


#259
Business Technical Report Writing
COURSE OR SEMINAR
Leading to:
DIPLOMA - POSTGRADUATE IN
Business Technical Report Writing (Quad-Credit = 120 Credit-Hours)
Accumulating To a
Postgraduate Certificate, With 60 Additional Credit-Hours, or a
Postgraduate Diploma, With 240 Additional Credit-Hours

HWTI	Postgraduate Training Institute
HQ : 122A Bhylls Lane, Castlecroft, Wolverhampton, West Midlands WV3 8DZ, UK	
	Prof. Dr. Ronald B. Crawford - Director
PhD (Uni London); M. Ed. M (Bristol); PGCIS (UWL); Adv. Dip. Sc. Ed (Bristol); Dip. Doc. Res. (Uni Wlv); F.I.M.S.; HR. S. (I.M.S.); Exec. M. AOM; M. AAM; M.I.S.G.S.; M.S.C.O.S.; M. R.G. C.	

HRODC POSTGRADUATE TRAINING INSTITUTE
A Postgraduate-Only Institution, Verified by, & Registered with, UK's Department for Education

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HRODC Postgraduate Training Institute, A Postgraduate-Only Institution
Our UK Government's Verification and Registration

Our Institute is Verified by, and Registered with, the United Kingdom (UK) Register of Learning Providers (UKRLP), of the Department for Education (DfE). Its UK Provider Reference Number (UKPRN) is: 10019585 and might be located at: <https://www.ukrlp.co.uk/>.

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Programme Coordinator:


Prof. Dr. R. B. Crawford is the Director of HRODC Postgraduate Training Institute, A Postgraduate-Only Institution. 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);
- 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.

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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:

- Business Owners;
- CEO's;
- College Lecturers;
- Communication Specialists;
- Corporate Secretaries;
- Data Analysts;
- Doctoral Researchers;
- Informatics Specialists;
- Members of Board of Directors;
- Postgraduate Researchers;
- Principal Academic and Administrative Support;
- Project Leaders;
- Reception Administrators;

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- Research Supervisors;
- Senior Executives;
- Senior Managers;
- Senior Public Administration Officials;
- Senior Researchers;
- Senior Team Leaders;
- Senior Team Supervisors;
- Training and Employee Communication Professionals;
- University Lecturers;
- Other Professionals at all levels, who are desirous of enhancing their Communication and Information Skills.

Classroom-Based Duration and Cost:	
Classroom-Based Duration:	20 Days
Classroom-Based Cost:	£20,000.00 Per Delegate
Online (Video-Enhanced) Duration and Cost	
Online Duration:	40 Days – 3 Hours Per Day
Online Cost:	£13,400.00 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.

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

- HRODC Postgraduate Training Institute's **Leather Conference Folder**;
- HRODC Postgraduate Training Institute's **Leather Conference Ring Binder/ Writing Pad**;
- HRODC Postgraduate Training Institute's **Key Ring/ Chain**;
- HRODC Postgraduate Training Institute's **Leather Conference (Computer – Phone) Bag** – Black or Brown;
- HRODC Postgraduate Training Institute's **8-16 GB USB Flash Memory Drive**, with Course Material;
- HRODC Postgraduate Training Institute's **Metal Pen**;
- HRODC Postgraduate Training Institute's **Polo Shirt**.

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

Delivery Locations:

1. **Central London, UK;**
2. **Dubai, UAE;**
3. **Kuala Lumpur, Malaysia;**
4. **Amsterdam, The Netherlands;**
5. **Brussels, Belgium;**
6. **Paris, France; and**
7. **Durban, South Africa;**
8. **Other International Locations, on request.**

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Business Technical Report Writing Course

Leading to Diploma – Postgraduate - in Business Technical Report Writing (Quad-Credit and 120 Credit-Hours), Accumulating to A Postgraduate Certificate, with 60 additional Credit-Hours, and a Postgraduate Diploma, with 240 Additional Credit-Hours

Course Objectives

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


- Advise others of the situations in which participant observation, conversation analysis, documentary analysis, focus groups, interviews & questionnaires, respectively, are appropriate;
- Advise others of the situations in which participant observation, conversation analysis, documentary analysis, focus groups, interviews & questionnaires, respectively, are appropriate;
- Assess the value of secondary sources of information as a prelude to the conduct of primary research;
- Choose sources of information appropriate for the type of research being conducted;
- Choose the methodology that best suits the type of investigation being conducted & appropriate to the research objectives;
- Choose the most appropriate data elicitation techniques, in relation to the sampling frame, sampling unit, sample size & time span, among other factors;
- Choose the most appropriate data elicitation techniques, in relation to the sampling frame, sampling unit, sample size & time span, among other factors;
- Demonstrate effective verbal and non-verbal presentation skills, during the delivery of their oral-visual presentations;
- Demonstrate their ability to select the information that is relevant to the particular issues being presented, omitting the irrelevant aspects;

- Demonstrate their understanding of the importance of the introduction – in oral-visual presentations;
- Demonstrate their ability to work collaboratively in:
 - Designing an investigation;
 - Eliciting data;
 - Analysing data;
 - Interpreting Data;
 - Presenting Information.
- Design an investigation, taking pertinent factors into account;
- Design interview & questionnaire schedules that will elicit information appropriate to the objectives of the report;
- Design interviews & questionnaires that will elicit information appropriate to the research objectives;
- Design questionnaires & interview schedules, with a mixture of open-ended & closed-ended items, avoiding forced-choice in the latter;
- Design questionnaires & interview schedules, with a mixture of open-ended & closed-ended questions, avoiding forced-choice in the latter;
- Design structured & unstructured questions, determining the conditions under which they should be used;
- Design structured & unstructured questions, determining the conditions under which they should be used;
- Distinguish between summary and conclusions;
- Employ appropriate data analysis techniques, based on the type & volume of data available;
- Employ the most appropriate data analysis techniques, based on the type & volume of data available;
- Exhibit their ability to select the most appropriate PowerPoint template, in line with the type of presentation they intend to deliver;
- Explicitly demonstrate that they took the necessary steps in the preparation for their oral-visual presentation;
- Identifying 'trends' & 'patterns' in information, in an effort to arrive at the appropriate conclusions;

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- Identifying 'trends' & 'patterns' in information, in an effort to arrive at conclusions;
- Manage an investigation, from inception and design to reporting; and
- Prepare and deliver electronic presentations;
- Produce effective reports, adhering to conventional styles, presenting evidence from the data, & exploiting visual representations;
- Produce effective reports, adhering to conventional styles, presenting evidence from the data, & exploiting visual representations;
- Programme their presentations to provide 'dim effect', thereby enhancing the readability and psychological effect of the information they present;
- Set their PowerPoint presentation slides to automatic run, timing it to coincide with their allocated time;
- Use Microsoft Excel to make necessary calculations;
- Use SPSS and, or, Excel software packages in analysing data;

Course Contents, Concepts and Issues

Part 1 - Reports: Purposes and Types (1)

- What is a Report?;
- Purposes of Reports;
- Informal Reports;
- Formal Reports.
- Accident Reports;
- Agendas for Committee Meetings;
- Annual Reports;
- Appraisal Reports;
- Audit Reports;
- Comparative Testing Reports;

- Duty Notes Reports;
- Explanatory Reports;
- Feasibility Reports;
- Informative Reports.

Part 2 - Reports: Purposes and Types (2)

- Instructional Manuals.
- Interview Reports.
- Corporate Financial Reports;
- Minutes;
- Process Description Reports;
- Progress Reports;
- Research Reports;
- Scientific Reports;
- Systems Evaluation Reports;
- Technical Reports;
- Technological Reports;
- Trouble-Shooting Reports.

Part 3 – Style Guide To Effective Report Writing

- Report style;
- Achieving an Appropriate and Effective Style;
- Choice of Words and Phrases;
- Principles of an Effective Report Writing;
- Report Draft;
- Revising and Editing the Report;
- Collaborating Writing.

Part 4 – Information Sources For Business Technical Report Writing

- Sources of Information:
 - Secondary Sources of Information;
 - Primary Sources of Information;
 - Combining Primary and Secondary Sources of Information.
- Selecting appropriate background information;
- Choosing The Methodology for collecting information;
- Qualitative Approaches to collecting information;
- Quantitative Approaches to collecting information;
- Combining or 'Triangulating' The Methods of collecting information.

Part 5 – Data Elicitation Techniques For Business Technical Reports (1)

- Employing Surveys as a Research Tool:
 - Cross-Sectional Surveys;
 - Longitudinal Surveys.
- Participant Observation as a Qualitative Data Elicitation Tool:
 - Enacting the Complete Observer Role;
 - Contextualising the Complete Participant Role;
 - The Participant-Observer Role;
 - Being an Observer-Participant Role;
 - The Practicality of the 'Complete Participant as Observer' Role.
- Conversation Analysis:
 - Conversation Analysis as Qualitative Methodological Technique;
 - Quantifying Conversation Analysis;
 - Combining Qualitative and Quantitative Approaches in Conversation Analysis.


Part 6 – Data Elicitation Techniques For Business Technical Reports (2)

- Documentary Analysis:
 - Documentary Analysis as Qualitative Methodological Technique;
 - Quantifying Documentary Analysis;
 - Combining Qualitative and Quantitative Approaches in Documentary Analysis.
- Focus Groups:
 - Optimising Focus Group Size;
 - Constituting Focus Groups;
 - Operationalising Focus Groups;
 - Quantifying Focus Group Responses;
 - Analysing Focus Group Output;
 - Validating Focus Groups in Ethnographic Research.
- Interviews and Questionnaires as Data Elicitation Techniques in Qualitative and Quantitative Research Methodologies:
 - Distinguishing between Interviews and Questionnaires;
 - Positive Issues associated with the use of Questionnaires;
 - Negative Issues associated with the use of Questionnaires;
 - Positive Issues associated with the use of Interviews;
 - Negative Issues associated with the use of Interviews;

Part 7 - Sampling For business Technical Report Writing

- Determining the 'Population':
 - The 'Theoretical Population';
 - The 'Accessible Population'.
- Factors that Define a 'Population'.
 - A Sample as a Factor of the 'Theoretical Population';

Business Technical Report Writing Course - Page 12 of 28



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- Sampling the 'Accessible Population'
- What Constitutes a 'Representative Sample';
- The Sampling Frame:
 - Determining a Suitable Sampling Frame;
 - Factors Mitigating against a 'Sample Frame Choice'.
- Sampling Techniques:
 - Convenience or Non-random Samples;
 - Quota Sample;
 - Systematic Sample.
- Probability or Random Samples?
 - Simple Random Sample;
 - Stratified Sampling;
 - Bases of Stratification;
 - Multi-stage Sampling: Its Organisation and Execution.

Part 8 - Reviewing Literature For Business Technical Reports

- Nature of the Literature Review;
- Literature Review Process;
- Sources of Literature;
- Critical Review;
- Structure of a Literature Review.

Part 9 - Primary Data Collection For Business Technical Reports

- What Are Primary Data?
- Primary Data Collection Options;
- Introduction to Questionnaires and Interviews;
- Interviews;

- Questionnaires;
- Observation;
- Conducting Field Work within the Organisation;
- Cultural Issues and Data Collection;
- A Mixed Methods Approach to Data Collection;
- The Project Supervisor and the Primary Data Collection.

Part 10 - Using Secondary Data For Business Technical Reports

- What Are Secondary Data?;
- Reasons for Basing Your Research Project Entirely On Secondary Data;
- Business and Secondary Data;
- Internet as a Secondary Data Source;
- Literature Review vs. Secondary Data Analysis;
- Secondary Data Classifications;
- Advantages of Secondary Data;
- Disadvantages of Secondary Data;
- Evaluating Secondary Data;
- Presenting Secondary Data;
- The Project Supervisor and Secondary Data.

Part 11 - Interview and Questionnaire Design & Administration in Business Technical Reports (1)

- Salient Issues in Questionnaire Design;
- Designing Unstructured Questions for Questionnaires;
- Designing Structured Questions for Questionnaires;
- Designing Structured Closed-Ended Questions for Questionnaires;
- Designing Structured Open-Ended Questions for Questionnaires;

- Multiple-choice Format as the basis for Designing Structured Closed-Ended Questions in Questionnaires;
- Avoiding 'Forced-choice' in Structured Closed-Ended Questions in Questionnaires;
- Questionnaire Administration:
 - Personal Questionnaire Administration;
 - Timing of Questionnaire Administration;
 - Web-based Questionnaire Administration:
 - ❖ Protecting against multiple-responses;
 - ❖ Anti-bot Security Measures.

Part 12 - Interview and Questionnaire Design & Administration in Business Technical Reports (2)

- Designing the Interview Schedule:
 - Designing Unstructured Interview Questions;
 - Designing Structured Interview Questions;
 - Designing Structured Closed-Ended Interview Questions;
 - Designing Structured Open-Ended Interview Questions;
 - Multiple-choice Format as the basis for Designing Structured Closed-Ended Interview Questions;
 - Avoiding 'Forced-choice' in Structured Closed-Ended Questions;
 - Incorporating Prompts and Guides;
- Arranging and Conducting Interviews:
 - Determining an appropriate Time-Frame for the Interview Administration;
 - Establishing Standard for Interview Administration;
 - Keeping to a common duration;
 - Using Unstructured Questions in Interviews;
 - Using Open-ended Questions in Interviews;
 - Recording General Responses during an Interview;
 - Recording responses to Open-ended Questions;

- Recording responses to Closed-ended Questions;
- Recording Multiple-Responses from an Interviewee;
- Recording Verbatim Comments, during an Interview;
- Recording Verbatim Comments, as an addition to responses to Closed-ended Questions;
- Dealing with the unexpected occurrences during an Interview.

Part 13 - Data Analysis and Interpretation For Business Technical Reports

- Instruments of Analysis:
 - Using a 'Tally System';
 - Using SPSS Package;
 - Using Excel Package.
- Data Interpretation:
 - Making Sense of the Information;
 - Identifying 'Trends' & 'Patterns' in Information;
 - Arriving at Conclusions.

Part 14 - Analysing Quantitative Data For Business Technical Reports

- Defining Quantitative Data Analysis;
- Preparing Data Analysis;
- Summarising and Presenting Data;
- Describing Your Data;
- Inferential Statistics;
- Determining the Statistical Tests to Use;
- Statistical Software Packages.

Part 15 - Analysing Qualitative Data For Business Technical Reports

- Defining Qualitative Analysis;
- Steps in Qualitative Analysis;
- Transcribing Your Data;
- Reading and Generating Categories, Themes and Patterns;
- Interpreting Your Findings;
- Approaches to Qualitative Analysis;
- Quantifying Qualitative Data;
- Determining the Appropriate Qualitative Approach to Use In Analysing Data;
- Qualitative Analytical Software Packages.

Part 16 - Data Analysis For Business Technical Reports

- Instruments of Analysis:
 - Using a 'Tally System';
 - Using SPSS Package;
 - Using Excel Package;
- Data Interpretation:
 - Making Sense of The Information;
 - Identifying 'Trends' & 'Patterns' in Information;
 - Arriving At Conclusions;
 - Reporting The Findings;
 - Reporting Styles;
 - Using the Evidence.

Part 17 - Presenting The Research Findings in Business Technical Reports

- Report Planning;
- Outlining the Report;
- Report Format:
 - Formatting the Report;
 - Principles of Document Design.
- Guidelines for Report Writing:
 - Drafting the Report
 - Revising the Drafts;
 - Reviewing the Appearance of Draft;
 - Preparing the Final Copy;
 - Logical Ordering of Information;
 - Exploring the Evidence.
 - Creating an Outline;
- Getting Ready to Compile the Report;
- Presenting the 'Evidence';
- Revising and Editing the Report;
- Writing Style and Lapses:
 - Choosing a Writing Style;
 - Frequently Occurring Writing Lapses (FOWLs);
 - Electronic Tools in Identifying FOWLs;
 - Collaborative Writing.
- Report Illustration:
- Impact of Visuals;
- Determinants of Effective Visuals;
- Selecting and Developing Visuals;
- Generating Graphs and Charts from Tables;
- Graphics Tools for Developing Visuals.

Part 18 - Formulating Business Technical Reports

- The Interim Reports;
 - The Final Report;
 - Formal Reports;
 - The Abstract;
 - Establishing the Terms of Reference;
 - The Executive Summary;
 - Choosing Prefacing Summaries;
 - The Introduction;
 - The Background;
 - Styles of Report Writing;
 - Using Visual Presentation to Enhance the Effectiveness of Reports.
- Using evidence from information gathered to support claims made in reports.

Part 19 - Organising Business Technical Reports

- Components of an Effective Report;
- Agreeing Collaborative Objectives;
- Techniques in Ordering Report Information;
- Purpose of an Executive Summary;
- Writing an Executive Summary;
- What is an Abstract?
- Formulating an Abstract;
- Organising Contents and Indices;
- Enhancing Business Report Presentation.

Part 20 - Presenting Business Technical Reports

➤ Business Report Structure:

- Planning;
 - Layout;
 - Sections;
 - Language.
-
- Word Processing;
 - Layout and Design;
 - Typography;
 - Illustrations;
 - Colours;
 - Paper Choice;
 - Covers;
 - Finishing.

Part 21 - Planning, Preparing and Delivering an Oral-Visual Business Technical Report

- Planning the Report Presentation;
- Preparing and Using Presentation Aids;
- Rehearsing the Presentation;
- Managing Question-and-Answer Sessions;
- Team Presentation;
- Ethical Considerations.


Diploma – Postgraduate Short Course, and Postgraduate Diploma Programme, Regulation

Postgraduate Diploma and Diploma – Postgraduate: Their Distinction, Credit Value and Award Title

Postgraduate Short Courses of a minimum of five days' duration, are referred to as Diploma – Postgraduate. This means that they are postgraduate credits, towards a Postgraduate Diploma. A Postgraduate Diploma represents a Programme of Study, leading to an Award bearing that title prefix. We, therefore, refer to our short-studies as 'Courses', while the 'longer-studies', are regarded as Programmes. However, both study-durations are often referred to as 'Courses'. Another mark of distinction, in this regard, is that participants in a short-course are referred to as 'Delegates', as opposed to the term 'Students', which is confined to those studying a Postgraduate Programme.

Courses are of varying Credit-Values; some being Single-Credit, Double-Credit, Triple-Credit, Quad-Credit, 5-Credit, etc. These credits, therefore, accumulate to a Postgraduate Diploma. As is explained, later, in this document, a Postgraduate Diploma is awarded to students and delegates who have achieved the minimum of 360 Credit Hours, within the required level of attainment.

Delegates studying courses of 5-9 days' duration, equivalent to 30-54 Credit-Hours (Direct Lecturer Contact), will, on successful assessment, receive the Diploma – Postgraduate Award. This represents a single credit at Postgraduate Level. While 6-day and 7-day courses also lead to a Diploma – Postgraduate, they accumulate 36 and 42 Credit Hours, respectively.



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Postgraduate Diploma and Diploma - Postgraduate Assessment Requirement

Because of the intensive nature of our courses and programmes, assessment will largely be in-course, adopting differing formats. These assessment formats include, but not limited to, in-class tests, assignments, end of course examinations. Based on these assessments, successful candidates will receive the Diploma – Postgraduate, or Postgraduate Diploma, as appropriate.

In the case of Diploma – Postgraduate, a minimum of 70% overall pass is expected. In order to receive the Award of 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 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.

Diploma – Postgraduate and Postgraduate Diploma Application Requirements

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

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

Admission and Enrolment Procedure


- On receipt of all the above documents we 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 Admission Letters and Invoices;
- One week after the receipt of an applicant's payment or official payment notification, the relevant Course or Programme Tutor will contact him or her, by e-mail or telephone, welcoming him or her to HRODC Postgraduate Training Institute;
- Those intending to study in a foreign country, and require a Visa, will be sent the necessary immigration documentation, to support their application;
- Applicants will be notified of the dates, location and venue of enrolment and orientation, where appropriate.

Modes of Study for Postgraduate Diploma Courses

There are three delivery formats for Postgraduate Diploma Courses, as follows:

1. Intensive Full-time (Classroom-Based) Mode (3 months). This duration is based on six hours' lecturer-contact per day, five days (30 hours) per week;
2. Full-time (Classroom-Based) Mode (6 month). This duration is based on two and a half days' lecturer-contact, equivalent to fifteen hours, per week;
3. Video-Enhanced On-Line Mode. This mode is achieved in twenty (20) weeks, based on three hours per day, six days per week.

Whichever study mode is selected, the aggregate of 360 Credit Hours must be achieved.



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Introducing Our 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 Video-Enhanced Online delivery. This Online mode of delivery is revolutionary and, at the time of writing, is unique to HRODC Postgraduate Training Institute.

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 tutor, ask and address questions; sit examinations in the presence of the tutor. It is as real as any face-to-face lecture and seminar can be. Choose from a wide range of Diploma – Postgraduate Courses and approximately 60 Specialist Postgraduate Diploma Programmes. Accumulate short courses, over a 6-year period, towards a Postgraduate Diploma.

Key Features of Our Online Study: Video-Enhanced Online Mode

- The tutor meets the group and presents the course, via Video, in a similar way to its classroom-based counterpart;
- All participants are able to 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 as long as 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 the classroom-based course;



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M. R. G. C.

- 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.

20-Week Video-Enhanced Online Postgraduate Diploma


You might study an Online Postgraduate Diploma Course, in 20 weeks, in the comfort of your homes, through HRODC Postgraduate Training Institute's Video-Enhanced Online Delivery. We will deliver the 360 hours 'Direct-Lecturer-Contact', as is required by our Institute's Regulation, within the stipulated 20 weeks. We aim to fit the tuition around your work and leisure, thereby enhancing your effective 'Life-Style Balance', at times convenient to you and your appointed tutor.

Cumulative Postgraduate Diploma Courses

All short courses can accumulate to the required number of hours, for the Postgraduate Diploma, over a six-year period from the first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, the minimum being 5 days (Diploma – Postgraduate) – equivalent to 30 Credit Hours, representing one credit, as is tabulated below.

On this basis, the definitive calculation on the Award requirement is based on the number of hours studied (aggregate credit-value), rather than merely the number of credits achieved. This approach is particularly useful when a student or delegate studies a mixture of courses of different credit-values.

For those delegates choosing the accumulative route, it is advisable that at least two credits be attempted per year. This will ensure that the required number of credit hours for the Postgraduate diploma is achieved within the six-year time frame.



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Examples of Postgraduate Course Credits: Their Value, Award Prefix & Suffix – Based on 5-Day Multiples		
Credit Value	Credit Hours	Award Title Prefix (& Suffix)
Single-Credit	30-54	Diploma - Postgraduate
Double-Credit	60-84	Diploma – Postgraduate (Double-Credit)
Triple-Credit	90-114	Diploma – Postgraduate (Triple-Credit)
Quad-Credit	120-144	Diploma – Postgraduate (Quad-Credit)
5-Credit	150-174	Diploma – Postgraduate (5-Credit)
6-Credit	180-204	Diploma – Postgraduate (6-Credit)
7-Credit	210-234	Diploma – Postgraduate (7-Credit)
8-Credit	240-264	Diploma – Postgraduate (8-Credit)
9-Credit	270-294	Diploma – Postgraduate (9-Credit)
10-Credit	300-324	Diploma – Postgraduate (10-Credit)
11-Credit	330-354	Diploma – Postgraduate (11-Credit)
12-Credit	360	Postgraduate Diploma
360 Credit-Hours = Postgraduate Diploma		
12 X 5-Day Courses = 360 Credit-Hours = Postgraduate Diploma		
10 X 6-Day Courses = 360 Credit-Hours = Postgraduate Diploma		

Accumulated Postgraduate Diploma Award Titles

All Specialist Postgraduate Diploma Programmes have their predetermined Award Titles. Where delegates do not follow a Specialism, for accumulation to a Postgraduate Diploma, they will normally be Awarded a General Award, without any Specialist Award Title. However, a Specialist Award will be given, where a delegate studies at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:

- 1. Postgraduate Diploma in Accounting and Finance;**
- 2. Postgraduate Diploma in Aviation Management;**

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3. **Postgraduate Diploma in Business Communication;**
4. **Postgraduate Diploma in Corporate Governance;**
5. **Postgraduate Diploma in Costing and Budgeting;**
6. **Postgraduate Diploma in Client or Customer Relations;**
7. **Postgraduate Diploma in Engineering and Technical Skills;**
8. **Postgraduate Diploma in Events Management;**
9. **Postgraduate Diploma in Health and Safety Management;**
10. **Postgraduate Diploma in Health Care Management;**
11. **Postgraduate Diploma in Human Resource Development;**
12. **Postgraduate Diploma in Human Resource Management;**
13. **Postgraduate Diploma in Information and Communications Technology (ICT);**
14. **Postgraduate Diploma in Leadership Skills;**
15. **Postgraduate Diploma in Law – International and National;**
16. **Postgraduate Diploma in Logistics and Supply Chain Management;**
17. **Postgraduate Diploma in Management Skills;**
18. **Postgraduate Diploma in Maritime Studies;**
19. **Postgraduate Diploma in Oil and Gas Operation;**
20. **Postgraduate Diploma in Oil and Gas Accounting;**
21. **Postgraduate Diploma in Politics and Economic Development;**
22. **Postgraduate Diploma in Procurement Management;**
23. **Postgraduate Diploma in Project Management;**
24. **Postgraduate Diploma in Public Administration;**
25. **Postgraduate Diploma in Quality Management;**
26. **Postgraduate Diploma in Real Estate Management;**
27. **Postgraduate Diploma in Research Methods;**
28. **Postgraduate Diploma in Risk Management;**
29. **Postgraduate Diploma in Sales and Marketing;**
30. **Postgraduate Diploma in Travel, Tourism and International Relations.**

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The actual courses studied will be detailed in a student or delegate's Transcript.

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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.

Prof. Dr. Ronald B. Crawford
Director
HRODC Postgraduate Training Institute