

#010.1

Human Resource Management, Postgraduate Programme.

**Leading To:** 

Postgraduate Certificate in

Human Resource Management.

Accumulating to a Postgraduate Diploma, with 180 additional Credit-Hours.

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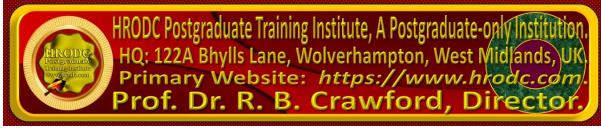


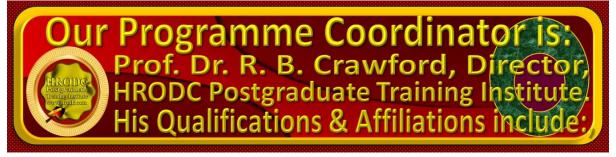






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- Doctor of Philosophy {(PhD) {University College London (UCL) University of London)};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (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.

### 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

#### He was formerly an Expatriate at:

- Ministry of Education, Sokoto, Nigeria;
- Ministry of Science and Technical Education, Sokoto, Nigeria;
- University of Sokoto, Nigeria;
- College of Education, Sokoto, Nigeria; and

Former Editor-In-Chief of 'Sokoto Journal of Education'.



- Board of Directors;
- Business Development Experts;
- Business Owners;
- Corporate Directors;
- Divisional Managers;
- Employee Development Managers;
- Entrepreneurs;
- Executives;
- HR Generalists:

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- HR Managers;
- HR Professionals;
- Human Resource (HR) Consultants;
- Human Resource (HR) Development Specialists;
- Human Resource (HR) Directors;
- Human Resource (HR) Executives;
- Human Resource (HR) Generalists;
- Human Resource (HR) Managers;
- Human Resource (HR) Planners;
- Human Resource (HR) Professionals;
- Human Resource (HR) Recruitment Specialists;
- Human Resource (HR) Strategists;
- Human Resource Development Managers;
- Human Resource Management Managers;
- Human Resource Managers;
- Human Resource Professionals;
- Junior Managers;
- Line Managers;
- Management Consultants;
- Management Development Directors;
- Middle Managers;
- Officers;
- Organisational Leaders;
- Performance Consultants;
- Project Team Leaders;
- Senior Executives and Managers;
- Senior Leaders who oversee the activities of teams;
- Senior Managers;
- Specialist Team Leaders;
- Supervisors;
- Talent Management Officials;
- Talent Managers;
- Team Development Personnel;
- Team Leaders;
- Team members themselves;

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- Team Supervisors;
- Those who would like to gain knowledge and understanding about the concept of Training Needs Analysis;
- Training and Development Managers;
- Training Coordinators and Administrators;
- Training Directors;
- Training Managers;
- Transaction Analysts;
- Venture Capitalists;
- ➤ All others who are desirous of mastering the Employee Resourcing Process, specifically, those who are concerned with Workforce Planning; Human Resource Recruitment; Human Resource Selection; Human Resource Strategising. Also, those who wish to enhance their expertise in team formation, team development, team behaviour, resonation control, transactional analysis and other salient aspects of team dynamics





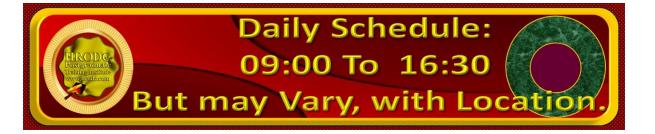
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- Snacks on Event Days;
- Lunch on Event Days;
- City Tour;
- Stationery;
- On-site Internet Access;
- Postgraduate Diploma; Postgraduate Certificate; Diploma Postgraduate; or
- Certificate of Attendance and Participation if unsuccessful on resit.



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



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Team development, which is an crucial module in this Programme, is a paramount issue in organisational development, not least because of the need to keep work teams constantly motivated and their mental capacity challenged and maintained. Team commitment is desirable and team morale paramount, in the organisation's strive for effectiveness. This commitment is based on several factors, stemming from a combination of moral commitment; calculative commitment; and remunerative commitment. The associated development activities are designed to ensure that work teams progress and function effectively. The leader's responsibility incorporates the following activities:

- Ensuring that the team is kept highly motivated, through the use of both intrinsic and extrinsic motivation;
- Maintaining the team's level of effectiveness to its maximum, by averting dysfunctional behaviour, preventing over-cohesiveness and 'resonation';
- Guaranteeing that, through effective gatekeeping, the skills, knowledge and expertise of the team, incorporating marketing intelligence, are effectively utilised in task planning, organising and performance;
- Managing conflict, to encourage 'teamthink', while averting 'groupthink' and its adverse effect.

Many organisations are now moving towards the creation of teams, with a view to improving workers' esteem and commitment. However, if the process is ineffectively managed, their development can be impaired, creating even greater problems for the organisation than persists prior to their creation. Without a clear understanding of team dynamics, the entity might generate a situation wherein a team might be ineffective because of it is deficient in relation to the factors that are associated with its growth and development, relevant to its current stage of operation. An organisation, therefore, needs to recognise the stages of development of a team and the factors relevant to its launch into the 'performing stage', taking cognisance of the psychological factors related to the 'disbandment phase' and the efforts that can be made to address them in such a way that members' future contribution to the organisation's effectiveness is not impaired.



This course addresses all the above crucial issues, equipping participants with the needed expertise to effectively manage teams, making intervention into their operation, where appropriate, to enhance and maintain their performance, towards objective accomplishment. Specifically, by the conclusion of the specified learning and development activities, delegates will be able to:

- Address the salient issues associated with Dysfunctional Behaviours;
- Analyse education, training and development programmes, determining their potential effectiveness (fit-for-purposeness);
- Analyse the concept of leasing in relation to delegating;
- Analyse the perception in each role;
- Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team 'functionality';
- Apply group dynamics to organisational settings;
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective;' and
- Ascertain how lifelong learning mark a decisive turning point in the way that people and organisations define and manage their learning;
- Ascertain how return on investment can be achieved to justify the funding for the employee's training;
- Ascertain the relationship between an incumbent's experience and role enactment;
- Ascertain the relationship between an incumbent's role perception and his or her role performance;
- Calculate Return on Investment (ROI) from education, training and development;
- Cite Specific legislation and related cases relevant to particular job design issues;
- Clarify roles in team settings;
- Conduct individual and panel interviews;
- Critically appraise existing motivation strategy within their organisations, identifying and addressing gaps;
- Defend the use of periodic and exit interviews;
- Define objectives, generally;
- Define role set;
- Define role;



- Define, describe and analyse the nature of an organisation;
- Demonstrate a heightened knowledge of how training needs might be devised from Strategic Plans;
- Demonstrate a heightened understanding of Critical Incident Reports and their value in training needs analysis;
- Demonstrate a heightened understanding of how organisational training needs analysis, subsystem training needs analysis and individual training needs analysis are conducted;
- Demonstrate a heightened understanding of role relationships;
- Demonstrate a heightened understanding of the group processes and organisational change;
- Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- Demonstrate a heightened understanding of the underlying notions of organisational development and establish how a successful training needs analysis can lead towards organisational development;
- Demonstrate a high level of understanding of a team attempts to replace a situational leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Demonstrate an awareness of how personnel demand forecast (PDF) is conducted:
- Demonstrate an awareness of their 'Team Building and Maintenance Roles' that will improve team effectiveness;
  - Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours:
  - Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;
  - Demonstrate an understanding of the concept of power and how it might be applied for the benefit of the organisation:
  - Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations
  - Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
  - Demonstrate an understanding of the value of Internal Selection



- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;
- Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
- Demonstrate the need to balance the 'individualist' and 'collectivist' perspective to motivation:
- Demonstrate the relationship between Job Evaluation or Job Tasks and Role Analysis and the determination of training gaps, in training needs analysis;
- Demonstrate the use of Human Resource Plan in the determination of individual training needs;
- Demonstrate their ability manage recruitment and selection within a 'resourcing context'.
- Demonstrate their ability to conduct a human resource audit;
- Demonstrate their ability to conduct a job analysis;
- Demonstrate their ability to deal with the psychological effect of disbandment;
  - Demonstrate their ability to determine the type of commitment that motivate particular individuals to join an organisation;
  - Demonstrate their ability to employ transactional analysis in a team context;
  - Demonstrate their ability to formulate a comprehensive motivation strategy;
  - Demonstrate their ability to lead a recruitment and Selection Team;
  - Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
  - Demonstrate their ability to translate motivation theory into practice
  - Demonstrate their appreciation of the fact that workers belong to different classes, in society;
  - Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;
  - Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;
  - Demonstrate their competence in the measurement of efficiency gains and suggest ways on how to improve efficiency gains;
  - Demonstrate their grasp of the fundamentals of performance management;
  - Demonstrate their understanding of the 'risky shift syndrome', outlining the steps that they will take to avert them;
  - > Demonstrate their understanding of the importance of Gatekeeping in team



formal settings;

- Demonstrate their understanding of the legal bases of Employee Resourcing;
- Demonstrate their understanding of the social and psychological relevance of the stages of formation of a group;
- Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
- Demonstrate what Personnel Deployment Charts are and how they may be used in the determination of departmental training needs;
- Describe at least two non-conventional selection methods;
- Describe role as the behavioural expectations of a role set;
- Describe self-ideal as a behavioural construct:
- Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;
- Describe the effort that they will make to enhance the 'critical faculty' of their team;
- Describe the key procedures and skills required to implement action learning;
- > Describe the organisational learning process as part of the training needs analysis;
- Describe training in the aspect of macro and micro organisational development;
- Design a personnel selection;
- Design an effective induction package;
- Design job description and personnel specification for particular roles;
- Design ways of stabilizing staff turnover;
- Detect Dysfunctional Behaviours;
- Determine how Client or Customer Feedback can be used in determining gaps that pre-exist in skills, knowledge and expertise;
- Determine how Task Competencies Analysis Report can be used in enhancing the effectiveness of departmental and individual training needs analysis;
- Determine some exemplifying roles;
- Determine the boundary relationship of a role set;
- Determine the different ways of developing a synergy in the learning process;
- Determine the optimum team size for effective functioning;
- Determine the organisation's opportunity costs in providing education, training and development among its employees;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;

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Prof. Dr. R. B. Crawford, Director.

- Determine the training applications of experiential learning and learn how to utilise effectively the powerful potential of learning from experience;
- Determine why a temporary team is likely to be more problematic to lead than a permanent team;
- Develop effective communication strategies that might be applied to team settings, minimising technical language;
- Develop the necessary skills through some collaborative learning opportunities;
- Differentiate social objectives from business objectives;
- Distinguish among education, training and development as important organisation investment;
- Distinguish between command teams, boards, committees and task forces;
- Distinguish between formal and informal organisations;
- Distinguish between groups and mere aggregations;
- Distinguish between informal management and formal management succession charts;
- Distinguish between task forces, committees, command groups and boardsDistinguish between Temporary Committees and Standing Committees;
- Distinguish between the different sets of motivation theories, notably content, process and reinforcement;
- Distinguish between the underlying concepts of delegation,
- Draw the importance of learning to learn which leads towards the improvement of an individual's ability to learn;
- Elucidate the concerns of managers in delegating;
- ➤ Elucidate the use of Management Succession Plans in the determination of individual developmental needs;
- Enumerate examples of business and non-business organisations;
- Enumerate the approaches, methods and techniques of TNA and discuss each;
- Establish a basis for standard setting in their teams;
- Establish the efficiency gains derived by an organisation out of education, training and development of its employees;
- Establish the link between role and the external environment;
- Establish the link between role and the internal environment;
- Establish the relationship between self-ideal and a performance enhancer;



- Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;
- Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;
- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader's responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a 'classless team';
- Exhibit an understanding of the desirability of a limited turnover of staff;
- Exhibit tact in discouraging team member distracting behaviours;
- Explain facets #1 and 2 of authority;
- Explain how social objectives lead to profitability gain;
- Explain how Supervisory Reports might best be used to determine the skills, knowledge and attitude that an individual falls short of in his or her role performance;
- Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;
- > Explain the concept of segmental expectations;
- Explain the occasions in which a situational leader is likely to emerge;
- Explain the process and value of Human Resource Audit;
- Explain the process of 360 Degrees Feedback, the data analysis process, and the way in which the information that has been produced, might be used in determining the know, skills and attitudes that need to be developed for the individuals concerned;
- Explain the Team Typological Bases;
- > Explain the underlying concept of Investors in People (IIP);
- Explain what Assessment Centres are and the way in which the information from them might be used as a basis for determining individual competency levels;
- Explain why a team's disbandment might have a negative psychological effect on members and the team leaderExplore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;
- Expound the facet of authority, providing practical examples
- > Follow the common trends in the popular motivation theories;
- Formulate a workable motivation strategy;
- Gather information and evidence from 'Investors-in-People';



- Highlight the value of Operational Plans in the determination of departmental training needs;
- Highlight the value of Training Needs Survey in training needs analysis;
- Identify at least three tasks that can, and should, be delegated in Internal Selection;
- Identify how an organisation can facilitate organisational development;
- Identify role segments;
- Identify some organisational tasks and determine how tasks are grouped;
- Identify the difference between delegating authority, on the one hand, and task, on the other:
- Identify the rationale for and definition of Training Needs Analysis (TNA);
- Identify the role expectations of social support;
- Identify the set of complimentary relationship in every role;
- Identify the sources of information for TNA and the factors which should be taken into consideration when choosing which among the approaches will be used;
- Illustrate how the contingency approach to motivation might be applied to different situations;
- Illustrate how they might resolve interpersonal problems among team members;
- Illustrate how they will determine the contribution of each team member to team goal accomplishment;
- Illustrate how they will enhance the issue of 'gatekeeping' to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or 'crushed' by the extroverted;
- Indicate how they will establish key competencies in teams;
- Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;
- Indicate how they will recognise resonation in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will 'cautioning' resonators;
- Indicate how they will reward exceptional performance in their teams;
- Indicate how they would handle blocking, effectively;
- Indicate the part that training and development play in worker motivation;
- Indicate the range of tangible rewards that might be utilised in a team;
- Indicate the steps that they will take to harmonise their teams;

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- Information, who might, nevertheless, be able to perform evaluative role;
- Internalise the dysfunctional effect of 'resonation' in a team context;
- Exhibit their knowledge of the importance of delegation in increasing productivity and workflow:
- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;
- Manage the motivation process, taking account of the differences in preferences and expectation of workers;
- Manage the process of motivation, taking account of socio cultural and economic differences:
- Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;
- Outline the steps that they will take to avert groupthink and promote teamthink;
- Peruse business objectives through business objectives;
- Practicalise the use of Individual Performance Appraisal Reports in the individual and departmental training needs analysis;
- Propose an effective remedy to 'member withdrawal';
- Propose an effective way of dealing with interfering behaviour;
- Propose standards of measuring competence in teams;
- Propose suitable intangible rewards that might be applied to a team situation;
- Provide a basis for team standard setting establishing standards and evaluating progress;
- Provide a practical guide with respect to the use of Strategic Operational Review, in determining organisational and departmental training needs;
- Provide an indication of their awareness of the fact that team members' class consciousness might relate to the positions that they occupy in the organisation or society;
- Provide an individually synthesized proposal for dealing with aggressiveness;
- Provide examples of command teams, highlighting the situations in which a leader might belong to two Command Teams;
- Provide examples of how a leader should encourage desirable behaviours in a team;
- Put forward a satisfactory way of addressing 'special pleading';
- Realise the importance of focus group in the learning process;
- Recognise and acknowledge performance improvement in teams;

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- Recognise the ineloquent team members;
- Relate specific recruitment, selection, retention and exit issues to UK and European legislation;
- Suggest why "Resonation" might be an issue in team effectiveness;
- Suggest how best Training Needs Analysis Questionnaires might be constructed, analysed and used in determining knowledge, skills and attitude gaps;
- Suggest how they might employ an effective diversity management that discourages resonation;
- Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;
- Suggest how to establish acceptable performance levels in teams, noting performance indicators;
- Suggest how training needs might be derived from an examination of an organisation's Tactical Plans;
- Suggest the constraints that specific UK Protective Legislation place on the recruitment, selection and management of employees;
- Suggest the difference in interpretation of groups and teams;
- Suggest ways of improving group morale, while enhancing their effectiveness;
- Suggest ways to counteract the effect of the informal hierarchy in teams other than command teams;
- Understand reflective practice as part of the training process;
- Use candidate assessment form in short listing and interviews;
- Weight a candidate assessment form, on the basis of Job Description and Personnel Specification;
- Work their way through Business Plans, determining the skills and expertise that are needed to execute them, thereby identifying how they relate to current and future roles, and the departmental and individual training gaps that exist.





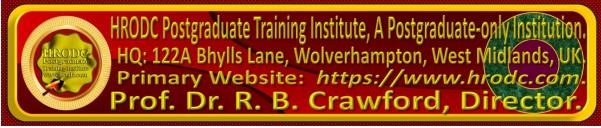




M1: Part 1 - Salient Team Dynamic Issues

M1: Part 2 - Team Typologies and Their Bases

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M1: Part 3 - Team Formation, Stage Significance and Task Implications

M1: Part 4 - Effective Team Leadership

M1: Part 5 – The Managerial Leader In a Team Setting.

M1: Part 6 - Enhancing Team Performance.

M1: Part 7 - Member Autonomy Versus Leader Responsibility.

M1: Part 8 - Addressing Resonation and Issues Associated with Transactional Analysis



M2. Part 1. Conceptual and Contextual Motivation

M2: Part 2. Motivation Theories and Their Protagonists.

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M2: Part 3. Other Motivation Theories and Their Contemporary Relevance.

M2: Part 4. Universalist and Contingency Approaches to Motivation.

M2: Part 5. Contextualising Motivation: Intrinsic and Extrinsic Values



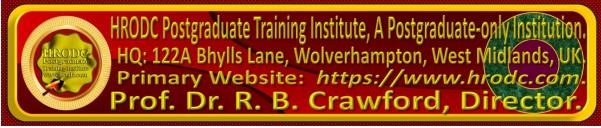
**M3:Part 1 - Contextualising Training Needs Analysis** 

M3:Part 2 - Education, Training and Development as Investment

M3:Part 3 - Learning in Organisations and Organisational Learning

M3:Part 4 - Utilising Possible Sources of Information in Training Needs Analysis (TNA).

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M3:Part 5 - Role Analysis, Incorporating Internal and External Relationships.

M3:Part 6 - Focusing on Training Policy and Strategy in TNA.



M4: Part 1 – Strategising Employee Resourcing.

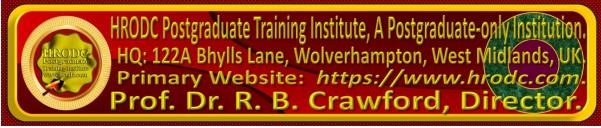
M4: Part 2 - The Legal Bases of Employee Resourcing.

M4: Part 3 - Systematising the Recruitment and Selection Process.

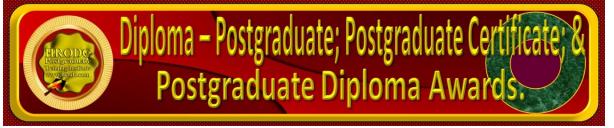
M4: Part 4 - Practicalising the Recruitment and Selection Process.

M4: Part 5 - Organisational Retention Strategy

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Postgraduate Short Courses are of a minimum of five days' In-Venues (10 days' Online) but less than 6 weeks' In-Venues (less than 10 weeks' 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-Venues (10- and 20-weeks' 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 In-Venues Study, or 10 Online Delivery. Similarly, a Postgraduate Diploma might be studied for 12 weeks In-Venues or 20 weeks. 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. Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes



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 In-Venues and Online Deliveries. Each Five-Day In-Venues, or a Ten-Day Online (3 hours per day) Course consists of 30 Credit-Hours, while a 6-Day In-Venues (12-day Online) 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:

- **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'.



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

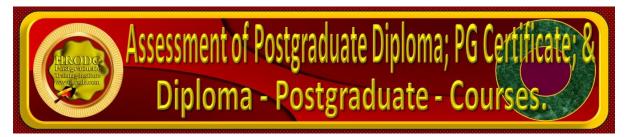
- Completed Postgraduate Application Form, including a passport sized picture affixed to the appropriate section;
- A copy of Issue and Photo (bio data) page/s of the applicant's current valid passport or copy of 'Photo-embedded' National Identity Card;
- Copies of credentials stated in the Application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



Because of the intensive nature of our Courses and Programmes, for In-Venues, and 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:

HRODC Postgraduate Training Institute, A Postgraduate-only Institution.
HQ: 122A Bhylls Lane, Wolverhampton, West Midlands, UK Primary Website: https://www.hrodc.com/Prof. Dr. R. B. Crawford, Director.

- 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.



You might study a Postgraduate Diploma, or Postgraduate Certificate, in 20 or 10 weeks, respectively, in the comfort of your offices or homes, through our Postgraduate Training Institute's Online Delivery Mechanism. We are committed to your achieving the 360 or 180 Credit-Hours, respectively, in line with our Regulation, within the stipulated timeframe. The direct "Student-Lecturer-Contact-Times" of 3 hours per day, 6 days per week will ensure that these requirements are met. 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.



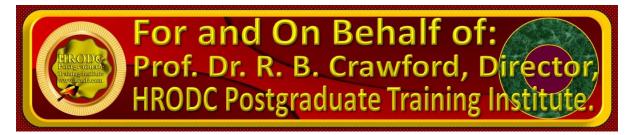


Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.

https://www.hrodc.com/Service\_Contract\_Terms\_and\_Conditions\_Service\_Details\_Delivery\_ Point\_Period\_Cancellations\_Extinuating\_Circumstances\_Payment\_Protocol\_Location.htm

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.





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