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

#018.1

Executive Management,

Postgraduate Programme.

Leading To:

Postgraduate Certificate in

Executive Management.

Accumulating to a

Postgraduate Diploma, with 180 additional Credit-Hours.

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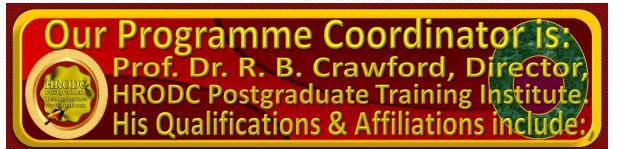




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- Doctor of Philosophy {(PhD) {University College London (UCL) University of London)};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems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

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- 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'.

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- Assistant Vice Chancellor for Advancement;
- Board of Directors;
- Business Analysts;
- Business Angels;
- Business Development Directors;
- Change Management Consultants;
- Chief Executive Officers (CEOs);
- Chief Executives;
- Chief Financial Officers (CFOs);
- Chief Secretaries;
- Company Secretaries;
- Corporate Administration Advisor;
- Corporate Managers;
- Departmental Heads;
- Director of Leadership, Services and Consulting;
- Director, Executive and Leadership Development;
- Director, Strategic Business Improvements;
- Directors, Staff Development;
- Divisional Heads;
- Entrepreneurs;
- Executive Director, Ministry Leadership Formation;
- Executive Directors;
- Executive Managers;
- Executive Vice Presidents;
- External Change Agents;
- Interim Managers;
- Interim Executives;

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- External Organisational Development Consultants;
- External Organisational Development Practitioners;
- Fund Managers;
- Funding Agents;
- Funding Agents;
- General Managers;
- > HR Leader, Global HR Leadership Development;
- > Human Resource Development (HRD) Practitioners;
- Human Resource Directors;
- Human Resource Executives;
- Human Resource Managers;
- Human Resource Practitioners;
- Human Resource Professionals;
- Induction Managers;
- Internal Change Agents;
- Internal Organisational Development Consultants;
- Junior Managers;
- Learning and Organizational Effectiveness Manager;
- Line Managers;
- Management Aspirants;
- Management Graduates;
- Management Lecturers;
- Management Trainees;
- Manager, Global Organizational and Leadership Development;
- Managing Director, Teacher Leadership Development;
- Managing Directors;
- Middle Managers;
- Non-Executive Directors;
- Organisational Development Practitioners;
- Organisational Enhancement Officers;
- Organisational Resource Directors;
- Organisational Resource Directors;

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- Player Development Directors;
- Project Management Team Leaders
- Recruitment and Selection Officers;
- Retention Officers;
- Role Enhancement Officials;
- Senior Human Resource Management (HRM) Officers;
- Senior Managers;
- Senior Project Managers;
- Senior Resource Managers;
- Senior Secretaries;
- Staff Development Managers;
- Supervisors;
- Talent Development and Learning Specialist;
- Team Leaders Materials Management;
- University Vice Chancellors;
- Venture Capitalists;
- Vice Presidents;
- Vice Provosts, Faculty Affairs;
- Vulnerability Management Team Leaders;
- Individuals with a genuine interest in Issues associated with Organisational Management, Human Resource Management, and Organisational Effectiveness;
- Individuals with a genuine interest in Issues associated with Organisational Management;
- Those Involved in, concerned with, or are desirous of enhancing their, High-Performance Management Expertise;
- All others desirous of enhancing their expertise in Organisational Development and Change Management.

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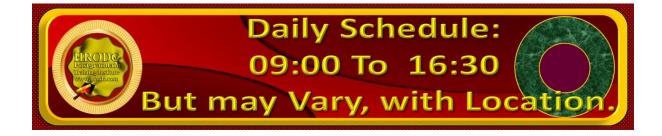
- Snacks on Event Days;
- Lunch on Event Days;
- City Tour;
- Stationery;
- On-site Internet Access;
- > Postgraduate Diploma; Postgraduate Certificate; Diploma Postgraduate; or
- > Certificate of Attendance and Participation if unsuccessful on resit.

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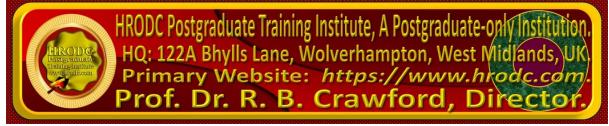




- > Leather Conference Folder;
- > Leather Conference Ring Binder/ Writing Pad;
- Key Ring/ Chain;
- Leather Conference (Computer Phone) Bag Black or Brown;
- > 8-16 GB USB Flash Memory Drive, with Course Material;
- Branded Metal Pen;
- Branded Polo Shirt.; &
- Branded Carrier Bag.

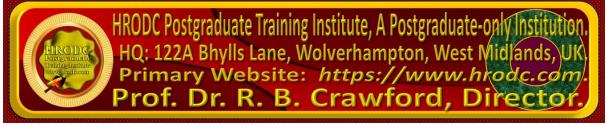


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By the conclusion of the specified learning and development activities, delegates will be able to:

- Analyse education, training and development programmes, determining their potential effectiveness (fit-for-purposeness);
- > Analyse how delegation contributes towards effective time management;
- Analyse the concept of leasing in relation to delegating;
- Analyse the perception in each role;
- Appreciate the difference between individual stress tolerance levels;
- > Appreciate the importance of change institutionalisation;
- Ascertain the concept of delegation;
- Ascertain the importance of delegating tasks;
- 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;
- Assess the impact of information and communications technologies (ICTs) on the change process;
- Assess the likely effect of power distance on the effectiveness of change communication, taking steps to create a favourable situation within the internal and external environments;
- Calculate the Return on Investment (ROI) in Education, Training and Development;
- Cite Specific legislation and related cases relevant to particular job design issues;
- Cite the link between culture and managerial action;
- Conceptualise classical organisational theory and design, neo-classical, humanistic and contingency organisational design approaches;
- Conduct individual and panel interviews;
- Deal with external organisational accountability;
- Defend the use of periodic and exit interviews;
- Define objectives, generally;

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- 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 role relationships;
- Demonstrate a positive perception of the value of a learning organisation to co-operate effectiveness;
- Demonstrate an appreciation of important of welfare in the development of personal management and human resource management;
- > Demonstrate an awareness of how personnel demand forecast (PDF) is conducted;
- > Demonstrate an understanding of organisational climate and how it can be gauged;
- Demonstrate an understanding of organisational development as a process;
- 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 importance of interpersonal skills in the continuing performance of autonomous work teams;
- Demonstrate an understanding of the issue of 'responsibility' and how it translates in superior-subordinate relationships in organizations
- Demonstrate an understanding of the relationship between high performance teams and 'Risky Shifts' and the measures that might be implemented to avert the negative consequences that are likely to ensue;
- Demonstrate an understanding of the value of Internal Selection
- Demonstrate and understanding of the place of equity in the functioning of high productivity teams; and
- Demonstrate awareness of the importance of communication in the process of Human Resource Management;
- Demonstrate leadership in the implementation of change, whilst avoiding whilst avoiding human and organisational casualties.
- Demonstrate the ability to place equity in the context of organisational reward;
- Demonstrate the need for a proactive stance in relation to organisational change;
- Demonstrate the need for a proactive stance to organisational change;
- Demonstrate their ability manage recruitment and selection within a 'resourcing context'.

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- Demonstrate their ability to conduct a Human Resource Audit;
- Demonstrate their ability to conduct a job analysis;
- Demonstrate their ability to conduct an internal environmental analysis-SW;
- Demonstrate their ability to design an effective Employee Resourcing Strategy;
- Demonstrate their ability to determine the type of commitment that motivate particular individuals to join an organisation;
- Demonstrate their ability to incorporate specified elements of the quality of working life in the management of their subsystems and sections;
- Demonstrate their ability to lead a recruitment and Selection Team;
- Demonstrate their ability to manage recruitment and selection within a 'resourcing context'.
- Demonstrate their awareness of change management and human resource implications;
- Demonstrate their awareness of the inevitability of organisational change;
- Demonstrate their understanding of at least 2 approaches to leadership;
- Demonstrate their understanding of distinction between Personnel Management and Human Resource Management;
- Demonstrate their understanding of the High and Low LPC Leaders' degree of behavioural control over their subordinates, respectively;
- Demonstrate their understanding of the legal bases of Employee Resourcing;
- Demonstrate their understanding of the relationship between fielder's situational model
 & McGregor's Theory 'X' & Theory 'Y' leadership styles;
- Demonstrate understanding of distinction between personal management and human resource management;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Describe and enumerate some single and dual status organisations;
- 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 bureaucratic organisations, adhocratic organisations, mechanistic organisations, organismic organisations;
- Describe the democratic incumbent, autocratic incumbent, the generous incumbent, the dedicated incumbent, the social self and the role of each;

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- Design a Job Description;
- Design a Personnel Selection;
- Design a Personnel Specification;
- Design a strategy for the initiation development launching empowerment and support of high-performance teams in their organizations;
- Design an effective Induction Package;
- Design and Weight a Candidate Assessment Form (CAF);
- Design job description and personnel specification for particular roles;
- > Design measures, which will ensure change institutionalisation;
- > Design measures, which will ensure change institutionalisation;
- Design ways of stabilizing staff turnover;
- Determine organisational success factors;
- Determine some exemplifying roles;
- Determine the boundary relationship of a role set;
- Determine the different stages of process consultation;
- Determine the factors influencing Human Resource Planning;
- Determine the factors that Delegatees should ascertain before delegating tasks;
- Determine the factors, which contribute to workers' resistance to change;
- Determine the importance of training and development in the 'culturing' of High-Performance Teams;
- Determine the links between corporate planning and human resource planning;
- Determine the most effective ways of communicating change decisions to workers;
- Determine the most effective ways of communicating change decisions to workers;
- Determine the organisation's opportunity costs in providing Education, Training and Development for its Employees;
- Determine the place of an incumbent's perceived role expectations on his or her role enactment;
- > Determine the resources necessary to enhance individual and team performance;
- > Determine the situations when a particular approach might be appropriate;
- Determine the situations, in specific relation to scale, level, cost, urgency (both proactive and reactive), where a particular approach might be appropriate;
- Determine the support that Delegators should give to their Delegatees, during their performance of the specified tasks.

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- Determine the type, level and stage of change that might be best suited to the 'employment' of internal or external change agents, respectively, maintaining an effective working environment;
- Determine the ultimate benefits that an organisation might derive from the effective management of its Intellectual Capital;
- Determine when change acceleration is necessary;
- Determine when there is a need to review an organization human resource plans;
- Devise a strategy that will reduce the negative effects of 'change acceleration';
- Devise methods of reducing stress levels;
- Differentiate managerial control and worker autonomy and professionalism in mechanistic organisations;
- Differentiate managerial control and worker autonomy and professionalism in organismic organisations;
- Differentiate operational centralisation and decentralisation;
- Differentiate social objectives from business objectives;
- Discuss the positive effect of high-performance teams to the enhancement of 'Organisational Learning' and 'Learning Organisation';
- Discuss, with confidence, the factors that are associated with poor performance;
- > Discuss, with much confidence, the issue of Talent Management, in organisations;
- Distinguish among internal, upward and downward organisational accountability;
- > Distinguish between an organisation's Intellectual Capital and its Intellectual Property;
- Distinguish between change strategies and approaches to change;
- Distinguish between change strategies and approaches to change;
- Distinguish between Education, Training and Development;
- Distinguish between formal and informal organisations;
- Distinguish between groups and mere aggregations;
- Distinguish between informal management and formal management succession charts;
- Distinguish between strategic and operational change;
- > Distinguish between task forces, committees, command groups and boards; and
- Distinguish between the concepts of 'leader' and 'managerial leader';
- Distinguish between the speed of change and 'change acceleration';
- > Distinguish between the underlying concepts of delegation,

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- Elucidate the concerns of managers in delegating;
- Employ the correct change strategy that will create 'winners' even in a 'most hopeless' situation;
- Enumerate examples of business and non-business organisations;
- Enumerate the factors influencing effective delegation;
- Establish the link between role and the external environment;
- Establish the link between role and the internal environment;
- Establish the relationship between delegation and external candidature;
- Establish the relationship between power, culture and organisational structure;
- Establish the relationship between self-ideal and a performance enhancer;
- Exhibit a heightened awareness of the constituents of organisational development;
- Exhibit an understanding of the desirability of a limited turnover of staff;
- Exhibit their ability to conduct an external environmental analysis-OT;
- Exhibit their ability to take appropriate measures to improve Individual and Team Performance;
- Exhibit their ability to use aspects of quality of working life to motivate workers;
- 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.
- Explain facets #1 and 2 of authority;
- Explain how managers and subordinates benefit from delegating;
- Explain how social objectives lead to profitability gain;
- Explain how Talent Management might be used as a Strategic Tool;
- Explain the concept of delegation as internal promotion;
- Explain the concept of organisational culture;
- Explain the concept of segmental expectations;
- Explain the different classification of culture;
- Explain the motivation behind the excellence of high-performance teams;
- Explain the process and value of Human Resource Audit;
- Explain the relationship between an organisation's Recruitment and Selection Process, and it Talent Management programme;
- Explain the relationship between the 'goal-path model' of leadership & the expectancy theory of motivation;

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- Explain the underlying concept of Investors in People (IIP);
- Exploit the benefits of information and communications technologies (ICTs) in the planning, communication and implementation of change, being mindful of their drawbacks;
- Explore the bases for 'division of labour/work' in organisations and their relation to organisational effectiveness;
- Expound the facet of authority, providing practical examples
- Give the bases of divisional organisational structure;
- Identify at least three tasks that can, and should, be delegated in Internal Selection;
- Identify role segments;
- Identify some organisational tasks and determine how tasks are grouped;
- Identify the concerns of managers in delegating;
- Identify the difference between delegating authority, on the one hand, and task, on the other;
- Identify the role expectations of social support;
- Identify the set of complimentary relationship in every role;
- Illustrate a matrix organisational structure;
- Illustrate a simple, functional and divisional organisational structure;
- Illustrate how the issue of added value might be instilled by high performance teams;
- Illustrate how their organisations can benefit from high performance teams;
- Illustrate the advantages and disadvantages of each change strategy;
- Illustrate the advantages and disadvantages of each strategy;
- Illustrate the advantages and drawbacks of group involvement in decisions related to change;
- Illustrate the difference between the hard approach to HRM and Soft approach to HRM;
- Illustrate the importance of members' understanding of team dynamics for effecting their team building and maintenance roles;
- Illustrate the role of the internal and external Organisational Development Consultant (OD) in supporting the development maintenance and crisis management of High-Performance Teams.
- Illustrate the value of high-performance teams in enhancing organisational development;

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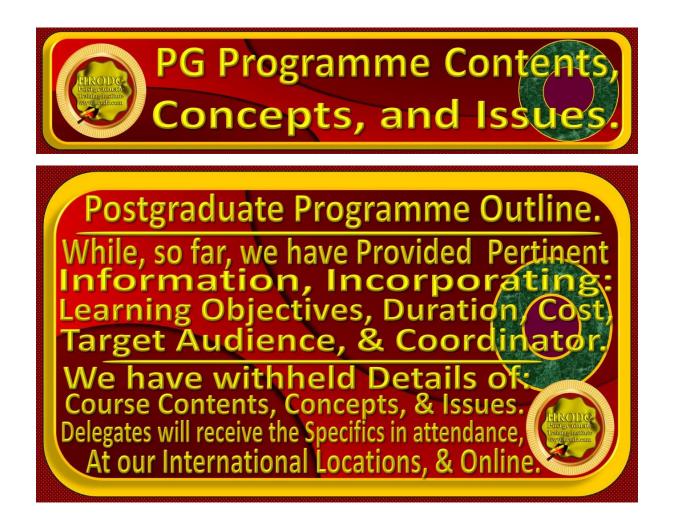
- Illustrate, vividly, how the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Factors impinge on Employee Resourcing, incorporating Human Resource Planning;
- Implement change, whilst avoiding human and organisational casualties;
- Indicate the function of communication as a medium of the transmission of values and role relationships in autonomous work teams;
- Indicate the significant aspects in the Development of Personnel Management and Human Resource Management;
- Know the degree of specificity of role in mechanistic organisations and organismic organisations;
- Explain the importance of delegation in increasing productivity and workflow;
- Suggest the importance of lines of authority and accountability in organisations towards effective organisation communication;
- Exhibit their knowledge of the organisation's accountability to owners or sponsors, clients, users, or customers, creditors, and sector or industry;
- Identify the role actor or incumbent, in a given role set;
- > Demonstrate their expertise in delegating authority for effective task performance;
- Suggest how to delegate responsibility to an incumbent performing a delegated tasks;
- Link Employee Resourcing with Business and Organisational Development;
- List down some matrix organisational types;
- List some structural typologies and describe each;
- List the different stages of operational control;
- Locate Performance Management in an appropriate context;
- Manage latent and manifest resistance to change;
- Manage sensitivity training successfully;
- Manage the relationship between the organisation and its internal and external stakeholders during the different stages of the change process;
- Manage the risk of internal 'sabotage';
- Manage a strategic role:
- Match the mode, channel and method of communication with the nature and stage of the change process;
- Outline the part played by Continuous Professional Development might play in Talent Management;
- Outline the part played by Reward Management in the success of Talent Management;

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- > Outline the relationship between Performance and Talent Management.
- Peruse business objectives through business objectives;
- Plot the relationship between managers with high & low least preferred coworker (LPC), characteristics, respectively;
- Provide a working definition of accountability
- Provide at least three alternative phrases for the concept of high-performance teams;
- Relate specific recruitment, selection, retention and exit issues to UK and European legislation;
- Relate the part played by Rowntree in the development of personal management and human resource management;
- Strike a balance between Macro-Organisational Development and Micro-Organisational Development;
- Suggest how effective conflict management might enhance the lifespan of high productivity teams;
- Suggest how informal groups might be empowered to enhance organisational effectiveness.
- Suggest other ways by which an organisation might enhance its Talent Management Programme;
- Suggest problems with equalities or traits approaches; and
- 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 the efforts, which an organisation might employ to reduce workers' resistance to change;
- Suggest the importance of Human Resource Planning in Organisation Management
- Suggest the most appropriate operational stage that is supportive of the continuance of high productivity in high performance teams;
- Suggest ways to improve organisational culture.
- Suggest whether an effective Staff Onboarding Programme might, positively, contribute to the enhancement of its Talent Management Facility;
- Synthesize the relationship between internal and external environmental analyses-SWOT;
- Take steps to create a positive perception of the organisation, among shareholders, funding agents, clients and customers, during a strategic change process;

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- Demonstrate their understanding of organisational structure as roles and relationships;
- Illustrate their grasp of the concept of internal selection mechanism;
- Use Candidate Assessment Form in shortlisting and interviews;
- 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;
- Weight a candidate assessment form, on the basis of job description and personnel specification;



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Part 1. Contextualising Organisational Analysis

Part 2. Role in an Organisational Context

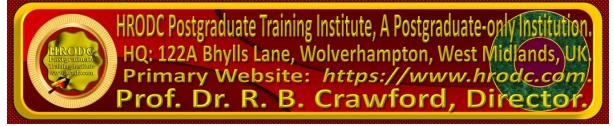
Part 3. Organisational Role Perception and Expectation.

Part 4. Delegation as an Operational Imperative

Part 5. Contextualising Delegation

Part 6. The Organisation's Internal and External Accountability

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Part 1: Conceptualising and Gontextualising Groups and Teams

Part 2: Role in The Context of a Team: Dysfunctional Behaviours and Their Deleterious Effect

Part 3: Mastering Team-Building and Maintenance Roles.

Part 4: Executive High-Performance Team Leadership

Part 5: Contextualising Psychological Theories Relevant To Team Leadership.

Part 6: Executive High Performance Leadership

Part 7: Superior-Subordinate Relationships and Their Theoretical Contexts.

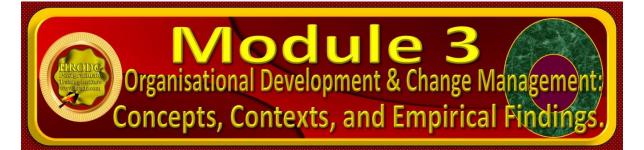
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Part 8: Task Performance and Team Relationships: Pertinent Issues Towards Improved Productivity

Part 9: High-Performance Teams In Action.

Part 10: Organisational Benefits of High-Performance Teams.

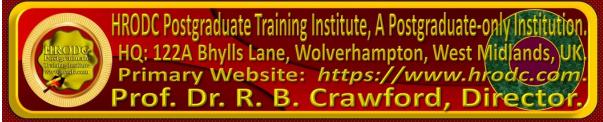


Part 1 - Organisational Development: Salient Issues

Part 2 - Micro and Macro Organisational Development: Their Respective Direct and Indirect Contribution to Organisational Improvement and Eventual Effectiveness.

Part 3 – Organisational Effectiveness Enhancement Strategy: Organisational Development and Change Focus.

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Part 4 - Contextualising the Organisational Change Management Process.

Part 5 – Change Implementation by Internal and External Change Agents: Averting, or Reducing Adverse Effects of, Change Acceleration.



Part 1. From Personnel to Human Resource Management: A Strategic Development

Part 2. Human Resource Management As A Strategic Tool

Part 3. Strategising Employee Resourcing.

Part 4. Contextualising Employee Resourcing.

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Part 5. Diversity Management or Mismanagement: Organisational Enhancement or Catastrophe?

Part 6. Strategising Employee Resourcing.

Part 7. The Legal Bases of Employee Resourcing.

Part 8. Systematising the Recruitment and Selection Process.

Part 9. Practicalising the Recruitment and Selection Process.

Part 10. Human Resource and Performance Management.

Part 11. Talent Management: and Succession Planning.

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HRODC Postgraduate Training Institute, A Postgraduate-Only Institution. Regulation For The Awards of Postgraduate Diploma Postgraduate Certificate; & Diploma – Postgraduate.

Diploma – Postgraduate; Postgraduate Certificate & Postgraduate Diploma Awards

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

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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. <u>Please click to view and download our List of Specialist Postgraduate Certificate, and Postgraduate Diploma Programmes</u>



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:

- Diploma Postgraduate in Organisational Change Management, 30 Credit-Hours;
- 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:

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- **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.

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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;

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- 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:

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- 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.

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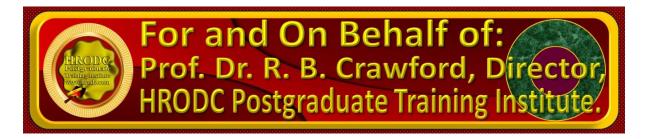


Click, or copy and paste the URL, below, into your Web Browser, to view our Service Contract, incorporating Terms and Conditions.

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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