to prepare for the assessments	Learning on a day-to-day basis through the workplace (ca. 7h/wk)
Year 3 (Level 6)	There is typically one day of delivery on campus and 3 webinars per module	Each hour of material covered requires 3h of independent studies and another 12h to prepare for the assessments	Learning on a day-to-day basis through the workplace (ca. 7h/wk)

12. Accreditation

This programme does not have accreditation from an external body.

13. 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'.

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

Typical requirements relevant to this programme are as follows:

Level	CIRO criteria	University criteria in addition to CIRO criteria
Certificate	New to rail	No standard academic entry; assessed on career history, line manager input, and evidence of CPD or activities demonstrating meta-skills (e.g. self-management, leadership, innovation).
Diploma	Up to 7 years in rail	Evidence of post-16 education and/or Level 2/3 study or CPD aligned to HNC level, alongside a clear ability to undertake academic study and demonstration of motivation and progression.
Degree	7/8+ years in rail	Typically, HND or above; however, relevant experience, particularly management responsibility, can offset formal qualifications via RPIL, with emphasis on progression, responsibility, and motivation.

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

15. How are students supported on the programme?

The Programme Lead will be responsible for the programme and will hold an introductory session towards the beginning of the programme to provide general guidance and advice on programme delivery and lines of accountability and student support. The Programme Lead will also be available either directly (through appointments) or indirectly via email or KLE / Teams discussion boards for advice on specific problems students may encounter at any point throughout the programme.

Module leaders are available either directly or indirectly via email for module-specific problems. One-to-one meetings can be arranged as necessary for student consultation. It is the responsibility of module leaders to ensure that appropriate feedback is provided to all students regarding both formative and summative assessment. They will ensure that such feedback is of a high quality and delivered in a timely fashion.

Each learner will be appointed a named Academic Mentor from the academic teaching team for pastoral and academic guidance. Academic mentors will meet their students as a group during programme induction and will be available for additional one-to-one consultations as required by the student and will be contactable by email or MS Teams.

A work-based supervisor will be appointed at the workplace. Guidelines are available to ensure that there is appropriate interaction between the learner, the project supervisor and the module lead, and the learner will remain in contact with their Keele module lead throughout the course of the project.

All learners are entitled and encouraged to make use of all central university services, including the Student Union.

The learner cohort will also be represented on the Student:Staff Voice Committee (SSVC) and they will be eligible to represent the Undergraduate (UG) students on the School of Chemical and Physical Sciences Education Committee, if elected to do so by their peers.

16. Learning Resources

The programmes will be taught in teaching rooms across the University which are equipped with computers, internet access and projection equipment. Otherwise, students will take advantage of Microsoft Teams to access synchronous and asynchronous teaching sessions, organised in breakout rooms for small group activities when required.

Individual module handbooks will provide a recommended reading list, which comprise a range of electronic multi-media resources that will be accessed through KLE / MS Teams. Discussion boards available on KLE / Teams may also be used to enhance student the student experience, learning and support during the period of engagement and provide a forum for the exchange of ideas and discussion of issues that arise.

The programme will be supported by a number of guest speakers working within the railway industry, who will give (online) presentations at webinars scheduled in advance. Learners are encouraged to make full use of the opportunities these activities present by engaging with the professionals or contacting them later through email to answer any questions they may have on their particular area of expertise or general career advice.

The Library has many resources for Management & Leadership, both on campus and online. Further information about the library can be found at: <https://www.keele.ac.uk/library/>. To access online library services off campus apprentices will need their Keele e-mail address. Students will be encouraged to build a profile on professional sites, which are useful networking tools and sources of published peer-reviewed literature.

Learners will have access to IT Services who are responsible for the support of all staff and students undertaking academic computing tasks.

17. Additional Costs

Possible additional costs may be incurred when travelling to Keele campus for the in-person delivery. Please speak to your employers about such 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.

18. 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 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 in the annual programme review which takes place at the end of the academic year.
- 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 Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of 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/>

19. 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 Subject Benchmark Statement: Business & Management 2023

<https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management>

c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

Version History

This document

Date Approved: 28 September 2026

Previous documents

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