

HRODC Postgraduate Training Institute,
A Postgraduate-Only Institution,
Verified by, & Registered with,
UK's Department for Education



#030

**Executive Leadership and High-
Performance Team Management,
Postgraduate Short Course**

Leading To:

Diploma – Postgraduate – in

**Executive Leadership and High-
Performance Team Management,
Double-Credit, 36 Credit-Hours**

**Accumulating to a Postgraduate
Certificate, with 120 additional
Credit-Hours, and a**

**Postgraduate Diploma, with 300
additional Credit-Hours.**



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Prof. Dr. R. B. Crawford - Director

**PhD (UCL – Uni London); MEd M. (Uni Bath); PGC IS (Uni West London);
Adv Dip Sc Ed (Uni Bristol); PG Dip Doctoral Research Supervision
(Uni Wolverhampton); F.I.M.S.; HR Specialist (I.M.S.);
Executive M. AOM; M. AAM; M. ISGS; M. SCOS; M. RG.**

Programme or Course Coordinator:



**Prof. Dr. R. B. Crawford, is the Director of
HRODC Postgraduate Training Institute.**

He has the following Qualifications and Affiliations:

- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London}};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);
- Diploma in Doctoral Research Supervision, (University of Wolverhampton);
- Teaching Certificate;
- Fellow of the Institute of Management Specialists;
- Human Resources Specialist, of the Institute of Management Specialists;
- Member of the Asian Academy of Management (MAAM);
- Member of the International Society of Gesture Studies (MISGS);



**HRODC Postgraduate Training Institute, A Postgraduate-Only Institution
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Primary Website = <https://www.hrodc.com>
Prof. Dr. R. B. Crawford, Director.**

- Member of the Standing Council for Organisational Symbolism (MSCOS);
- Member of ResearchGate;
- Executive Member of Academy of Management (AOM). There, his contribution incorporates the judging of competitions, review of journal articles, and guiding the development of conference papers. He also contributes to the Disciplines of:
 - Human Resources;
 - Organization and Management Theory;
 - Organization Development and Change;
 - Research Methods;
 - Conflict Management;
 - Organizational Behavior;
 - Management Consulting;
 - Gender & Diversity in Organizations; and
 - Critical Management Studies.

Professor Dr. Crawford has been an Academic in the following UK Universities:

- University of London (Royal Holloway), as Research Tutor;
- University of Greenwich (Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;
- University of Wolverhampton, (Wolverhampton Business School), as Senior Lecturer (Associate Professor), in Organisational Behaviour and Human Resource Management;
- London Southbank University (Business School), as Lecturer and Unit Leader.

His responsibilities in these roles included:

- Doctoral Research Supervisor;
- Admissions Tutor;
- Postgraduate and Undergraduate Dissertation Supervisor;
- Programme Leader;
- Personal Tutor.

For Whom This Course is Designed

This Course is Designed For:

- Manager, Global Organizational and Leadership Development;
- Director of Leadership, Services and Consulting;
- Learning and Organizational Effectiveness Manager;
- Director, Executive and Leadership Development;
- Managing Director, Teacher Leadership Development;
- Executive Director, Ministry Leadership Formation;
- Corporate Administration Advisor;
- Vice Provost, Faculty Affairs;
- Team Leader – Materials Management;
- Vulnerability Management Team Lead;
- Project Management Team Lead;
- Assistant Vice Chancellor for Advancement;
- Player Development Director;
- HR Leader, Global HR Leadership Development;
- Talent Development and Learning Specialist;
- Director, Strategic Business Improvements;
- Anybody interested in learning about leadership and high performance team management.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	10 Days
Classroom-Based Cost:	£10,000.00 Per Delegate
Group Cost:	Varies With Group Size
Group Residential Cost:	Up To 86% Discount, Based on Numbers.
Online Synchronous (Video-Enhanced) Duration and Cost	
Online Duration:	20 Days @ 3 Hours Per Day
Online Cost:	£6,7000.00 Per Delegate

Classroom-Based Course and Programme Cost includes:

- Free Continuous snacks throughout the Event Days;
- Free Hot Lunch on Event Days;
- Free City Tour;
- Free Stationery;
- Free On-site Internet Access;
- Postgraduate Diploma/ Diploma – Postgraduate –or
- Certificate of Attendance and Participation – if unsuccessful on resit.

Students and Delegates will be given a Selection of our Complimentary Products, which include:

- Our Branded Leather Conference Folder;
- Our Branded Leather Conference Ring Binder/ Writing Pad;
- Our Branded Key Ring/ Chain;
- Our Branded Leather Conference (Computer – Phone) Bag – Black or Brown;
- Our Branded 8-16 GB USB Flash Memory Drive, with Course Material;
- Our Branded Metal Pen;
- Our Branded Polo Shirt.;
- Our Branded Carrier Bag.

Daily Schedule: 9:30 to 4:30 pm.

Scheduled Delivery Locations:

- Central London, UK;
- Dubai, UAE;
- Kuala Lumpur, Malaysia;
- Amsterdam, The Netherlands;
- Brussels, Belgium;
- Paris, France; and
- Durban, South Africa.

Delivery in other International Locations, on request.

Executive Leadership and High-Performance Team Management Course

Leading to Diploma – Postgraduate – in Executive Leadership and High-Performance Team Management and 36 Credit-Hours, Accumulating to a Postgraduate Certificate, with 144 Additional Credit-Hours, or a Postgraduate Diploma, with 324 Additional Credit-Hours

Course Objectives

By the conclusion of the specified learning and development activities, delegates will be able to:

- Distinguish between groups and mere aggregations;
- Suggest the difference in interpretation of groups and teams;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Distinguish between task forces, committees, command groups and boards; and
- Suggest how informal groups might be empowered to enhance organisational effectiveness.
- Distinguish between the concepts of 'leader' and 'managerial leader';
- Demonstrate their understanding of at least 2 approaches to leadership;
- Demonstrate their understanding of the relationship between fielder's situational model & McGregor's Theory 'X' & Theory 'Y' leadership styles;
- Plot the relationship between managers with high & low least preferred co-worker (LPC), characteristics, respectively;
- Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;
- Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;
- Suggest problems with equalities or traits approaches; and
- Explain 'Person' or 'Consideration Oriented' leaders and their relationship with employee satisfaction and subsequent staff turnover level Point to specific empirical

research supporting the relationship between participative leadership behaviour and organisational effectiveness.

- Provide at least three alternative phrases for the concept of high-performance teams;
- Illustrate the value of high-performance teams in enhancing organisational development;
- Explain the motivation behind the excellence of high-performance teams;
- Illustrate how their organisations can benefit from high performance teams;
- Demonstrate an understanding of the relationship between high performance teams and 'Risky;
- Shifts' and the measures that might be implemented to avert the negative consequence that is likely to ensue;
- Illustrate how the issue of added value might be instilled by high performance teams;
- Discuss the positive effect of high-performance teams to the enhancement of 'Organisational Learning' and 'Learning Organisation';
- Demonstrate a positive perception of the value of a learning organisation to co-operate effectiveness;
- Design a strategy for the initiation development launching empowerment and support of high-performance teams in their organizations;
- Use case examples to illustrate the need for culturing the appropriate leadership styles and strategies that are conducive to the sustainability of high-performance teams in their organizations;
- List the different stages of operational control;
- Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;
- Determine the importance of training and development in the 'culturing' of High Performance Teams;
- Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;
- Demonstrate an understanding of the importance of inter-personal skills in the continuing performance of autonomous work teams;
- Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;

- Suggest how effective conflict management might enhance the lifespan of high productivity teams;
- Demonstrate the ability to place equity in the context of organisational reward;
- Demonstrate and understanding of the place of equity in the functioning of high productivity teams; and
- Illustrate the role of the internal and external Organisational Development Consultant (OD) in supporting the development maintenance and crisis management of High-Performance Teams.

Course Contents, Concepts, and Issues

Part 1: Team Dynamics (1)

- Groups: A Definition;
- Distinguishing Groups from Aggregations;
- Group Solidarity;
- Group Cohesion;
- Team or Group: A Distinction;
- Team Dynamics;
- Types of Teams;
- Command Teams;
- Committees (Temporary and Standing);
- Task Forces;
- Boards;
- Team Formation;
- Forming;
- Storming;
- Norming or Initial Integration;
- Performing or Total Integration;
- Disbandment or Adjournment;
- Purpose of Teams in the Work-Place;

Part 2: Team Dynamics (2)

- Team Characteristics;
- The Role Concept: An Introduction;
- How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development?;
- Dysfunctional Behaviour in Teams;
- Aggressiveness;
- Blocking;
- Interfering;
- Competing;
- Seeking Sympathy;
- Withdrawal;
- Special Pleading;
- Inter-Team Conflict;
- Sources of Inter-Team Conflict;
- Consequences of Dysfunctional Conflict;
- Team Decision-Making;
- Social Identity Theory;

Part 3: Team Dynamics (3)

- Team Building and Maintenance Roles: Improving Team Effectiveness;
- Encouraging Members;
- Harmonising;
- Standard Setting;
- Gate-Keeping;
- Determining the Optimum Team Size;
- Providing Team Incentives;
- Encouraging Conflict;
- Averting Groupthink;
- Avoiding the Risky Shift Syndrome;
- 'Resonance' As an Issue in Team Development;

- Employing Transactional Analysis;
- Employing Effective Diversity Management;
- Discouraging Resonation.

Part 4: Executive High Performance Leadership (1)

- The Concepts of 'Leader' and 'Managerial Leader';
- The Leader and Authority;
- The Leader and Influence;
- The Manager and the Conferment of Power;
- The Application of Control and 'Power Cohesion';
- The 'Managerial Leader' and the Ability to Vary Strategy;
- Power as Recourse of the Managerial Leader;
- Leadership and Interpersonal Relationship;
- Approaches to Leadership;
- Qualities or Traits Approach To Leadership;
- Task and Person Orientation;
- Participative Leadership;
- Transactional Leadership;

Part 5: Executive High Performance Leadership (2)

- Transformational Leadership;
- Contingency or Situational Approaches to Leadership;
- Leaders vs. Non-Leaders In Relation To Confidence & Intelligence;
- Leadership and Extroversion;
- Problems with Traits Approach';
- Social, Power and Achievement Needs and Their Relevance to Leadership;
- 'Task and Leader- Qualities Match';
- Perceived Consequence of Task Orientation and Reduced Relationship Orientation for Managerial Effectiveness;
- The Consequence of Person or Consideration Oriented Leadership on Employee Satisfaction and Subsequent Staff Turnover;

- Contingent Factors and Leader Effectiveness or Ineffectiveness;
- Perceived Value of 'Democratic Leader Behaviour', Dispensing Participative Leadership;
- Perceived Value of 'Autocratic Leader Behaviour'.

Part 6: Executive High Performance Leadership (3)

- Value Of 'Performance Monitoring' To Individual Effectiveness;
- Result Orientation Leadership vs. Process Oriented Leadership;
- Transformational Leadership and Charisma;
- Mission Progress Articulation;
- Leading Through Delegation;
- Subordinates' Perception of Transformational Leadership vs. Transactional Leadership;
- Contingency Approaches to Leadership and the Crucial Nature of an Organisation's Environmental Variables;
- Contingency Approaches vs. Universalist Approaches to Leadership;
- Contingency Approaches to Leadership and Their Relationship to Trait and Style Orientations;

Part 7: Executive High Performance Leadership (4)

- Employee Development or Maturity and Its Relevance to Superior-Subordinate Relationships;
- Superior-Subordinate Relationships as Leader Behaviour;
- Superior-Subordinate Relationships as Control and Influence;
- Superior-Subordinate Relationships as Power and Authority;
- Least Preferred Co-Worker (LPC) – Low and High;
- Characteristics of LPC Managers and Their Relationship to McGregor's Theory X and Theory Y;
- Characteristics of Low LPC Managers and Their Relationship to Autocratic Leader Behaviour;
- Characteristics of Low LPC Managers and Their Relationship with Theory X;

- Characteristics of Low LPC Managers and Their Relationship to Task Control;
- Characteristics of High LPC Managers and Their Relationship to McGregor's Theory Y Leader;
- Characteristics of High LPC Managers and Their Relationship To Permissive Leader Behaviour;

Part 8: Executive High Performance Leadership (5)

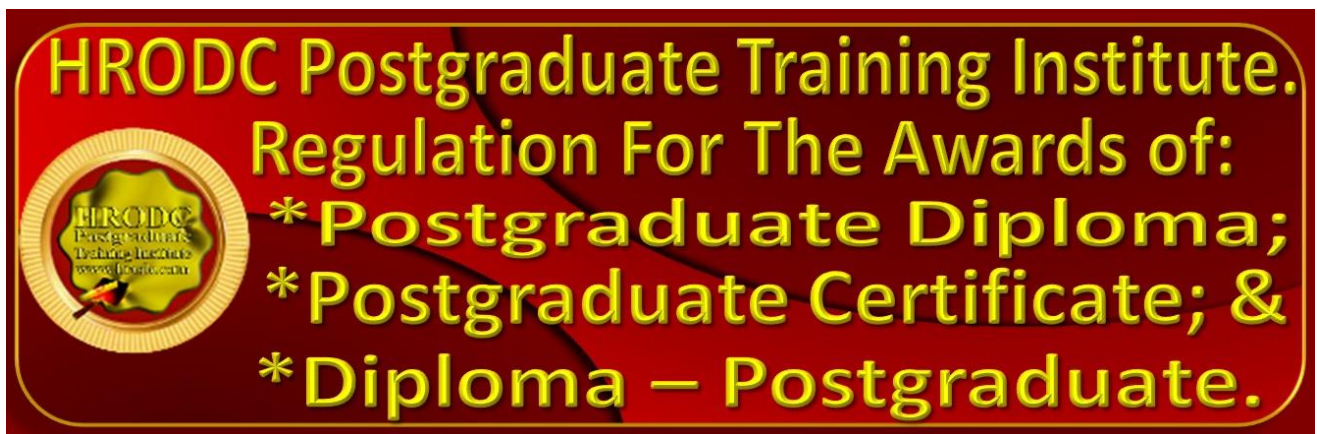
- LPC Leaders and Their Relationship with Production Orientation;
- LPC Leaders and Their Perception of the Behaviour That They Need to Exhibit to Achieve Productivity Improvement;
- LPC Leaders and the Concept of 'Power Distance';
- LPC Leaders and Their Emphasis on Meeting Targets;
- LPC Leaders and the Level of Regard They Have For Superior-Subordinate Relationship;
- Relevance of Situational Variables on Leader Behaviour:
 - Leader-Member Relation;
 - Task Structure;
 - Position Power.
- Situational Variables and Expectancy Theory of Motivation.

Part 9: High – Performance Teams

- High Performance Teams: A Definition;
- Autonomous Work Teams;
- Autonomous Work Groups;
- Learning Groups;
- Self-Directed Work-Teams/Groups;
- Self-Managed Teams;
- The Potential Energy of High-Performance Teams.

Part 10: Organisational Benefits of High-Performance Teams

- Instituting High-Performance Teams;
- Empowering High-Performance Teams;
- Inevitable Issues of Reward and Equity;
- Internal and External Organisational Development (OD) Consultant's Role in the Formation, Development, Support and Maintenance of High-Performance Teams.



Diploma – Postgraduate – Short Courses; Postgraduate Certificate and Postgraduate Diploma Programmes

Postgraduate Short Courses are of a minimum of five days' Classroom-Based (10 days' Video-Enhanced Online) but less than 6 weeks' Classroom-Based (less than 10 weeks' Video-Enhanced Online) duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Certificate and Postgraduate Diploma. Postgraduate Certificate and Postgraduate Diploma represent Programmes of Study, leading or accumulating to Awards bearing their title prefixes. While we, refer to our short studies, detailed above, as 'Courses', those with duration of 6 weeks or 12 weeks In-Classroom (10- and 20-weeks' Video-Enhanced Online) are labelled 'Programmes'. Nevertheless, we conform to popular usage, by often referring to all study durations as 'Courses'. A mark of distinction, though, is that participants in a short course are referred to as 'Delegates', as opposed to the ascription 'Students', which is confined to those studying a Postgraduate Programme.

In line with the above notion, a Postgraduate Certificate might be earned through a 6 weeks' Intensive Classroom-Based Study, or 10 weeks' Video-Enhanced, or Face-To-Face, Online Delivery. Similarly, a Postgraduate Diploma might be studied for 12 weeks In-classroom or 20 weeks Video-Enhanced Face-To-Face. They might also be taken through a blend of both modes, providing that a minimum of 6 and 12 Credits and 180 or 360 Credit-Hours, respectively, are earned. You might Pick and Mix Courses, to create your preferred blend of Disciplines, or follow a predesigned Specialist route. They might accumulate from our Postgraduate Short Courses, or through continuous study. These Specialisms are exemplified by the following excerpts from the document 'Postgraduate Certificate and Postgraduate Diploma Awards'.

Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles	
Programme #	Award Title (Click to Download Desired Brochure)
010	Postgraduate Diploma in Human Resource Management.
010.1	Postgraduate Certificate in Human Resource Management.
014	Postgraduate Diploma in Automotive Electrical, Electronic and Mechanical Diagnostic, Maintenance and Repair
017	Postgraduate Diploma in Real Estate Management, Incorporating Property Law.
017.1	Postgraduate Certificate in Real Estate Management, Incorporating Property Law.
020	Postgraduate Diploma in Accounting and Finance.
020.1	Postgraduate Certificate in Accounting and Finance.
028	Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety.
032	Postgraduate Diploma in Executive Management

Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles	
Programme #	Award Title (Click to Download Desired Brochure)
032.1	Postgraduate Certificate in Executive Management
043	Postgraduate Diploma in Communication and Information Management.
043.1	Postgraduate Certificate in Communication and Information Management.
044	Postgraduate Diploma in Women in Management.
044.1	Postgraduate Certificate in Women in Management.
061	Postgraduate Certificate in Financial Accounting and Management Accounting.
070	Postgraduate Diploma in Human Resource Training and Development Management
070.1	Postgraduate Certificate in Human Resource Training and Development Management.
079	Postgraduate Diploma in Managing National and International Economic Competition.
085	Postgraduate Diploma in Corporate Governance and Strategic Management.
085.1	Postgraduate Certificate in Corporate Governance and Strategic Management.
086	Postgraduate Diploma in Business Administration

Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles	
Programme #	Award Title (Click to Download Desired Brochure)
86.1	Postgraduate Certificate in Business Administration.
097	Postgraduate Diploma in Telecommunication Systems
097.1	Postgraduate Certificate in Telecommunication Systems
115	Postgraduate Diploma in Cost Accounting, Budgeting, Profitability Analysis, Strategy and Balanced Scorecard.
115.1	Postgraduate Certificate in Cost Accounting, Budgeting, Profitability Analysis.

Understanding Our Postgraduate Credit System

Credit-Hours and Credit-Values, in Diploma – Postgraduate - Award

Credit-Hours are the actual amount of time that a lecturer or tutor spends with his or her students or delegates, in both Classroom-based and Video-Enhanced Deliveries. Each Five-Day Classroom-Based, or a Ten-Day Video-Enhanced (3 hours per day) Course consists of 30 Credit-Hours, while a 6-Day Classroom-based (12day Video-Enhanced) course amounts to 36 Credit-Hours. Because Credit-Values are calculated in multiples of 30 Credit-Hours, 60-89 Credit-Hours have a Double-Credit (2 Credit) value, while 90 Credit-Hours earn a Triple-Credit (3 Credits).

A delegate who successfully completes a Postgraduate Short Course of 30 or more Credit-Hours, but which is less than 180 Credit-Hours (Postgraduate Certificate), is awarded a Diploma – Postgraduate. This Award is assigned Credit-Values and Credit-Hours, as are exemplified by the following:

Executive Leadership and High-Performance Team Management, Leading to Diploma - Postgraduate - in Executive Leadership and High-Performance Team Management, Double-Credit, 60 Credit-Hours, Accumulating to A Postgraduate Certificate, with 120 additional Credit-Hours, and a Postgraduate Diploma, with -300 additional Credit-Hours

1. Diploma – Postgraduate – in Organisational Change Management, 30 Credit-Hours;
2. Diploma - Postgraduate - in Trainer Training: Training for Trainers, Double-Credit, 60 Credit-Hours:
3. Conveyancing and Property Valuation: Property Law, Double-Credit, 72 Credit-Hours:
4. Diploma – Postgraduate – in University and Higher Education Administration, Triple-Credit, 90 Credit-Hours;
5. Diploma – Postgraduate – in Tourism and International Relations, Quad-Credit, 120 Credit-Hours.

As in the first example, above, where the Credit-Value is not noted in an Award, it must be assumed that it is a Single-Credit Value.

Postgraduate Diploma Award

A Postgraduate Diploma Award is achieved with a minimum of 360 Credit-Hours, through continuous study, or an accumulation of Credit-Hours.

Postgraduate Certificate Award

A Postgraduate Certificate might be gained with a minimum of 180 Credit-Hours, through continuous study or Credit-Hours' accumulation.

Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

All Postgraduate Short Courses accumulate to a Postgraduate Certificate and a Postgraduate Diploma, on a 'Pic and Mix' or Specialist basis. This means that we maintain academic records for each delegate, indicating the courses studied, with their Credit-Value and Credit-Hours, as are indicated above, '**Credit-Hours and Credit-Values, in Diploma – Postgraduate – Award**'. The Credit-Hours are aggregated to accumulate to at least 180 and 360 Credit-Hours, for a Postgraduate Certificate and a Postgraduate Diploma, respectively.

Each Short Course Award (below a Postgraduate Certificate) indicates both its Credit-Value and Credit-Hours, excepting for Single-Credit.

Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

All Specialist Postgraduate Certificate and Postgraduate Diploma Programmes have predetermined Award Titles. Delegates who do not follow a specialism, for accumulation to a Postgraduate Certificate and Postgraduate Diploma, receive a Generalist, rather than a Specialist, Award. However, a Specialist Award is given to delegates who studied at least seventy percent (70%) of their courses in a specialist grouping, as are exemplified above, under the heading '**Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles**'.

Assessment Requirement For Postgraduate Diploma; Postgraduate Certificate; and Diploma - Postgraduate

Because of the intensive nature of our Courses and Programmes, for In-Classroom, and Video-Enhanced Online modes, assessment will take place during or at the end of the '**active teaching period**', adopting differing formats. These structures include, but are not limited to:

- In-Class Tests;
- Text-Case Analyses;
- Video-Case Analyses;
- 'Out-of-Class' Assignments;
- Individual Presentations;
- Group Presentations; and
- End of Course Examinations.

Based on these assessments, successful candidates will receive either a:

- Diploma – Postgraduate - Award;
- Postgraduate Certificate Award; or
- Postgraduate Diploma Award.

For all the above Awards, a minimum of 70% overall pass is expected. To receive the Awards of Postgraduate Certificate and Postgraduate Diploma, candidates must have accumulated at least the required minimum 'Credit-Hours', with a pass (of 70% and above) in at least 70% of the courses taken.

Delegates and students who fail to achieve the requirement for Postgraduate Certificate, Postgraduate Diploma, or Diploma - Postgraduate - will be given support for 2 re-submissions for each course. Those delegates who fail to achieve the assessment requirement for the Postgraduate Diploma or Diploma - Postgraduate - on 2 resubmissions, or those who elect not to receive them, will be awarded the Certificate of Attendance and Participation.

Application Process For Postgraduate Diploma; Postgraduate Certificate; and Diploma – Postgraduate - Short Courses

Applicants for Diploma – Postgraduate; Postgraduate Certificate; and Postgraduate Diploma are required to submit the following documents:

- Completed Postgraduate Application Form, including a passport sized picture affixed to the appropriate section;
- A copy of Issue and Photo (bio data) page/s of the applicant's current valid passport or copy of 'Photo-embedded' National Identity Card;
- Copies of credentials stated in the Application Form.

Admission and Enrolment Procedure

- On receipt of all the above documents, they will be forwarded to our 'Admissions Committee', which will assess applicants' suitability for the Course or Programme for which they have applied;
- If they are accepted on their chosen Course or Programme, they will be notified accordingly, and sent Invoices;
- Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.

- Those intending to study in a foreign country, and require a Visa, will be sent the necessary **Immigration Documentation**, to support their application;
- **Joining Instruction** will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:
 - Venue Name, Location, with specific address;
 - Details of Airport Transfer, where appropriate;
 - Start date and time;
 - Registration details;
 - Daily Schedule;
 - Local Transportation Details;
 - Residential Accommodation Details;
 - Leisure and Shopping Facilities, in the area;
 - General Security Information; among others.

Our Synchronous (Video-Enhanced) Online Study Mode

In a move away from the traditional online courses and embracing recent developments in technology-mediated distance education, HRODC Postgraduate Training Institute has introduced a Synchronous (Video-Enhanced) delivery.

You are taught as individuals, on a one-to-one or one-to-small-group basis. You see the tutor face to-face, for the duration of your course. You will interact with the lecturer, ask, and address questions; sitting examinations, in his or her presence. It is as real as any face-to-face lecture and seminar can be. Choose from a wide range of Diploma – Postgraduate - Courses and an increasing number of Specialist Postgraduate Certificate and Postgraduate Diploma Programmes. You might also accumulate Postgraduate Short Courses, via this mode of study, over a **12-year period**, towards a Postgraduate Certificate or Postgraduate Diploma.

Key Features of Our Online Study: Video-Enhanced Online

- The tutor meets the group and presents the course, via Video, in a similar way to its classroom-based counterpart;
- All participants can see, and interact with, each other, and with the tutor;

- They watch and discuss the various video cases and demonstrations that form an integral part of our delivery methodology;
- Their assessment is structured in the same way as it is done in a classroom setting;
- The Video-Enhanced Online mode of training usually starts on the 1st of each month, with the cut-off date being the 20th of each month, for inclusion the following month;
- Its duration is twice the duration of its classroom-based counterpart. For example, a 5-day (30 Credit Hours) classroom-based course will last 10 days, in Video-Enhanced Online mode. This calculation is based on 3 hours tuition per day, adhering to the Institute's required 30 Credit-Hours;
- The cost of the Video-Enhanced Online mode is 67% of similar classroom-based courses;
- For example, a 5-day classroom-based course, which costs Five Thousand Pounds, is only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.

**10- Week Synchronous (Video-Enhanced) Online Postgraduate Certificate; and
20-Week Synchronous Online Postgraduate Diploma Programmes**

You might study an Online Postgraduate Certificate or Online Postgraduate Diploma, in 10 and 20 weeks, respectively, in the comfort of your office or homes, through HRODC Postgraduate Training Institute's Synchronous (Video-Enhanced) Online Delivery. We will deliver the 180 Credit-Hours and 360 Credit-Hours, respectively, in line with our **Regulation**, through 'Direct-Lecturer-Contact', within the stipulated timeframe. We aim to fit the tuition around your work, family commitment and leisure, thereby enhancing your maintenance of an effective 'work-study-life-style balance', at times convenient to you and your appointed tutor.



Service Contract: Incorporating Terms and Conditions

[Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.](https://www.hrodc.com/Service_Contract_Terms_and_Conditions_Service_Details_Delivery_Point_Period_Cancellations_Extinuating_Circumstances_Payment_Protocol_Location.htm)

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The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate's subscription to our Policy Terms and Conditions, which are legally binding.

You are most Welcome to Visit our Main Website, & SM Pages, to Communicate with, & 'Follow', us.



For and on Behalf of:
Prof. Dr. R. B. Crawford - Director
HRODC Postgraduate Training Institute

