

HRODC Postgraduate Training Institute



A Postgraduate - Only Institution



#104

**Performance Management and
Modern Quality Systems**

Postgraduate Short Course

Leading To:

DIPLOMA - POSTGRADUATE IN

**Performance Management and Modern Quality
Systems, Quad Credit, 120 Credit-Hours**

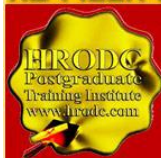
Accumulating to A

**Postgraduate Certificate, With 60 Additional Credit-
Hours, or A**

**Postgraduate Diploma, With 240 Additional
Credit-Hours**


HRODC 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.I.S.G.S.; M.S.C.O.S.;
M. RG. C.



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Websites:
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[postgraduateshortcourses.com/](https://www.postgraduateshortcourses.com/)

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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/>.

Course 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);



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- 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;

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- Personal Tutor

For Whom This Course is Designed

This Course is Designed For:

- Executives;
- Managers;
- Supervisors;
- Performance Analysts;
- Team Leaders;
- Project Managers;
- Quality Managers;
- Project Managers;
- Production Managers;
- Production Supervisors;
- Inspectors;
- Production Operators;
- Business Owners;
- All others desirous of enhancing their expertise in the management of the performance of individuals and teams, and the quality of their output, towards business and organisational effectiveness.

Classroom-Based Duration and Cost:

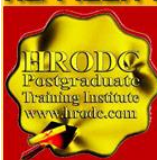
Classroom-Based Duration:	20 Days
Classroom-Based Cost:	£20,000.00 Per Delegate

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:

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

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

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

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

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.**

Performance Management and Quality Management Course

Leading to Diploma – Postgraduate – in Performance Management and Quality Management (Quad Credit) and 120 Credit-Hours, Accumulating to a Postgraduate Certificate, with 60 Additional Credit-Hours, or a Postgraduate Diploma, with 240 Additional Credit-Hours

Performance Management Objectives

Course Objectives

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


- Explain the concept of performance management;
- Distinguish performance management from performance appraisal;
- Recognize the multiple negative consequences that can arise from the poor design and implementation of a performance management system. These negative consequences affect all the parties involved: employees, supervisors, and the organization as a whole;
- Demonstrate their understanding of the concept of a reward system and its relationship to a performance management system;
- Distinguish among the various types of employee rewards including compensation, benefits, and relational returns;
- Describe the multiple purposes of a performance management system including strategic, administrative, informational, developmental, organizational maintenance, and documentation purposes;
- Describe and explain the key features of an ideal performance management system;
- Create a presentation providing persuasive arguments in support of why an organization should implement a performance management system, including the purposes that performance management systems serve and the dangers of a poorly implemented system;

- Note the relationship and links between a performance management system and other HR functions including recruitment and selection, training and development, workforce planning, and compensation;
- Describe and explain contextual and cultural factors that affect the implementation of performance management systems around the world;
- Justify why performance management is an ongoing process including the interrelated components of prerequisites, performance planning, performance execution, performance assessment, performance review, and performance renewal and recontracting;
- Conduct a job analysis to determine the job duties, needed knowledge, skills, abilities (KSAs), and working conditions of a particular job;
- Write a job description that incorporates the KSAs of the job and information on the organization, unit mission, and strategic goals;
- Exhibit an understanding of why the poor implementation of any of the performance management process components has a negative impact on the system as a whole;
- Demonstrate an understanding of the dysfunctional or disrupted link between any of the performance management process components has a negative impact on the system as a whole;
- Demonstrate their knowledge of the important prerequisites needed before a performance management system is implemented including knowledge of the organization's mission and strategic goals and knowledge of the job in question;
- Distinguish results from behaviours, demonstrating an understanding of the need to consider both in performance management systems;
- Describe the employee's role in performance execution, and distinguish areas over which the employee has primary responsibility from areas over which the manager has primary responsibility;
- Exhibit an understanding of the employee's and the manager's responsibility in the performance assessment phase;
- Provide an indication of an understanding of that the appraisal meeting involves the past, the present, and the future;
- Demonstrate an understanding of the similarities between performance planning and performance renewal and recontracting;

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- Create results- and behaviour-oriented performance standards;
- Define strategic planning and its overall goal;
- Describe the various specific purposes of a strategic plan;
- Explain why the usefulness of a performance management system relies to a large degree on its relationship with the organization's and unit's strategic plans;
- Demonstrate an understanding of how to create an organization's strategic plan including an environmental analysis resulting in a mission statement, vision statement, goals, and strategies;
- Conduct an environmental analysis that includes a consideration of both internal (strengths and weaknesses) and external (opportunities and threats) trends;
- Exhibit an understanding of how a gap analysis resulting from a consideration of internal and external trends dictates an organization's mission;
- Define the concept of a mission statement and describe the necessary components of a good mission statement;
- Define the concept of a vision statement, demonstrating an understanding of its relationship to the mission statement;
- Describe the basic components of a good vision statement;
- Create organization- and unit-level mission and vision statements;
- Exhibit an understanding of the relationship between mission and vision statements, goals, and strategies;
- Exhibit an understanding the relationship among an organization's vision, mission, goals, and strategies and the vision, mission, goals, and strategies of each of the divisions or units in the organisation;
- Demonstrate their understanding of the relationship among a unit's vision, mission, goals, and strategies and individual job descriptions;
- Explain why job descriptions must be linked to the organization's and unit's strategic plans;
- Exhibit an understanding of how a strategic plan determines various choices regarding performance management system design;
- Explain why a consideration of strategic issues is a building block for creating support for a performance management system;
- Define what is and is not performance;

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- Demonstrate their understanding of the evaluative and multidimensional nature of performance;
- Identify the various factors that determine performance including declarative knowledge, procedural knowledge, and motivation;
- Gather information about a performance problem, demonstrating an understanding of which of the three main determinants of performance need to be addressed to solve the problem;
- Design a performance management system that includes both task and contextual performance dimensions;
- Provide an indication of an understanding of why performers should be placed within a context: a performer in a specific situation engaging in behaviours leading to specific results;
- Adopt a behaviour approach to measuring performance, which basically focuses on how the job is done and ignores the performer's traits and results produced;
- Adopt a results approach to measuring performance, which basically focuses on the outcomes of work and ignores the performer's traits as well as how the work is done.
- Adopt a trait approach to measuring performance which basically focuses on the performer and ignores the situation, his behaviours, and the results produced;
- Provide an indication that they understand the situations under which a trait, behaviour, or results approach to measuring performance may be most appropriate.
- Adopt a results approach to measuring performance including the development of accountabilities, objectives, and standards;
- Determine accountabilities and their relative importance;
- Identify objectives that are specific and clear, challenging, agreed upon, significant, prioritized, bound by time, achievable, fully communicated, flexible, and limited in number.
- Identify performance standards that are related to the position, concrete, specific, measurable, practical to measure, meaningful, realistic and achievable, and reviewed regularly;
- Adopt a behaviour approach to measuring performance including the identification and assessment of competencies;
- Develop competencies that are defined clearly, provide a description of specific


behavioural indicators that can be observed when someone demonstrates a competency effectively, provide a description of specific behaviours that are likely to occur when someone doesn't demonstrate a competency effectively (what a competency is not), and include suggestions for developing them further;

- Develop comparative performance measurement systems such as simple rank order, alternation rank order, paired comparisons, relative percentile, and forced distribution—being aware of the relative advantages and disadvantages of each;
- Develop absolute performance measurement systems such as essays, behaviour checklists, critical incidents, and graphic rating scales, providing an indication of their advantages and disadvantages;
- Provide an indication of an understanding of why each of several basic components is included in the appraisal form;
- Design effective appraisal forms;
- Compute an overall employee performance score based on information found on the appraisal form;
- Select an appropriate time period to document performance as part of a performance review;
- Determine how many formal meetings are needed between the subordinate and the supervisor to discuss performance issues;
- Provide an indication of an understanding of the advantages and disadvantages of using supervisors, peers, subordinates, self, and customers as sources of performance information;
- Know how to deal with potential disagreements involved with different sources evaluating the performance of the same employee;
- Provide an indication of an understanding of the psychological mechanisms leading to the inflation and deflation of performance ratings;
- Provide an indication of an understanding of the implementation of training programs can address intentional and unintentional rating distortion;
- Provide an indication of an understanding of there are crucial steps that must be taken before the performance management system is launched, including implementing a communication plan, establishing an appeals process, running training programs for raters, and pilot testing the system to fix any glitches;

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- Design a communication plan that answers the key critical questions: What is performance management? How does performance management fit in the organization's strategy? How does everyone benefit from the system? How does the performance management system work? What are employees' and supervisors' key roles and responsibilities in implementing the system? How is performance management related to other key organizational initiatives?;
- Design a communication plan that will include features aimed at reducing the effect of cognitive biases on how the performance management system is perceived and that will help minimize the impact of intentional rating errors;
- Be aware of cognitive biases that affect how people take in, use, and recall information, including selective exposure, selective perception, and selective retention;
- Provide an indication of an understanding of how to set-up an appeals process helps gain support for the performance management system;
- Design an appeals process including two levels: Level 1, which involves the HR Department in the role of mediator, and Level 2, which involves a panel of managers and peers and possibly a senior level manager in the role of arbitrator and final decision maker;
- Describe unintentional and intentional types of errors that raters are likely to make in evaluating performance;
- Implement training programs, such as rater error, frame of reference, and behaviour observation to minimize the impact of unintentional rating errors;
- Implement a self-leadership training program that will allow supervisors to increase confidence in their skills to manage the performance management process and consequently allow them to minimize rating errors;
- Provide an indication of an understanding of the importance of conducting a pilot test before the performance system is implemented organisation-wide;
- Conduct a pilot test of the performance management system using a selected group of employees and managers from the organisation;
- Once the performance management system is in place, collect various measurements that will provide information regarding the system's effectiveness, the extent to which it is working the way it should, and whether it is producing the expected results;
- Provide an indication of an understanding of the issues involved in implementing a

performance management system online;

- Describe the importance and benefits of including a developmental plan as part of the performance management system;
- Describe the various short-term and long-term objectives of a developmental plan;
- Design a high quality developmental plan;
- Learn about the key activities that will help the successful implementation of a developmental plan;
- Provide an indication of an understanding of the role that the direct supervisor plays in the design and implementation of a developmental plan;
- Implement a 360-degree feedback system with the goal of providing feedback on improving performance;
- Implement an online 360-degree feedback system;
- Provide an indication of an understanding of the advantages as well as risks of implementing a 360-degree feedback system;
- Evaluate the quality of a 360-degree feedback system;
- Provide an indication of an understanding of that managers need several key skills to manage the performance of their employees effectively including skills regarding coaching, giving feedback, and conducting performance review meetings;
- Provide an indication of an understanding of the four guidelines that provide a framework for successful coaching including the importance of a good coaching relationship, the central role of the employee as the source and director of change, understanding employees as unique and whole, and realizing that the coach is the facilitator of the employee's growth;
- Define coaching and describe its major functions including giving advice, providing guidance and support, and enhancing employee confidence and competence;
- Identify behaviours that managers need to display to perform the various coaching functions;
- Provide an indication of an understanding of how a manager's personality and behavioural preferences determine his or her coaching style;
- Provide an indication of an understanding of their own coaching style and the need to adapt your coaching style to the situation and your subordinates' preferences;
- Describe the coaching process and its components including setting developmental

- goals, identifying developmental resources and strategies, implementing strategies, observing and documenting developmental behaviour, and giving feedback;
- Provide an indication of an understanding of the time, situational, and activity constraints involved in observing and documenting an employee's progress toward the achievement of developmental goals and good performance in general;
 - Implement a communication plan and training programs that will minimize the impact of constraints present when observing and documenting performance;
 - Describe the benefits of accurate documentation of an employee's developmental activities and performance;
 - Implement several recommendations that will lead to documenting performance in a useful and constructive manner;
 - Provide an indication of an understanding of the purposes served by feedback on performance regarding the achievement of developmental goals and performance in general;
 - Implement several recommendations that will lead to creating useful and constructive feedback systems;
 - Provide an indication of an understanding of why people do not feel comfortable giving negative feedback and recognize what happens when managers refuse to give negative feedback;
 - Implement a disciplinary process and termination meeting if an employee does not overcome performance problems over time;
 - Demonstrate an understanding of the various purposes served by performance review meetings and the various types of meetings that can be conducted;
 - Pinpoint the signs of employee defensiveness, implement suggestions to minimize employee defensiveness before a performance review meeting takes place, and deal with defensiveness during the performance review meeting;
 - Distinguish between traditional and contingent pay plans, and explain how each of these reward systems relates to the performance management system;
 - Provide an indication of an understanding of the reasons for the popularity of contingent pay plans;
 - Describe how contingent pay plans can help improve employee motivation and performance;

- Beaware of why contingent pay plans can fail;
- Design acontingent pay plan taking into account key variables such as the organization's culture and strategic business objectives;
- Demonstrate their understanding of the fact that pay is only one of many tools that can be used to motivate employees;
- Userewards effectively so that they produce the effects intended;
- Exhibit knowledge of the principles of how to design an organization's pay structure, including how to conduct a job evaluation;
- Demonstrate an understanding of the advantages of the broad-banding approach to designing a pay structure;
- Demonstrate an understanding ofthe role played by six legal principles in the implementation of performance management systems: employment at will, negligence, defamation, misrepresentation, adverse impact, and illegal discrimination;
- Identifythe point at which a performance management system allows illegal discrimination;
- Demonstrate the knowledge of what type ofevidence employees need to prove illegal discrimination and what type of evidence employers need for them to prove the lack of illegal discrimination;
- Indicate their understanding of the impact of the key laws that prohibit discrimination based on race, sex, religion, age, disability status, and sexual orientation on the design and implementation of performance management systems;
- Design a performance management system that is legally sound;
- Exhibit a knowledge of thedefinition of a team, and an understanding of why teams are so pervasive in organizations worldwide;
- Exhibit an understanding of the importance of managing team performance in addition to individual performance;
- Demonstrate an understanding of the various types of teams and how different types of teams may require different types of performance measurement;
- Beaware of challenges associated with the design and implementation of performance management systems that include a team component;
- Extendguidelines on how to design performance management systems that consider individual performance to systems that include both individual and team performance

components;

- Design and implement a performance management system that focuses on (1) individual performance, (2) individual performance that contributes to team performance, and (3) team performance; and
- Extend principles regarding how to reward individual performance to how to reward team performance.

Course Contents, Concepts and Issues

Part 1: Strategic and General Considerations

- Performance Management and Reward Systems in Context:
 - Definition of Performance Management (PM);
 - The Performance Management Contribution;
 - Disadvantages/Dangers of Poorly Implemented PM Systems;
 - Definition of Reward Systems;
 - Aims and Role of PM Systems;
 - Characteristics of an Ideal PM System;
 - Integration with Other Human Resources and Development Activities;
 - Performance Management Around the World.
- Performance Management Process:
 - Prerequisites;
 - Performance Planning;
 - Performance Execution;
 - Performance Assessment;
 - Performance Review;
 - Performance Renewal and Recontracting.
- Performance Management and Strategic Process:
 - Definition and Purposes of Strategic Planning;
 - Process of Linking Performance Management to the Strategic Plan:
 - ✚ Strategic Planning;

- ✚ Developing Strategic Plans at the Unit Level;
- ✚ Job Descriptions;
- ✚ Individual and Team Performance.
- Building Support.

Part 2: System Implementation

- Defining Performance and Choosing a Measurement Approach:
 - Defining Performance;
 - Determinants of Performance;
 - Performance Dimensions;
 - Approaches to Measuring Performance.
- Measuring Results and Behaviours:
 - Measuring Result.
- Measuring Behaviours Gathering Performance Information:
 - Appraisal Forms;
 - Characteristics of Appraisal Forms;
 - Determining Overall Rating;
 - Appraisal Period and Number of Meetings;
 - Who Should Provide Performance Information;
 - A Model of Rater Motivation;
 - Preventing Rating Distortion Through Rater Training Programs.
- Implementing a Performance Management System:
 - Preparation;
 - Communication Plan;
 - Appeals Process;
 - Rater Training Programs;
 - Pilot Testing;
 - Ongoing Monitoring and Evaluation;
 - Online Implementation.

Part 3: Employee Development

- Performance Management and Employee Development;
- Personal Developmental Plans:
 - Direct Supervisor's Role;
 - 360-Degree Feedback Systems.
- Performance Management Skills:
 - Coaching;
 - Coaching Styles;
 - Coaching Process;
 - Performance Review Meetings.

Part 4: Reward System, Legal Issues and Team Performance Management

- Performance Management: Reward Systems and Legal Issues:
 - Reward Systems;
 - Legal Issues.
- Managing Team Performance:
 - Definition and Importance of Teams;
 - Types of Teams and Implications for Performance Management;
 - Purposes and Challenges of Team Performance Management;
 - Including Team Performance in the Performance Management System;
 - Rewarding Team Performance.

Modern Quality Systems

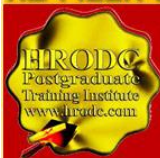
Course Objectives

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

- Demonstrate their appreciation for consumer and client demand for quality;
- Demonstrate their awareness of consumers' increasing quality consciousness;
- Exhibit an understanding of the role of Quality Systems in:
 - Creating a positive organisational image;
 - Lowering operational costs;
 - Reducing or averting product or service liability litigation;
- Demonstrate their understanding of 'Modern Control Systems';
- Determine the place of mutual adjustment, as a co-ordinating mechanism within specific organisational settings – determined by their sizes and stages of development, and work process;
- Determine how management information systems support organisational control;
- Determine the cybernetic value of computerised information system in general organisational functioning and specifically management control system;
- Evaluate the impact of a haphazard management accounting system on the overall organisational control mechanism;
- Explain the import conversion export process;
- Apply the concept of equifinality in organisational control;
- Indicate when managerial control should be relaxed, to facilitate organisational development, quality improvement and continuous professional development;
- Establish quality objectives;
- State quality objectives as precisely as possible;
- Set quality objectives in relation to other organisational objectives;
- Relate objectives to specific actions, whenever necessary;
- Pinpoint expected results;
- Specify when goals are expected to be achieved;

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- Distinguish between strategic, tactical and operational quality objectives;
- Establish a 'quality-throughput accounting balance';
- Demonstrate how a continuous improvement strategy might be designed and implemented;
- Illustrate how just-in-time system works in practice;
- Establish the difference in 'push' and 'pull' between Just-In-Time (JIT) System and Material Requirement Planning (MRP);
- Demonstrate their understanding of the fundamental differences between JIT and MRP;
- Demonstrate the quality benefits of JIT vs. MRP;
- Indicate the quality issues involved in JIT and MRP;
- Exhibit their understanding of the Sourcing strategies, which are necessarily employed in JIT and MRP;
- Demonstrate their ability to circumvent problems posed by Single Sourcing;
- Exhibit their understanding of the fundamental tenets of Total Quality Management (TQM);
- Demonstrate their ability to contextualise the following:
 - What Is the International Organisation For Standardization (ISO);
 - What '*International Standardization*' Means;
 - How ISO Standards Benefit Society;
 - The Hallmarks of the ISO Brand;
 - ISO and World Trade;
 - ISO and Developing Countries;
 - How to Recognize an ISO Standard;
 - The Big, Wide World of ISO Standards;
 - What Makes ISO 9000 and ISO 14000 So Special;
 - What Makes Conformity Assessment So Important;
 - ISO9000 as A Quality Framework;
 - The ISO9000 Family;
 - ISO 1400.
- Demonstrate their understanding of the role of the British Standard Institution (BSI) as an International Quality Assessment Body;

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- Exhibit their ability to plan, establishing & monitor Quality Systems;
- Exhibit an understanding of the fundamental principles of Total Quality Management (TQM);
- Demonstrate their ability to Implement and Monitoring TQM;
- Demonstrate an understanding of the operational constraints of popular quality systems;
- Illustrate the perceptual value of quality assurance;
- Exhibit their ability to establish quality assurance from quality objectives;
- Demonstrate their ability to Quality Benchmarking;
- Evaluate the standards proposed by internationally acclaimed quality protagonists, such as:
 - Philip B. Crosby,
 - W. Edwards Deming,
 - Joseph M. Juran,
 - Shigeo Shingo, and
 - Armand V. Eeigenbaum.
- Use quality as a basis for conducting an internal and external environmental analysis.
- Demonstrate their ability to use quality as the basis for conducting a strategic operational review.
- Exhibit their ability to initiate and institutionalise incremental quality improvement.
- Demonstrate their ability to Identify areas for quality improvement.
- Exhibit an understanding of the role of communication for quality improvement.
- Demonstrate their understanding of the role of Research and Development in Quality Improvement.

Course Contents, Concepts and Issues

- Quality: A Definition;
- Clients' Quality Consciousness;
- The Law and Development of Quality Assurance;
- Using Quality As A Tool To:
 - Create a Positive Organisational Image;
 - Lower Operational Costs;
 - Reduce or Avert Product or Service Liability Litigation.
- Modern Control Systems;
- Management Information System;
- Computerised Information Systems;
- Information Speed;
- Information Retrieval;
- Management Accounting System;
- The Import- Conversion –Export Process;
- The Import Process;
- The Conversion Process;
- The Export Process;
- Operational Control System;
- Service Operation;
- Process Scheduling;
- Loading;
- Sequencing;
- Detailed Scheduling;
- Inventory Control;
- Cost Control;
- Quality Control;
- Controlling Utilisation of Organisational Resources;
- Co-Ordinating As a Control Mechanism;
- Mutual Adjustment;
- Direct Supervision;

- Standardisation of Work Process;
- Standardisation of Input-Skills, Knowledge and Attitudes;
- Standardisation of Output;
- Organisational Structure as a Control Function;
- Communication Dissemination;
- Decision Making Involvement;
- The 'In' Inventory;
- The 'Out' Inventory;
- The 'JIT' Inventory System;
- The Kanban System;
- Establishing Quality Objectives;
- Stating Precise Objective;
- Setting Quality Objectives In Relation To Other Organisational Objectives;
- Relating Objectives to Specific Actions;
- Pinpointing Expected Results;
- Specifying When Goals Are Expected To Be Achieved;
- Distinguishing Between Strategic, Tactical and Operational Quality Objectives;
- Establishing a 'Quality-Throughput Accounting Balance';
- Continuous Improvement Programme;
- Just-In-Time (JIT) Compared With Material Requirements Planning (MRP);
- JIT Vs MRP: Component and Material Sourcing Strategy;
- The Quality Benefits of JIT vs. MRP;
- The Quality Issues Involved In JIT and MRP;
- Kaizen or Continuous Improvement;
- Modern Quality Systems;
- The British Standard Institution (BSI) as an International Quality Assessment Body;
- The Fundamental Principles of Total Quality Management (TQM);
- Implementing and Monitoring TQM;
- What is the International Organisation for Standardization (ISO);
- What '*International Standardization*' Means;
- How ISO Standards Benefit Society;
- The Hallmarks of the ISO Brand;

- ISO and World Trade;
- ISO and Developing Countries;
- How to Recognize an ISO Standard;
- The Big, Wide World of ISO Standards;
- What Makes ISO 9000 and ISO 14000 So Special;
- What Makes Conformity Assessment So Important;
- ISO9000 as A Quality Framework;
- The ISO9000 Family;
- ISO 1400: An Introduction;
- Planning, Establishing and Monitoring Quality Systems;
- The Perceptual Value of Quality Assurance;
- Establishing Quality Assurance from Quality Objectives
- Quality Benchmarking;
- Guidelines for Achieving Quality:
 - Philip B. Crosby,
 - W. Edwards Deming,
 - Joseph M. Juran,
 - Shigeo Shingo,
 - Armand V. Eeigenbaum
- Quality and Internal and External Environmental Analysis;
- Quality and Strategic Operational Review;
- Incremental Quality Improvement;
- Identifying Areas for Quality Improvement;
- Communication for Quality Improvement;
- Researches and Development for Quality Improvement.

Postgraduate Diploma, Postgraduate Certificate, and Diploma – Postgraduate - Short Course Regulation

Postgraduate Certificate, 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 Certificate and Postgraduate Diploma. Postgraduate Certificate and Postgraduate Diploma represent Programmes of Study, leading to Awards bearing their title prefixes. While we refer to our short studies, of 5 days to five weeks, as 'Courses', those with duration of 6 weeks and more are labelled 'Programmes'. Nevertheless, in line with popular usage, we often refer to all study durations 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 short courses accumulate to Postgraduate Certificate, with a total of 180 Credit-Hours (= 6 X 5-Day Courses or 3 X 10-Day Courses), or Postgraduate Diploma, with a total of 360 Credit-Hours (= 12 X 5-Day Courses or 6 X 10-Day Courses).

Delegates studying courses of 5-7 days' duration, equivalent to 30-42 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.

Postgraduate Certificate, 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, Postgraduate Certificate, or Postgraduate Diploma, as appropriate.

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

Diploma – Postgraduate, Postgraduate Certificate, and Postgraduate Diploma Application Requirements

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 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 and Duration of Postgraduate Certificate and Postgraduate Diploma Programmes

There are two delivery formats for Postgraduate Certificate and Postgraduate Diploma Programmes, as follows:

1. Intensive Full-time (Classroom-Based) Mode, lasting 3 months for Postgraduate Diploma, and 6 weeks for Postgraduate Certificate. These durations are based on six hours' lecturer-contact per day, five days (30 hours) per week, for Postgraduate Diploma;
2. Video-Enhanced On-Line Mode. This interactive online mode lasts twenty (20) weeks, for Postgraduate Diploma, and ten (10) weeks for Postgraduate Certificate. Our calculation is based on three hours per day, six days per week.

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

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, 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 an increasing number of Specialist Postgraduate Certificate and Postgraduate Diploma Programmes. You might also accumulate Postgraduate Short Courses, via this mode of study, over a 6-year period, towards a Postgraduate Certificate or 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 similar classroom-based courses;

Performance Management and Modern Quality Systems, Leading to Diploma Postgraduate - in Performance Management and Modern Quality Systems (Quad Credit), and 120 Credit-Hours, Accumulating to A Postgraduate Certificate, with 60 Additional Credit-Hours, a Postgraduate Diploma, with -240 Additional Credit-Hours

- For example, a 5-day classroom-based course, which costs Five Thousand Pounds, is only Three Thousand Three Hundred and Fifty Pounds (£3,350.00) in Video-Enhanced Online Mode.

10-Week Video-Enhanced Online Postgraduate Certificate and 20-Week Video-Enhanced Online Postgraduate Diploma

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

Cumulative Postgraduate Certificate and Postgraduate Diploma Courses

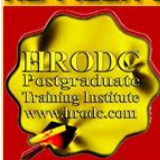
All short courses can accumulate to the required number of Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, over a six-year period from first registration and applies to both general and specialist groupings. In this regard, it is important to note that short courses vary in length, 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 one or two credits be attempted each year. This will ensure that the required 180 Credit-Hours and 360 Credit-Hours, for the Postgraduate Certificate and Postgraduate Diploma, respectively, are

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achieved, within the designated period. These Credit-Values, awards and their accumulation are exemplified below.

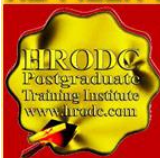
Examples of Postgraduate Course Credits: Their Value, Award Prefix & Suffix – Based on 5-Day Multiples		
Credit Value	Credit Hours	Award Title Prefix (& Suffix)
Single-Credit	30-54	Diploma - Postgraduate
Double-Credit	60-84	Diploma – Postgraduate (Double-Credit)
Triple-Credit	90-114	Diploma – Postgraduate (Triple-Credit)
Quad-Credit	120-144	Diploma – Postgraduate (Quad-Credit)
5-Credit	150-174	Diploma – Postgraduate (5-Credit)
6-Credit	180-204	Postgraduate Certificate
7-Credit	210-234	Postgraduate Certificate (+ 1 Credit)
8-Credit	240-264	Postgraduate Certificate (+2 Credits)
9-Credit	270-294	Postgraduate Certificate (+3 Credits)
10-Credit	300-324	Postgraduate Certificate (+ 4 Credits)
11-Credit	330-354	Postgraduate Certificate (+5 Credits)
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		

Exemplification of Accumulated Postgraduate Certificate and Postgraduate Diploma Award Titles

All Specialist Postgraduate Certificate and 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

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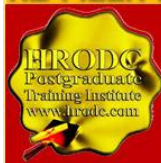
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at least seventy percent (70%) of his or her courses in a specialist grouping. These are exemplified below:

1. **Postgraduate Diploma in Accounting and Finance;**
2. **Postgraduate Certificate in Accounting and Finance;**
3. **Postgraduate Certificate in Aviation Management;**
4. **Postgraduate Diploma in Aviation Management;**
5. **Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
6. **Postgraduate Diploma in Industrial Health and Safety Management, Incorporating Oil and Gas Safety;**
7. **Postgraduate Certificate in Business Communication;**
8. **Postgraduate Diploma in Business Communication;**
9. **Postgraduate Certificate in Corporate Governance;**
10. **Postgraduate Diploma in Corporate Governance;**
11. **Postgraduate Certificate in Costing and Budgeting;**
12. **Postgraduate Diploma in Costing and Budgeting;**
13. **Postgraduate Certificate in Client or Customer Relations;**
14. **Postgraduate Diploma in Client or Customer Relations;**
15. **Postgraduate Certificate in Engineering and Technical Skills;**
16. **Postgraduate Diploma in Engineering and Technical Skills;**
17. **Postgraduate Certificate in Events Management;**
18. **Postgraduate Diploma in Events Management;**
19. **Postgraduate Certificate in Health and Safety Management;**
20. **Postgraduate Diploma in Health and Safety Management;**
21. **Postgraduate Certificate in Health Care Management;**
22. **Postgraduate Diploma in Health Care Management;**
23. **Postgraduate Certificate in Human Resource Development;**
24. **Postgraduate Diploma in Human Resource Development;**
25. **Postgraduate Certificate in Human Resource Management;**
26. **Postgraduate Diploma in Human Resource Management;**

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M. RG. C.

- 27. Postgraduate Certificate in Information and Communications Technology (ICT);**
- 28. Postgraduate Diploma in Information and Communications Technology (ICT);**
- 29. Postgraduate Certificate in Leadership Skills;**
- 30. Postgraduate Diploma in Leadership Skills;**
- 31. Postgraduate Certificate in Law – International and National;**
- 32. Postgraduate Diploma in Law – International and National;**
- 33. Postgraduate Certificate in Logistics and Supply Chain Management;**
- 34. Postgraduate Diploma in Logistics and Supply Chain Management;**
- 35. Postgraduate Certificate in Management Skills;**
- 36. Postgraduate Diploma in Management Skills;**
- 37. Postgraduate Certificate in Maritime Studies;**
- 38. Postgraduate Diploma in Maritime Studies;**
- 39. Postgraduate Certificate in Oil and Gas Operation;**
- 40. Postgraduate Diploma in Oil and Gas Operation;**
- 41. Postgraduate Certificate in Oil and Gas Accounting;**
- 42. Postgraduate Diploma in Oil and Gas Accounting;**
- 43. Postgraduate Certificate in Politics and Economic Development;**
- 44. Postgraduate Diploma in Politics and Economic Development;**
- 45. Postgraduate Certificate in Procurement Management;**
- 46. Postgraduate Diploma in Procurement Management;**
- 47. Postgraduate Certificate in Project Management;**
- 48. Postgraduate Diploma in Project Management;**
- 49. Postgraduate Certificate in Public Administration;**
- 50. Postgraduate Diploma in Public Administration;**
- 51. Postgraduate Certificate in Quality Management;**
- 52. Postgraduate Diploma in Quality Management;**
- 53. Postgraduate Certificate in Real Estate Management;**
- 54. Postgraduate Diploma in Real Estate Management;**

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55. Postgraduate Certificate n Research Methods;

56. Postgraduate Diploma in Research Methods;

57. Postgraduate Certificate in Risk Management;

58. Postgraduate Diploma in Risk Management;

59. Postgraduate Certificate in Sales and Marketing;

60. Postgraduate Diploma in Sales and Marketing;

61. Postgraduate Certificate in Travel, Tourism and International Relations;

62. Postgraduate Diploma in Travel, Tourism and International Relations.

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

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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.](#)

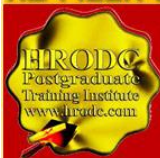
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The submission of our application form or otherwise registration by of the submission of a course booking form or e-mail booking request is an attestation of the candidate's subscription to our Policy Terms and Conditions, which are legally binding.

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