

# HRODC Postgraduate Training Institute



**A Postgraduate - Only Institution**



**#027**

**University and Higher Education Administration**

**Postgraduate Short Course**

**Leading To:**

**DIPLOMA - POSTGRADUATE IN**

**University and Higher Education Administration,  
Triple-Credit, 90 Credit-Hour**

**Accumulating to A**

**Postgraduate Certificate,  
With 90 Additional Credit-Hours, and a**

**POSTGRADUATE DIPLOMA**

**With 270 Additional Credit-Hours**

University and Higher Education Administration Course - Page 1 of 30

**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. AAM; M.I.S.G.S.; M.S.C.O.S.;  
M. RG. C.



**HRODC POSTGRADUATE TRAINING INSTITUTE**  
*A Postgraduate – Only Institution*

**Websites:**  
<https://www.hrodc.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);
- Teaching Certificate;



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

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

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

**His responsibilities in these roles included:**

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

## For Whom This Course is Designed

### This Course is Designed For:

- Assistant Provosts;
- Associate Professors;
- Course Leaders;
- Higher Education Administration Lecturers;
- Higher Education Administration Team Leaders;
- Higher Education Administrative Line Supervisors;
- Higher Education Administrative Middle Managers;
- Higher Education Administrative Team Leaders;
- Higher Education Executive Managers;
- Higher Education General Managers;
- Higher Education Office Managers;
- Higher Education Organisational Improvement Specialists;
- Higher Education Senior Administrators;
- University Directors;
- Directors of Higher Education;
- Executives of Higher Education Directorates;
- Programme Leaders;
- Public Sector Individuals with a genuine interest in Issues associated with University and Higher Education Administration;
- Senior University Administrators;
- University Administration Lecturers;
- University Administrative Line Supervisors;
- University Administrative Middle Managers;
- University Administrative Team Leaders;
- University Administrators;
- University Executive Directors;
- University General Managers;
- University Office Managers;

- University Organisational Development Specialists;
- University Professors;
- University Provosts;
- All others who are desirous of enhancing their knowledge and expertise in University and Higher Education Administration.

<b>Classroom-Based Duration and Cost:</b>	
<b>Classroom-Based Duration:</b>	<b>15 Days</b>
<b>Classroom-Based Cost:</b>	<b>£15,000.00 Per Delegate</b>
<b>Online (Video-Enhanced) Duration and Cost</b>	
<b>Online Duration:</b>	<b>30 Days – 3 Hours Per Day</b>
<b>Online Cost:</b>	<b>£10,050.00 Per Delegate</b>

**Classroom-Based Course and Programme Cost includes:**

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

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

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

- Our Branded Carrier Bag.

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

**Scheduled Delivery Locations:**

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

Delivery in other International Locations, on request.

**University and Higher Education Course**

**Leading to Diploma – Postgraduate – in University and Higher Education, Triple-Credit, 90 Credit-Hours, accumulating to a Postgraduate Certificate, with 90 additional Credit-Hours, and a Postgraduate Diploma, with 270 additional Credit-Hours.**

**Course Objectives**

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

- Address key issues in The Management of Quality.
- Address queries from Student Sponsors;
- Address Student Telephone Queries;
- Administer University and Higher Education Grading System;
- Adopt appropriate strategies for dealing with interruptions;
- Adopt different approaches in delegating;

- Adopt effective delegation techniques;
- Amending Student Records;
- Analyse how delegation contributes towards effective time management;
- Analyse the concept of leasing in relation to delegating;
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective';
- Apply the Pareto Principle (80/20 rule) to time management issues;
- Appoint Chief Examiners;
- Appoint Recruitment Agents;
- Appreciate the importance of time management;
- Arrange External Examiners' Fees;
- Arrange Meetings of Internal Examination Boards;
- Arrange Script Markings;
- Arrange Student Resits;
- Arrange Viva Voce (Examinations);
- Ascertain how to work with disorganised colleagues;
- Ascertain the concept of delegation;
- Ascertain the importance of delegating tasks;
- Ascertain the possible causes and effects of meeting mismanagement; and
- Ascertain the relationship between an incumbent's experience and role enactment;
- Ascertain their respective goals/objectives;
- Assess Applicants' References;
- Assign appropriate Induction Roles to Administrative Staff;
- Assign Dissertation Supervisors;
- Assign Thesis Supervisors;
- Assigning Student Email Accounts;
- Classify Examination Result;
- Compliance with Data Protection Requirement for Student Record;
- Comply with Data Protection Requirement for Student Academic Record;
- Conduct student Interviews;
- Coordinate Dissertation Marking;
- Create an effective agenda that will keep meetings on track;

- Create Student Academic Records;
- Deal with Exemptions;
- Deal with Extenuating Circumstances;
- Decide which items can be delegated;
- Define objectives, generally;
- Define planning;
- Demonstrate a heightened understanding of how best to support delegates in their task performance;
- Demonstrate an understanding of the concept of multitasking;
- Demonstrate an understanding of the difference between important and urgent activities/works;
- Demonstrate an understanding of the underlying principles of “time” in an organisational wide context;
- Demonstrate their ability to maintaining Student Record System (SRS; SITS);
- Demonstrate their ability to manage student records, effectively;
- Demonstrate their understanding of how effective delegation is performed;
- Demonstrate their understanding of the step-by-step process in making effective schedule;
- Design and Assign Induction Roles to Academic Staff;
- Determine how efficient time management increases work effectiveness and productivity;
- Determine how goal setting can lead to effective time management;
- Determine how to provide support even when the task is overwhelming for the delegatee;
- Determine the benefits of delegating, thereby encouraging them to perform delegation whenever necessary;
- Determine the most important issues that a Student Induction Programme should address;
- Determine the requisites for delegation to avoid any problem during the process;
- Determine when delegation is not advisable;
- Develop a personal approach in using their time in the most productive way;
- Develop and maintain a good time management habit;



- Develop their own individualised plan of action.to maximise their use of time;
- Develop their personal “To-Do List”;
- Develop their personal ABC123 prioritised planning;
- Develop useful techniques for setting and achieving goals;
- Develop ways to maximise their personal effectiveness;
- Devise an organized and systematic schedule and handle it properly;
- Devise the most appropriate methods of ensuring that a high degree of confidentiality is maintained, with respect to Students’ Records;
- Devise their personal planner;
- Devise ways to avoiding time crunches;
- Direct the management of Undergraduate Examinations;
- Discuss how most managers apportioned their time;
- Discuss how to manage their workloads more effectively;
- Discuss POSEC Method in relation to time management;
- Discuss the importance of delegation in increasing productivity and workflow;
- Distinguish the underlying concepts of delegating, empowerment and decentralization;
- Effectively communicate with External Examiners;
- Elucidate the concerns of managers in delegating;
- Employ some tools for effective delegating.
- Ensure the security of Examination Scripts;
- Enumerate the benefits of effective time management;
- Enumerate the different time management tips for managers;
- Enumerate the factors influencing effective delegation;
- Enumerate the factors influencing effective delegation;
- Establish the relationship between delegation and external candidature;
- Establish the right environment for successful delegation;
- Evaluate the performance of the person with whom the job was delegated and the result of the completed assignment;
- Exhibit their knowledge of the situations when delegating is effectively executed;
- Explain at least 3 reasons for delegating;
- Explain the concept of Eisenhower method;

- Express familiarity with the concepts of responsibility, authority and accountability as they relate to delegation;
- Facilitate Meetings of External Examination Boards;
- Factor Extenuating Circumstances in Student Grades;
- Gain a balance between professional goals and personal time;
- Generate Student Reports;
- Handle Staff Queries, pertaining to students;
- Host External Examiners' Visits;
- Identify the concerns of managers in delegating;
- Identify the difference between delegating authority and task;
- Identify the different meeting menaces and learn how to deal with them;
- Identify the tasks which can be delegated;
- Identify their professional goals and personal time;
- Identify time bandits and devise strategies for dealing with them;
- Identify time wasters and adopt strategies for eliminating them;
- Illustrate how to utilize their gap times;
- Illustrate their knowledge of how to determine the skills required for the delegated task;
- Implement techniques for minimising disruptions;
- Indicate how to address problems in delegation;
- Indicate how to effectively delegate task;
- Indicate how to maintain their responsibility;
- Influence the 'Snowballing Effect' in Student Recruitment;
- Keep Record of External Examiners;
- Liaise with Admission Tutors, to maintain data integrity;
- Liaise with Course Tutors;
- Make a major contribution to the establishment of an effective Examination Policy;
- Make Academic Record Entries on Student Academic Files;
- Make Amendments Dictated by External Examinations;
- Manage In-person Student Registration
- Manage Modular or Subject Examination Boards;
- Manage Online Student Registration;

- Manage Programme or Course Examination Boards;
- Manage Student Assignments;
- Manage Student Projects;
- Meet tight deadlines with time to spare;
- Monitor progress and provide feedback about the delegated assignment;
- Monitor the Payment of External Examiners' Fees;
- Monitoring Student Attendance;
- Observe General Confidentiality on Students' Academic Record;
- Organise and Manage Student Induction;
- Organise Student Recruitment Road Shows
- Play a leading role in the management of Postgraduate Examinations;
- Prepare Academic Transcripts;
- Prioritise 'urgent' and 'important' activities;
- Quality Assure Electronic Marking System;
- Realise the importance of agenda;
- Realise the importance of goals;
- Recognise the variety of causes of procrastination and apply relevant techniques to overcome them;
- Recruit Student Recruitment Agents;
- Reduce time spent in meetings yet contribute more effectively;
- Release Student Examination Result in an appropriate and confidential manner;
- Request Applicants' References;
- Resolve Agents' Remuneration;
- Review Examination Papers;
- Sample Electronic Marking Results;
- Schedule Examination Invigilators;
- Schedule Postgraduate Examinations;
- Schedule Undergraduate Examinations;
- Select Examination Invigilators;
- Select Student Recruitment Agents;
- Select Thesis Examination Panels;
- Set parameters in delegating a task;

- Set realistic goals through SMART method;
- Set up a discussion when about task delegation;
- Solve problems through the trading game scenario;
- Specify and explain the four D's in time management;
- Specify the effects of poor time management;
- Specify the steps for running productive and effective meeting;
- Stage National and International Road Shows;
- Suggest how authority might be delegated effectively;
- Suggest how to handle interruptions constructively;
- Suggest the difference between being “busy” and “productive;”
- Suggest the strategies for handling descent from delegation;
- Supervise Examination Paper Preparation;
- Take accurate Minutes at Examination Boards;
- Take Actions Relating to Decisions of Examination Boards;
- Take appropriate measures to secure Examination Papers;
- Teach delegation skills to team leaders;
- Update Student Record System (SRS; SITS), without negatively affecting data integrity;
- Use effective delegation techniques at the workplace;
- Use some techniques in improving delegating skills;
- Utilise Events' Marketing to promote their Universities and Higher Education Institutions;
- Utilise Social Media in Student Recruitment;
- Verify Applicants' Qualifications.

## **Course Contents, Concepts, and Issues**

### **Part 1 - Student Records Administration**

- Managing Student Records;
- Assigning Student Email Accounts;

**University and Higher Education Administration Course - Page 12 of 30**

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- Monitoring Student Attendance;
- Addressing Student Telephone Queries;
- Amending Student Records;
- Dealing with Queries From Student Sponsors;
- Generating Student Reports;
- Handling Staff Queries, Relating to Students;
- Liaising with Admission Tutors;
- Observing General Confidentiality on Students' Records;
- Compliance with Data Protection Requirement for Student Record;
- Maintaining Student Record System (SRS; SITS);
- Updating Student Record System (SRS; SITS);

## **Part 2 – Scheduling and Managing Examinations**

- Establishing Examination Policy;
- Managing Undergraduate Examinations;
- Managing Postgraduate Examinations;
- Scheduling Undergraduate Examinations;
- Supervising Examination Paper Preparation;
- Assigning Dissertation Supervisors;
- Assigning Thesis Supervisors;
- Selecting Examination Invigilators;
- Managing Student Assignments;
- Managing Student Projects;
- Arranging Student Resits;
- Appointing Chief Examiners;
- Scheduling Examination Invigilators;
- Security of Examination Scripts;
- Security of Examination Papers;
- Reviewing Examination Papers;
- Scheduling Postgraduate Examinations;

- Arranging Viva Voce (Examinations);
- Coordinating Dissertation Marking;
- Selecting Thesis Examination Panels;
- Arranging Script Markings;

### **Part 3 – Student Academic Record Administration (1)**

- Creating Student Academic Record;
- Making Academic Record Entries on Student Academic Files;
- Liaising with Course Tutors;
- Taking Actions Relating to Decisions of Examination Boards;
- Making Amendments Dictated by External Examinations;
- Keeping Record of External Examiners;
- Communicating with External Examiners;
- Managing Modular or Subject Examination Boards;
- Managing Programme or Course Examination Boards;
- Minuting Examination Boards;
- Hosting External Examiners' Visits;
- Arranging External Examiners' Fees;
- Monitoring of Payment of External Examiners' Fees.

### **Part 4 – Student Academic Record Administration (2)**

- Arranging Meetings of Internal Examination Boards;
- Facilitating Meetings of External Examination Boards;
- Releasing Student Examination Results;
- Observing General Confidentiality on Students' Academic Record;
- Compliance with Data Protection Requirement for Student Academic Record;
- Preparing Academic Transcript;

- Dealing with Exemptions;
- Dealing with Extenuating Circumstances;
- Factoring Extenuating Circumstances in Student Grades;
- Administering University and Higher Education Grading System;
- Preparing Student Marks For Internal and External Examination Boards;
- Examination Result Classification;
- Sampling Electronic Marking Results;
- Quality Assuring Electronic Marking System;

## **Part 5 - Student Recruitment and Admission**

- Recruiting Recruitment Agents;
- Selecting Recruitment Agents;
- Appointing Recruitment Agents;
- Organising Road Shows
- Staging Road Shows;
- Agents' Remuneration;
- Event's Marketing;
- Utilising Social Media in Student Recruitment;
- Snowballing' in Student Recruitment;
- Conducting student Interviews;
- Verifying Applicants' Qualifications;
- Requesting Applicants' References;
- Assessing Applicants' References.

## **Part 6 - Student Registration and Induction**

- Managing In-person Student Registration
- Managing Online Student Registration;
- Organising and Managing Student Induction;

- Important Induction Elements;
- Designing and Assigning Induction Roles to Academic Staff;
- Assigning Induction Roles to Administrative Staff;
- Making Induction an Enjoyable Activity;
- Contextualising Induction;
- Involving Current Students in the Induction Process;
- Creating Module-Taster Sessions in Induction;
- Creating a Homey Atmosphere at Induction Sessions;
- Pertinent Issues For Inclusion in Induction;
- Venue Suitability for Induction;
- Technology-Mediated Induction.

## **Part 7 – Delegation For University and Higher Education Administrators**

- A Working Definition of Delegation;
- The Concept of 'Leasing';
- Why Delegate?;
- How Managers Benefit from Delegating;
- How Subordinates Benefits from Being the Recipient of a Delegated Task;
- Managerial Concerns about Delegating;
- Delegating Authority for Effective Task Performance;
- Delegating Responsibility with Delegated Task;
- Factors Influencing Effective Delegation;
- Delectation in a Time Management Context.

## **Part 8 – Supporting Delegates For Effective Administration**

- Authority: Facet #2;
- Delegatee Autonomy VS Managerial Control;



- Releasing Control, without Relinquishing Responsibility;
- The Emergent New Dimension of 'Supervision';
- Scheduled 'Supervision';
- Unscheduled 'Supervision';
- Delegation Resourcing Requirements;
- Conflict Resolution Mechanism.

## **Part 9 – Monitoring and Enhancing Delegates' Performance**

- Establishing performance Standards;
- Monitoring Progress and Providing General Feedback about the Delegated Assignment;
- Addressing Target Progress;
- Addressing Predetermined Problems in Delegated Task;
- Evaluating Delegatee's Role Performance.
- Maintaining Authority Facet #1;
- Determining Delegatee's Training Needs:
  - Specified Performance Measurement;
  - Self-Appraisal;
  - Positive Application of 360 Degree Feedback.
- Deciding on Training Programme;
- Re-entry and Transfer;
- Measuring Training Effectiveness.

## **Part 10 – Time Management For University and Higher Education Administrators**

- Time Management Defined;
- Time in an Organisational Wide Context: Acting in Time;
- The Cost of Time;

- Time Management Tools;
- Maximising Personal Effectiveness;
- Busy vs. Productive;
- Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Managing Time Wasters/Time Robbers/Time Stealers/Time Bandits;
- Combating Procrastination;
- Diffusing the Impact of Others:
  - Handling Interruptions Constructively;
  - Asserting Yourself Politely and Calmly;
  - Conquering Overcommitment ( Learn to say, “No”).

## **Part 11 – Contextualising Time Management for University and Higher Education Administrators**

- The Four D’s of Time Management:
  - Do;
  - Delegate:
    - Tasks Which Should Be Delegated;
    - Effective Delegation Techniques;
    - How to Delegate.
  - Dump;
  - Defer.
- Managing Multiple Task and Deadlines;
- Combating Work Related Stress;
- Balancing Personal and Professional Life;
- Avoiding Time Crunches;
- Handling Unexpected Job Emergencies;
- Human Multitasking;
- Benefits of Effective Time Management;
- Effects of Poor Time Management;
- Time Management Theories:
  - Maslow’s Hierarchy of Needs;

- The Pickle Jar Theory;
- Pareto Principle or 80/20 Rule;
- Eisenhower Method;
- POSEC Method.

## Part 12 – Goal-Setting and Organising For University and Higher Education Administrators

- Setting Goals and Objectives:
  - What You Want to Achieve;
  - Importance of Goal;
  - Setting Realistic Goals Through SMART Method;
  - Techniques for Setting and Achieving Goals.
- Planning:
  - Management and Planning Tools;
  - Using a Planner;
  - Developing Action Plan.
- Getting Organised:
  - Organising Your Workspace, Files and Folders;
  - E-mail, Task and Calendar Managing;
  - Information Flow and Retrieval Process;
  - Information Overload;
  - Schedule Management:
    - Scheduling to Create Work/Life Balance;
    - Creating Dynamic “To-Do List”;
    - Reducing Mental Clutter.
- The Batching Technique;
- Utilise Time Gaps;
- Effective Follow-up System;
- Developing Time Management Habit.

## Part 13 – Scheduling and Prioritising For University and Higher Education Administrators

- Scheduling:
  - Effective Scheduling;
  - Steps in Scheduling.
- Prioritising:
  - The Prioritisation Grid;
  - Important vs. Urgent;
  - Time Management Matrix (Covey's Four Quadrant Matrix);
  - To-Do List;
  - ABC123 Prioritised Planning;
  - Decision Matrix.
- Time Management and Manager:
  - How Most Managers Apportioned Their Time;
  - Time Management Tips for Managers;
  - Effective Resource Management;
  - Workload Analysis;
  - Managing Workload;
  - Managing Disorganised Staffs.

## Part 14 – Effective Meeting Management For University and Higher Education Administrators

- Meeting Management:
  - Creating an Effective Agenda;
  - Importance of Agenda;
  - Steps For Productive and Effective Meeting;
  - Groupthink;

- Teamthink;
  - Reducing Time Spent on Meeting;
  - Meeting Menaces:
    - The Waffler;
    - The Turf Warrior;
    - The Assassin;
    - The Dominator;
    - The Interrupter.
  - Meeting Mismanagement.
- Trading Game Scenario.

## **Regulation For Postgraduate Diploma, Postgraduate Certificate, and Postgraduate Short Courses**

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

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

as 'Delegates', as opposed to the ascription 'Students', which is confined to those studying a Postgraduate Programme.

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

<b>Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles</b>	
<b>Programme #</b>	<b>Award Title (Click to Download Desired Brochure)</b>
<b>010</b>	Postgraduate Diploma in Human Resource Management.
<b>010.1</b>	Postgraduate Certificate in Human Resource Management.
<b>014</b>	Postgraduate Diploma in Automotive Electrical, Electronic and Mechanical Diagnostic, Maintenance and Repair
<b>017</b>	Postgraduate Diploma in Real Estate Management, Incorporating Property Law.
<b>017.1</b>	Postgraduate Certificate in Real Estate Management, Incorporating Property Law.
<b>020</b>	Postgraduate Diploma in Accounting and Finance.
<b>020.1</b>	Postgraduate Certificate in Accounting and Finance.

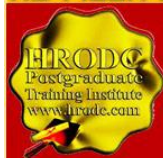
<b>Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles</b>	
<b>Programme #</b>	<b>Award Title (Click to Download Desired Brochure)</b>
<b>028</b>	Postgraduate Certificate in Industrial Health and Safety Management, Incorporating Oil and Gas Safety.
<b>032</b>	Postgraduate Diploma in Executive Management
<b>032.1</b>	Postgraduate Certificate in Executive Management
<b>043</b>	Postgraduate Diploma in Communication and Information Management.
<b>043.1</b>	Postgraduate Certificate in Communication and Information Management.
<b>044</b>	Postgraduate Diploma in Women in Management.
<b>044.1</b>	Postgraduate Certificate in Women in Management.
<b>061</b>	Postgraduate Certificate in Financial Accounting and Management Accounting.
<b>070</b>	Postgraduate Diploma in Human Resource Training and Development Management
<b>070.1</b>	Postgraduate Certificate in Human Resource Training and Development Management.
<b>079</b>	Postgraduate Diploma in Managing National and International Economic Competition.
<b>085</b>	Postgraduate Diploma in Corporate Governance and Strategic Management.

<b>Postgraduate Diploma and Postgraduate Certificate Specialist Award Titles</b>	
<b>Programme #</b>	<b>Award Title (Click to Download Desired Brochure)</b>
<b>085.1</b>	Postgraduate Certificate in Corporate Governance and Strategic Management.
<b>086</b>	Postgraduate Diploma in Business Administration
<b>86.1</b>	Postgraduate Certificate in Business Administration.
<b>097</b>	Postgraduate Diploma in Telecommunication Systems
<b>097.1</b>	Postgraduate Certificate in Telecommunication Systems
<b>115</b>	Postgraduate Diploma in Cost Accounting, Budgeting, Profitability Analysis, Strategy and Balanced Scorecard.
<b>115.1</b>	Postgraduate Certificate in Cost Accounting, Budgeting, Profitability Analysis.

## Understanding Our Postgraduate Credit System

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

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





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

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

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

### **Postgraduate Diploma Award**

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

### **Postgraduate Certificate Award**

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

## Cumulative Postgraduate Certificate, and Postgraduate Diploma Awards

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

## Accumulated Postgraduate Certificate, and Postgraduate Diploma Awards

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

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

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

- In-Class Tests;
- Text-Case Analyses;

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

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

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

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

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

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

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

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

- Copies of credentials stated in the Application Form.

## Admission and Enrolment Procedure

- On receipt of all the above documents, they will be forwarded to our 'Admissions Committee', which will assess applicants' suitability for the Course or Programme for which they have applied;
- If they are accepted on their chosen Course or Programme, they will be notified accordingly, and sent Invoices;
- Upon receipt of an applicant's payment, we will send him or her an Official Payment Receipt, and Admission Letter, bearing a copy of the Passport-Type in the respective Application Form.
- Those intending to study in a foreign country, and require a Visa, will be sent the necessary **Immigration Documentation**, to support their application;
- **Joining Instruction** will be sent to Students and Delegates, on time to prepare for their enrolment. The incorporated information include:
  - Venue Name, Location, with specific address;
  - Details of Airport Transfer, where appropriate;
  - Start date and time;
  - Registration details;
  - Daily Schedule;
  - Local Transportation Details;
  - Residential Accommodation Details;
  - Leisure and Shopping Facilities, in the area;
  - General Security Information; among others.

## Our Video-Enhanced (Face-To-Face) 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 lecturer, ask, and address questions; sitting examinations, in his or her presence. It is as real as any face-to-face lecture and seminar can be. Choose from a wide range of Diploma – Postgraduate - Courses and an increasing number of Specialist Postgraduate Certificate and Postgraduate Diploma Programmes. You might also accumulate Postgraduate Short Courses, via this mode of study, over a **12-year period**, towards a Postgraduate Certificate or Postgraduate Diploma.

### **Key Features of Our Online Study: Video-Enhanced Online**

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

### **10- Week Video-Enhanced Online Postgraduate Certificate; and 20-Week Video-Enhanced Online Postgraduate Diploma programmes**

You might study an Online Postgraduate Certificate or Online Postgraduate Diploma, in 10 and 20 weeks, respectively, in the comfort of your office or homes, through HRODC

Postgraduate Training Institute's 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.

## Service Contract, Incorporating Our Terms and Conditions

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

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

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