

HRODC Postgraduate Training Institute



A Postgraduate - Only Institution



#188

World Trade Organisation, Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management, Development Economics, and Agricultural Project Management

Programme

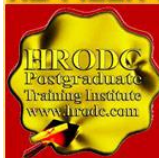
Leading To:

POSTGRADUATE DIPLOMA IN

WTO Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management, Development Economics, and Agricultural Project Management

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
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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/>.

Programme Coordinator:

Prof. Dr. R. B. Crawford is the Director of HRODC Postgraduate Training Institute, A Postgraduate-Only Institution. He has the following Qualifications and Affiliations:

- Doctor of Philosophy {(PhD) {University College London (UCL) - University of London}};
- MEd Management (University of Bath);
- Postgraduate (Advanced) Diploma Science Teacher Ed. (University of Bristol);
- Postgraduate Certificate in Information Systems (University of West London, formerly Thames Valley University);
- Diploma in Doctoral Research Supervision, (University of Wolverhampton);
- Teaching Certificate;

WTO Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management Course - Page 2 of 51



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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 Programme is Designed For:

- Managers;
- Importers;
- Exporters;
- Trade Ministers and Undersecretaries;
- Other Trade Officials;
- Economists;
- Industrialists;
- Industrial Advisors;
- Contract Managers;
- Audit Commission Members;
- Management Accountants;
- Corporate Executives;
- Others who are interested in understanding and managing anti-dumping issues.

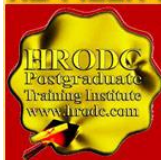
Classroom-Based Duration and Cost:	
Classroom-Based Duration:	12 Weeks (5 Days per Week)
Classroom-Based Cost:	£45,000.00 Per Student
Online (Video-Enhanced) Duration and Cost	
Online Duration:	20 Weeks – 3 Hours Per Day, 6 Days Per Week
Online Cost:	£30,150.00 Per Student

Classroom-Based Programme Cost includes:

- Free Continuous snacks throughout the Event Days;
- Free Hot Lunch on Event Days;
- Free City Tour;
- Free Stationery;

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- 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;
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- 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.

World Trade Organisation, Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management, Development Economics, and Agricultural Project Management

Leading to Postgraduate Diploma and WTO, Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management, Development Economics, and Agricultural Project Management

Module Number	Pre-existing Course #	Module Title	Page #	Credit Value
1	066	Anti-Dumping and Anti-Subsidy: Claims, Measures and Stance	9	Single
2	122.M1	International Trade Promotion and Marketing	13	Single
3		Knowledge Economy, Rural and Suburban Development as Contributors to Economic Competitiveness	16	Single
4	124	Advanced Agricultural Project Management	17	Quad
5		Environmental Management for Sustainability Development	33	Triple
6		Industrial Placement	39	Double

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Prof. Dr. R.B. Crawford - Director HRODC Postgraduate Training Institute

PhD (London), MEd.M. (Bath), Adv. Dip. Ed. (Bristol), PGCIS (TVU), ITC (UWI), MAAM, MAOM, LESAN, MSCOS, MISGS, Visiting Prof. P.U.P.

Registered with the UK Register of Learning Providers (UKRLP), Department for Business, Innovation and Skills (BIS), formerly Department of Innovation, Universities and Skills (DIUS).



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Postgraduate Full-Time and Short Courses
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World Trade Organisation, Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management, Development Economics, and Agricultural Project Management, Programme

Leading to Postgraduate a Postgraduate Diploma in WTO, Anti-Dumping, Anti-Subsidy, Sustainability and Environmental Management, Development Economics, and Agricultural Project Management

Programme Objectives

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

- Determine the importance of international trade in the global economy;
- Specify the role of international trade in economic development, sustainability and growth;
- Establish the link between openness and productivity;
- Be knowledgeable of the provisions of The World Trade Agreement (WTA) 1994;
- Know how the World Trade Organization (WTO) was established;
- Determine the scope of the WTO;
- Enumerate the functions of the WTO;
- Understand the structure of the WTO;
- Ascertain the relationship of WTO with other organisations;
- Determine the compositions of the WTO Secretariat and its functions;
- Talk about budget and contributions;
- Be updated with the status of the WTO;
- Know how decision-making process is conducted;
- Be aware of the latest amendments in WTO;
- Name who are considered as the original members of WTO;
- Describe the rules on accession;

- Discuss about the non-application of multilateral trade agreements between particular members;
- Know the rules on acceptance, entry into force and deposit;
- Cite the rules applicable to Withdrawal of membership in WTO;
- Be familiar with the miscellaneous provisions of WTO;
- Relate the establishment of the Uruguay Round Protocol GATT 1994;
- Understand the General Agreement on Tariffs and Trade (GATT);
- Establish the relationship of GATT to environmental policy;
- Determine the provisions of WTO on:
 - Agriculture;
 - Sanitary and Photo sanitary Measures;
 - Textiles and Clothing;
 - Technical Barriers to Trade;
 - Trade-Related Investment;
 - Pre-shipment Inspection;
 - Rules of Origin;
 - Import Licensing Procedures;
 - Subsidies and Countervailing Measures;
 - Government Procurement.
- Define dumping;
- Enumerate the effects of dumping on the economy of host countries;
- Name the effects of dumping on the economy of domestic countries;
- List the effects of dumping on the economy of transshipment countries;
- Discuss the concept of the patriotism stance: the British flag scenario;
- Study some anti-dumping case in selected countries;
- View the Europe and World Trade Directorate;
- Determine the result of the European Commission's Investigation of Allegations of Injury To The EU Steel Industry, Caused By Subsidised Imports From India and Korea;
- Know the UK's stance on anti-dumping;
- Learn about The UK trade and investment white paper;

- Analyse the analytical support for the trade and investment white paper;
- Know The UK's response to the EU Commission's concern on anti-subsidy;
- Be informed about some of the anti-dumping conclusions;
- Know the concept of the General Agreement on Trade in Services (GATS)
- Identify The aim of the GATS;
- Establish the interrelated nature of GATS and WTO;
- Be informed about the Cancun WTO Ministerial Declaration;
- Find out how GATS is viewed by the European Commission;
- Determine the benefits of GATS to businesses;
- Enumerate the main points of critique of GATS;
- Know whether the developing countries are marginalized by GATS;
- Establish the link between GATS and National Security;
- Discuss about the International Infiltration and National Border Protection; and
- Study the case of Dubai Ports Authority and P&O Ferry.
- Distinguish between different approaches to marketing and their underlying philosophies;
- Demonstrate an awareness of the importance of the marketing mix to product or service success;
- List the different stages in the product life cycle;
- Demonstrate an understanding of why some manufacturers are only interested in particular life cycle stage;
- Indicate the implications of particular life cycle stage for the success or demise of particular entrants or players;
- Determine the marketing strategy that is appropriate for particular stage of the product life cycle;
- Conduct an internal organisational analysis;
- Conduct an external organisational analysis;
- Conduct a sector analysis;
- Determine key success factors;
- Devise a workable marketing strategy for an organisation;
- Demonstrate an understanding of the need to develop dealers and maintain their

loyalty;

- Determine the appropriate marketing strategy for particular stages in the life cycle of a product or service;
- Demonstrate the role of international trade in global economy;
- Establish the role of international trade in economic development, sustainability and growth;
- Take a viable position in trade openness and productivity debate;
- The world trade agreement (WTA) 1994;
- Demonstrate an understanding of the role of national exhibitions, (expositions) in promoting export trade;
- Demonstrate their ability to organise and manage national exhibitions;
- Demonstrate the ability to organise national delegation and exhibitors for international exhibitions;
- Suggest at least 3 major contributions that international trades associations are likely to make to their export efforts;
- Name at least 3 international trades associations, establishing their major objectives; and
- Exhibit an understanding of the winning factors in bilateral trade agreements.
- Determine how a viable education system can be developed;
- Identify the key success factors in agricultural and rural development;
- Formulate effective strategy towards human resource development;
- Develop the important skills necessary for creating a workable national standard;
- Establish how workforce development enhances a region's economic stability and prosperity;
- Describe the importance of partnership towards attaining the desired regional development; and
- Enumerate the ways of protecting the environment and identify the infrastructures needed for development.
- Demonstrate their understanding of the concept of project management;
- Illustrate the pertinent issues associated with project sustainability;
- Portray a heightened understanding of project development;

- Highlight and internalise crucial project planning issues;
- Apply the most appropriate project management methodology to both real and hypothetical settings;
- Recommend a project control system that may be applied to a given scenario;
- Devise a viable sourcing strategy, relevant to a particular project setting;
- Conduct both pre-feasibility and feasibility studies;
- Facilitate a 'scoping study';
- Apply scoping strategy to a sustainability setting;
- Address key issues associated with meeting management;
- Ensure that project agreements are legally 'water-tight';
- View project structure as the system of relationship that persists;
- Have demonstrated an understanding of mind mapping and fish bone method;
- Apply tracking timing and costs, contingencies to project management; and
- Project a heightened awareness of the need to develop an excellent working relationship with suppliers and sub-contractors.
- Demonstrate a heightened level of understanding of the variations and varying degrees of intricacies of Agricultural Development Projects;
- Outline the different stages of an Agricultural Development Project, indicating the salient issues that need to be addressed at each - with suggestions for implicit problem resolution;
- Distinguish between the concepts of Stakeholder and Shareholder;
- Design an appropriate Agricultural Project, to match a specific scenario;
- Establish the bases for evaluating Agricultural Projects of different sizes, incorporating the relevant mechanism to take corrective or remedial actions, when appropriate;
- Design a work-flow chart, pin-pointing the efforts taken to avert or correct any 'bottlenecks';
- Select the most appropriate budgeting method, that will ensure that the agricultural project in question will be fully funded to the end of a normal cycle, taking contingencies into account, mitigating any relevant risks;
- Demonstrate the symbiotic relationship between agricultural project monitoring and evaluation;

- Design and effective agricultural project procurement strategy, that accounts for uncontrollable external environmental factors;
- Demonstrate their ability to effectively manage agricultural field trials, which employ the most appropriate data elicitation and analysis techniques ;
- Present a balanced argument with respect to Participatory Impact Monitoring (PIM);
- Determine the different sources of agricultural project finance available, locally, nationally and internationally, as appropriate to the specific project ;
- Suggest the agricultural project characteristics that are potential fund-winner;
- Demonstrate their heightened level of competence in Agricultural Project Planning, taking account the natural and pertinent stages and appropriate methodology;
- Develop an Agricultural Project Schedule that incorporates special consideration for high-duration phases, while addressing possible supply and motivation problems;
- Conduct a Stakeholder Analysis, developing the most appropriate strategy to ensure support from key players;
- Demonstrate a heightened understanding of Rapid Rural Appraisal (RRA), and the degree to which it might contribute to Agricultural Project Success; and
- Demonstrate the value of Participatory Rural Appraisal (PRA) in winning support for project development and implementation, while taking advantage of local skills, knowledge and expertise.
- Outline the importance of team leadership in agricultural project management;
- Distinguish between groups and mere aggregations;
- Suggest the difference in interpretation of groups and teams;
- Demonstrate your understanding of the social and psychological relevance of the stages of formation of a group;
- Distinguish between task forces, committees, command groups and boards;
- Apply group dynamics to organisational settings;
- Suggest ways of improving group morale, while enhancing their effectiveness;
- Demonstrate a heightened understanding of the type and permanence of the leadership of a team;
- Explain the occasions in which a situational leader is likely to emerge;
- Demonstrate a high level of understanding of a team attempts to replace a situational

- leader, to enhance stability, acceptability or renewed or clarified mission or objectives;
- Determine why a temporary team is likely to be more problematic to lead than a permanent team;
 - Explain why a team's disbandment might have a negative psychological effect on members and the team leader;
 - Explain the bases for the feeling of 'Togetherness' or 'Awareness' IN An Aggregation;
 - Demonstrate their understanding of the theoretical and practice bases of Team Dynamics;
 - Explain the team typological bases;
 - Distinguish between command teams, boards, committees and task forces;
 - Provide examples of command teams, highlighting the situations in which a leader might belong to two command teams;
 - Distinguish between Temporary Committees and Standing Committees;
 - Order the team formation stages, explaining the psychological issues that beset them and relate them to organisational functioning;
 - Demonstrate their ability to deal with the psychological effect of disbandment;
 - Detect dysfunctional behaviours;
 - Address the salient issues associated with dysfunctional behaviours;
 - Provide an individually synthesized proposal for dealing with aggressiveness;
 - Indicate how they would handle blocking, effectively;
 - Propose an effective way of dealing with interfering behaviour;
 - Demonstrate the effectiveness of the strategy that they have devised for dealing with intra-team competition;
 - Evaluate the effectiveness of their strategy for addressing situations where team members seek sympathy;
 - Propose an effective remedy to 'member withdrawal';
 - Put forward a satisfactory way of addressing 'special pleading';
 - Demonstrate an effective 'leader behaviour' when dealing with dysfunctional behaviours;
 - Exhibit tact in discouraging team member distracting behaviours;
 - Provide examples of how a leader should encourage desirable behaviours in a team;

- Indicate the range of tangible rewards that might be utilised in a team;
- Propose suitable intangible rewards that might be applied to a team situation;
- Apply appropriate rewards and, or, punishment that are applied to a given team situation – thereby promoting team ‘functionality’;
- Demonstrate an awareness of their ‘Team Building and Maintenance Roles’ that will improve team effectiveness;
- Indicate the steps that they will take to harmonising their teams;
- Establish a basis for standard setting in their teams;
- Demonstrate their understanding of the importance of Gatekeeping in team formal settings;
- Determine the optimum team size for effective functioning;
- Demonstrate their ability to manage conflict effectively, incorporating the occasions when it should be encouraged;
- Outline the steps that they will take to avert groupthink and promote teamthink;
- Demonstrate their understanding of the ‘risky shift syndrome’, outlining the steps that they will take to avert them;
- Demonstrate their ability to employ transactional analysis in a team context;
- Internalise the dysfunctional effect of ‘resonance’ in a team context;
- Suggest how they might employ an effective diversity management that discourages resonance;
- Demonstrate their grasp of the key issues of performance management;
- Illustrate how they might resolve interpersonal problems among team members;
- Indicate how they will help team members to channel their energies into task performance, establishing realistic goals;
- Develop effective communication strategies that might be applied to team settings, minimising technical language;
- Clarify roles in team settings;
- Provide a basis for team standard setting - establishing standards and evaluating progress;
- Illustrate how they will determine the contribution of each team member to team goal accomplishment;

- Recognise and acknowledge performance improvement in teams;
- Indicate how they will reward exceptional performance in their teams;
- Indicate how they will establishing key competencies in teams;
- Suggest how to establish acceptable performance levels in teams, noting performance indicators;
- Propose standards of measuring competence in teams;
- Suggest how to determine which individual members of a team can improve their performance – and subsequently, their contribution to the team as a way of harnessing team synergy;
- Illustrate how they will enhance the issue of ‘gatekeeping’ to ensure that team members, in general, participate in team meetings, extending support to the weak, ensuring that introverted team members are not intimidated or ‘crushed’ by the extroverted;
- Recognise the ineloquent team members without relevant current Information, who might, nevertheless, be able to perform evaluative role;
- Explain the concept of resonance as an issue in team effectiveness;
- Indicate how they will recognise resonance in their teams, outline the steps that they will take to avert or reduce its occurrence, outlining how they will ‘cautioning’ resonators;
- Suggest ways to counteract the effect of the informal hierarchy - in teams other than command teams;
- Demonstrate their appreciation of the fact that workers belong to different classes, in society;
- Demonstrate an understanding of the notion that societal socio-economic hierarchy might be informally represented in teams;
- Provide an indication of their awareness of the fact that team members’ class consciousness might relate to the positions that they occupy in the organisation or society;
- Exhibit a knowledge of the intimidating effect that class might have on team members, and, hence, the leader’s responsibility to ensure that this informal hierarchy is dispensed with in the promotion of a ‘classless team’;

- Describe the effort that they will make to enhance the 'critical faculty' of their team;
- Demonstrate their awareness of the value of team cohesiveness and team solidarity, and the dangers of over-cohesiveness;
- Demonstrate an understanding of the concept of motives and their value in organisational and subsystem effectiveness;
- Distinguish between the different sets of motivation theories, notably content, process and reinforcement;
- Demonstrate their ability to translate motivation theory into practice;
- Evaluate the appropriateness of the application of particular theoretical aspects of motivation to specific situations;
- Demonstrate their ability to formulate a comprehensive motivation strategy;
- Critically appraise existing motivation strategy within their project settings, identifying and addressing gaps;
- Demonstrate their appreciation of the need for a variance in intrinsic and extrinsic values if motivation;
- Demonstrate how popular motivation theories have contributed to our understanding of worker behaviour;
- Locate performance related pay, productivity bonuses and other remuneration inducement within existing motivation theory;
- Illustrate how the contingency approach to motivation might be applied to different situations;
- Indicate the part that training and development play in worker motivation; and
- Apply the 'equity' theory to work situation from a 'differentiation perspective', rather than an 'equality perspective'.
- Design a research project, taking account of important issues;
- Choose sources of information appropriate for the type of research being conducted;
- Assess the value of secondary sources of information as a prelude to the conduct of primary research;
- Choose the methodology that best suits the type of investigation being conducted & appropriate to the research objectives;

- Choose the most appropriate data elicitation techniques, in relation to the sampling frame, sampling unit, sample size & time span, among other factors;
- Advise others of the situations in which participant observation, conversation analysis, documentary analysis, focus groups, interviews & questionnaires, respectively, are appropriate;
- Design interviews & questionnaires that will elicit information appropriate to the research objectives;
- Design structured & unstructured questions, determining the conditions under which they should be used;
- Design questionnaires & interview schedules, with a mixture of open-ended & closed-ended questions, avoiding forced-choice in the latter;
- Employ appropriate data analysis techniques, based on the type & volume of data available;
- Use SPSS and, or, Excel software packages in analysing data;
- Identifying 'trends' & 'patterns' in information, in an effort to arrive at conclusions
- Produce effective reports, adhering to conventional styles, presenting evidence from the data, & exploiting visual representations;
- Make research proposals, taking pertinent factors into account;
- Manage research projects, from inception to reporting;
- Identify appropriate roles in research project management & produce realistic costing;
- Design a research project that incorporates a high ethical standard;
- Define risk – generally, and in a project management setting;
- Relate risk management to projects and project management;
- Suggest ways in which financial risk management is relevant to project management;
- Explain the relevant risk exposure that pertains to specific project settings;
- Understand how project risk might be affected by 'Market Dynamics';
- Illustrate the value of liquidity in project management and its associated risk;
- Indicate how operating risk might be a financial liability;
- Associate fraud risk with project management;
- Link settlement risk with 'survival imperative';

- Understand the relationship between project management strategy and risk management; and
- Indicate how currency derivatives market might hold the key to 'project sustainability.'

Programme Contents, Concepts and Issues

Module 1 Anti-Dumping and Anti-Subsidy: Claims, Measures and Instance

M1. Part 1: Trade and the Global Economy

- The Role of International Trade in Economic Development, Sustainability and Growth;
- Openness and Productivity;
- The World Trade Agreement (WTA) 1994;
- The Establishment of the World Trade Organization (WTO);
- Agreement Establishing the World Trade Organization;
- Article I - Establishment of the Organization;
- Article II - Scope of the WTO;
- Article III - Functions of the WTO;
- Article IV - Structure of the WTO;
- Article V - Relations with Other Organizations;
- Article VI - The Secretariat;
- Article VII - Budget and Contributions;
- Article VIII - Status of the WTO;
- Article IX - Decision-Making;
- Article X – Amendments;
- Article XI - Original Membership;
- Article XII – Accession;

- Article XIII - Non-Application of Multilateral Trade Agreements between Particular Members;
- Article XIV - Acceptance, Entry into Force and Deposit;
- Article XV – Withdrawal;
- Article XVI - Miscellaneous Provisions;
- The Uruguay Round Protocol GATT 1994;
- Understanding the General Agreement on Tariffs and Trade (GATT);
- GATT's Relationship to Environmental Policy;
- WTO Agreement on Agriculture;
- WTO Agreement On Sanitary and Photo Sanitary Measures;
- WTO Agreement on Textiles and Clothing;
- WTO Agreement on Technical Barriers to Trade;
- WTO Agreement on Trade-Related Investment;
- WTO Agreement on Pre-Shipment Inspection;
- WTO Agreement on Rules of Origin;
- WTO Agreement on Import Licensing Procedures;
- WTO Agreement on Subsidies and Countervailing Measures;
- WTO Agreement on Government Procurement;
- Defining Dumping;
- The Effects of Dumping On the Economy of Host Countries;
- The Effects of Dumping On The Economy of Domestic Countries;
- The Effects of Dumping On the Economy of Transshipment Countries;
- The Patriotism Stance: The British Flag Scenario;
- Anti-Dumping Cases and Measures.

M1. Part 2: An Examination of Selected Anti-Dumping Cases from:

- Argentina
- Brazil
- Chile
- China
- Colombia
- Czech Republic
- Korea
- India
- Malaysia
- Mexico
- New Zealand
- Philippines
- South Africa
- Taiwan
- Turkey

M1. Part 3: An Examination of Some Anti-Dumping Measures Taken by:

- Argentina
- Australia
- Brazil
- Canada
- Chile
- China, P.R.
- Chinese Taipei
- Colombia
- Costa Rica
- Czech Republic
- Egypt
- European Community
- Guatemala
- India
- Indonesia
- Jamaica
- Japan
- Korea, Rep. of
- Latvia
- Lithuania
- Malaysia
- Mexico

- New Zealand
- Nicaragua
- Pakistan
- Paraguay
- Peru
- Philippines
- Poland
- Singapore
- South Africa
- Thailand
- Trinidad and Tobago
- Turkey
- United States
- Uruguay
- Venezuel

- Europe and World Trade Directorate;
- The Result of the European Commission's Investigation of Allegations of Injury to the EU Steel Industry, Caused by Subsidised Imports from India and Korea;
- Analysis of the EU Findings:
- Were other imports to blame?;
- Does The Domestic Industry Suffer From Over Capacity?;
- The UK's Stance On Anti-Dumping: A Departure From, and Conflict With Europe;
- The UK Trade and Investment White Paper, 'Making Globalisation a Force for Good';
- Analytical Support for the Trade and Investment White Paper;
- The UK's Response to the EU Commission's Concern on Anti-Subsidy.

M1. Part 4: Some Anti-Dumping Conclusions:

- The Tendency of All Countries to Take Action to Protect the Interest of Their National Economies;
- The Necessitation of the Use of Subsidies and/or External Competition That Might Result In Dumping;
- Why the Same Countries That Are Against Dumping Are Themselves Engaged In Dumping;
- Credence in the UK's Stance on Subsidy and Dumping – As Positive Factors of Globalisation;

- The World Is One Large Community, With Separate Economic 'Pockets';
- The Need for a Balance in Dumping – Antidumping Stance.

M1. Part 5: Services and Off-shoring: The Impact of Increasing International Competition in Services

- What is the General Agreement on Trade in Services (GATS)?;
- The Aim of the GATS;
- GATS and WTO;
- The Cancun WTO Ministerial Declaration;
- How GATS Is Viewed By the European Commission;
- GATS as an Instrument to Benefit Business";
- The Main Points of Critique of GATS;
- Are Developing Countries Marginalized By GATS?;
- GATS and National Security;
- International Infiltration and National Border Protection;
- The Case of Dubai Ports Authority and P&O Ferry.

Module 2 International Trade Promotion and Marketing

- Definition of Marketing;
- The Different Approaches to Marketing;
- Production Orientation;
- Sales Orientation;
- The Marketing Concept;
- Marketing Management:
 - THE 4PS: THE MARKETING MIX:
 - ✚ Product or Service;
 - ✚ Price;
 - ✚ Promotion;
 - ✚ Distribution.

● RELATIONSHIP MANAGEMENT.

- Internal Organisational Analysis: Strengths and Weaknesses;
- External Organisational Analysis: Opportunities and Threats;
- Key Success Factors;
- Product Life Cycle:
 - BIRTH;
 - GROWTH;
 - SATURATION;
 - SENILITY;
 - DEATH.
- Distribution and Service Delivery;
- Trade and the Global Economy;
- Trade and the Global Economy;
- The Role of International Trade in Economic Development, Sustainability and Growth
- Openness and Productivity;
- The World Trade Agreement (WTA) 1994;
- The Role of National Exhibitions in Promoting Export Trade;
- Organising and Managing National Exhibitions;
- The Role of International Exhibitions in Promoting Export Trade;
- International Trades Associations and Their Likely Contribution to National Export Initiatives;
- Some International Trades Associations and Their Function;
- Bilateral Trade Agreements: Their Merits and Demerits;
- The Winning Factors In Bilateral Trade Agreements.

Module 3

Knowledge Economy, Rural and Suburban Development as Contributors to Economic Competitiveness

- Creating a Viable Education System: '6; 3; 3; 4' and Other Models;
- Agricultural and Rural Development: Key Success Factors;
- Human Resource Development: Developing An Effective Strategy;
- Skill Development: Creating a Workable National Standard;
- Workforce Development: Exemplifying *Investors In People (IIP)*;
- Regional Development: Developing Crucial Partnerships;
- Environmental Protection and Infrastructure.

Module 4

Advanced Agricultural Project Management

M4 - Part 1 - Project Management Issues - Setting the Stage for Agricultural Project Management

- Concept of Project Management;
- Project Sustainability;
- Developing a Project;
- Project Planning;
- Project Management Methodologies, Tools and Techniques;
- Some Problem Solving Techniques;
- Project Control;
- Project Purchasing;
- Pre-Feasibility and Feasibility Studies;
- Scoping, Strategy Setting and Final Agreement;
- Project Structure and Managing Meetings;
- Process and Event Based Methodologies, Software Packages, Flow Charts, Imagineering;
- Mind Mapping, Fish Bone Method, 'Is and Is Not' and Brain Storming;

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- Tracking Timing and Costs, Contingencies;
- Working With Suppliers and Sub-Contractors.

M4 – Part 2 - Agricultural Project Development, Planning, Execution and Evaluation

- Introduction to Agricultural Development Projects;
- Agricultural Development Project Life Cycle;
- Agricultural Project Design;
- The Concepts of Stakeholders VS Shareholder;
- Agricultural Project Monitoring;
- Agricultural Project Evaluation;
- Agricultural Project Workflow;
- Agricultural Project Procurement;
- Agricultural Project Budgeting;
- Agricultural Project Contingencies;
- Managing Agricultural Field Trials;
- Participatory Impact Monitoring (PIM);
- Agricultural Project Finance;
- Agricultural Project Planning;
- Agricultural Project Scheduling;
- Agricultural Project Management: Stakeholder Analysis;
- Rapid Rural Appraisal (RRA);
- Participatory Rural Appraisal (PRA);
- Analysis of Project Performance.

M4 – Part 3 - Team Leadership and Motivation in Agricultural Project Management (1)

- Team Leadership and Its Importance in Agricultural Project Management;
- Groups and Aggregations: Points of Distinction;
- The Type and Permanence of the Leadership of a Team;
- When Does a Situational Leader Emerge?;
- How Does The Team Attempts To Replace A Situational Leader, Enhance Stability, Acceptability or Renewed or Clarified Mission or Objectives?;
- Why Does A Temporary Team More Problematic To Lead Than A Permanent Team?;
- Why Does Team Disbandment Have A Negative Psychological Effect On Members And Leader?;
- An Aggregation - 'Togetherness' or 'Awareness'?;
- Aggregation and Interaction;
- Team or Group: A Definition and Distinction;
- Team Dynamics;
- Team Typologies;
- Team Typological Bases:
 - Command Team;
 - Committees;
 - Temporary Committees;
 - Standing Committees;
 - Task Forces;
 - Boards.

M4 – Part 4 - Team Leadership and Motivation in Agricultural Project Management (2)

- Command Teams and the Organisational Hierarchy;
- Command Teams and the Organisational Functioning;
- Team Formation;
- Team Formation Stage 1: Forming;
- Team Formation Stage 2: Storming;
- How 'True-To-Life' or Realistic Are the Forming and Norming Stages of Team Development?;
- Team Formation Stage 3: Norming;
- Team Formation Stage 4: Performing or Total Integration;
- Team Formation Stage 5: Adjourning or Disbanding;
- Deal With the Psychological Effect of Disbandment;
- Dysfunctional Behaviours;
- Addressing Dysfunctional Behaviours;
- Dealing with Aggressiveness;
- Handling Blocking;
- Dealing with Interfering Behaviour;
- Dealing With Intra-Team Competition;
- Addressing Situations Where Team Members Seek Sympathy;
- Dealing with Member Withdrawal;
- Addressing Special Pleading;
- Leader Behaviour in Dealing with Dysfunctional Behaviours;
- Being Tactful In Discouraging Distracting Behaviours;
- Encouraging Desirable Behaviours;
- Using Tangible Rewards;
- Using Intangible Rewards;
- Bearing Mindful of Team Situation;
- Applying Appropriate Rewards and/or, Punishment.

M4 – Part 5 - Team Leadership and Motivation in Agricultural Project Management (3)

- Promoting Team Functionality;
 - Team Building and Maintenance Roles: Improving Team Effectiveness;
 - Encouraging Members;
 - Harmonising;
 - Standard Setting;
 - Gatekeeping;
 - Determining the Optimum Team Size;
 - Providing Team Incentives;
 - Encouraging Conflict;
 - Averting Groupthink;
 - Avoiding the Risky Shift Syndrome;
 - Employing Transactional Analysis;
 - Employing Effective Diversity Management and Discouraging Resonance;
 - Encouraging Members;
 - Harmonising Team;
 - Performance Management;
 - Solving Interpersonal Problems among Team Members;
 - Helping Team Members to Channel Their Energies into Task Performance
- Establishing Realistic Goals.

M4 – Part 6 - Team Leadership and Motivation in Agricultural Project Management (4)

- Developing Effective Communication Strategies;
- Minimising Technical Language;
- Clarifying Roles;
- Standard Setting - Establishing Standards and Evaluating Progress;
- A Determination of the Contribution of Each Team Member to Goal Accomplishment;
- Recognising and Acknowledging Performance Improvement;
- Rewarding Exceptional Performance;
- Establishing Key Competencies;
- Establishing Acceptable Performance Levels;
- Noting Performance Indicators;
- Measuring Competence;
- Which Individual Members Can Improve Their Performance – and Subsequently, Their Contribution to the Team as A Whole;
- Harnessing Team Synergy;
- Gate Keeping;
- Making It Possible For Others to Participate;
- Supporting the Weak;
- Ensuring That Introverted Team Members Are Not Intimidated Or ‘Crushed’ By The Extroverted;
- Recognising the Ineloquent Team Members Without Relevant Current Information to Perform Evaluative Role;
- Resonance as an Issue in Team Effectiveness;
- Recognising Resonance;
- Taking Steps to Avert or Reduce Resonance;
- ‘Cautioning’ Resonators;
- Determining the Optimum Team Size;
- Numbers That Are Best For the Operational Effectiveness of a Team –
- Team Constitutional Contingent Factors.

M4 – Part 7 - Team Leadership and Motivation in Agricultural Project Management (5)

- Team Numbers and Member Interaction;
- Team Leader's Direct Communication with Them;
- Members and the Intervening Factors;
- Team Communication as Interaction;
- Necessity of Communication Reciprocation within Teams;
- Team Transaction;
- Team Transitional Analysis;
- The 'Child' in the Team;
- The 'Adult' in the Team;
- The 'Parent' in the Team;
- The Team Leader as a Transaction Analyst;
- Directing or Leading In a Project Setting;
- The Concept of Motivation;
- Applying Content Theories of Motivation to Project Settings;
- Taylor's Money-Motivator as a Reward Strategy;
- Motivator-Hygiene Factor: Using Herzberg's Ideas as a Basis for an Effective 'Employee Relations Strategy';
- Applying Equity Theory: Recognising Inequity;
- Goal-Setting Theory: Performance Management Application;
- Expectancy Theory: What Does Valence Holds For Project Management Targets?;
- Improving Project Sustainability through An Equitable Reward System;
- Reinforcement Theory;
- Motivation and Contingency Theory: Accounting For Situational Variables;
- Is Performance Related Pay (PRP) Applicable To A Project Management Setting?;
- Designing an Effective Motivation Strategy: Accounting For Internal and External Project Dynamics;
- Introducing Talent Management: Creating and Equitable Solution;
- The Extent to Which Salary or Wages Inducement Motivate Workers.

M4 – Part 8 - Agricultural Project Design, Data Elicitation, Interpretation and Financial Risk Management (1)

- Agricultural Project Research Management (APRM);
- Agricultural Project Research Design;
- Agricultural Project Research Data Gathering;
- Agricultural Project Research Data Analysis;
- Agricultural Project Data Presentation;
- Sources of Information;
- Secondary Sources;
- Primary Sources;
- Reviewing Literature;
- Choosing the Methodology;
- Qualitative Approaches;
- Quantitative Approaches;
- 'Triangulating' the Methodology;
- Data Elicitation Techniques.

M4 – Part 9 - Agricultural Project Design, Data Elicitation, Interpretation and Financial Risk Management (2)

- Surveys;
- Participant Observation;
- Conversation Analysis;
- Documentary Analysis;
- Focus Groups;
- Interviews;
- Questionnaires;
- Sampling As an Important Element of Research Design;
- The Sampling Frame;

- Sampling Techniques;
- Convenience or Non-random Samples;
- Quota Sample;
- Systematic Sample;
- Probability or Random Samples.

M4 – Part 10 - Agricultural Project Design, Data Elicitation, Interpretation and Financial Risk Management (3)

- Simple Random Sample;
- Stratified Sampling;
- Multi-stage Sampling;
- Interview or Questionnaire?;
- Using Unstructured Questions;
- Using Open-ended Questions;
- Designing Closed-ended Questions;
- Avoiding Forced-choice;
- Data Analysis;
- Instruments of Analysis;
- Using a 'Tally System';
- Using SPSS Package;
- Using Excel Package;
- Data Interpretation;
- Making Sense of the Information;
- Identifying 'Trends' and 'Patterns' in Information;
- Arriving At Conclusions;
- Reporting the Findings;
- Reporting Styles;
- Using the Evidence;
- Use of Visual Representations;
- Generating Graphs and Charts from Tables.

M4 – Part 11 - Agricultural Project Design, Data Elicitation, Interpretation and Financial Risk Management (4)

- Managing Research Projects;
- Project Planning;
- Generating Project Roles;
- Realistic Project Costing;
- Monitoring and Continuous Evaluation;
- The Interim Reports;
- Writing a Research Proposal;
- Establishing Research Objectives;
- Identifying and Defining the Problem;
- The Synopsis;
- Ethical Concerns in the Formulation and Conduct of Research;
- Defining Risk – Generally, and In a Project Management Setting;
- Relating Risk Management to Projects and Project Management;
- Financial Risk Management and Project Management;
- Risk Exposure in a Project Setting;
- Project Risk and 'Market Dynamics';
- Liquidity in Project Management;
- Operating Risk and Financial Liability;
- Fraud Risk and Project Management;
- Link Settlement Risk with 'Survival Imperative';
- Project Management Strategy and Risk Management;
- Currency Derivatives Market and 'Project Sustainability'.

Module 5 Environmental Management for Sustainability Development

M5 – Part 1 - Theory, Principles and Key Concepts (1)

- Environmental Management Definitions
- The Evolution of Environmental Management
- Sustainable Development Definitions
- Problems and Opportunities

- Environmental Management: Key Issues and Goals
 - The Nature of Environmental Management
 - Key Terms and Concepts
 - ✚ The Process and Goals of Environmental Management
 - ✚ Approaches to Environmental Management
 - ✚ The Concept of 'Limits' to Development
 - ✚ Sustainable Development
 - ✚ The 'Polluter-Pays' Principle
 - ✚ The Precautionary Principle
 - Environmental Management Challenges
 - ✚ The Need to Adaptable and to Seek to Reduce Human Vulnerability
 - ✚ The Need to be Multidisciplinary and Integrative

M5 – Part 2 - Theory, Principles and Key Concepts (2)

- Environmental Management and Science
 - Environment and Environmental Science
 - Structure and Functions of the Environment
 - Environmental and Ecosystems Modelling, the Ecosystem Concept, Environmental Systems and Ecosystem Management
 - ✚ Advantages and Disadvantages of the Ecosystem Approach

- ✚ How the Ecosystem Approach can Advise the Environmental Manager
 - ✚ Ecosystem, Analysis, Modelling and Monitoring
 - ✚ Environmental System and Ecosystem Planning and Management - Biogeophysical units
- How Stable are Environments?
 - Biodiversity
 - Biosphere Cyclic Processes
 - Environmental Limits
 - Environmental Crisis?

M5 – Part 3 - Theory, Principles and Key Concepts (3)

- Environmentalism, Social Sciences, Economics and Environmental Management
 - Growing Environmental Concern (1750-1960)
 - Environmental concern from the 1960s to the 1980s
 - Environmental concern from the 1980s to the present
 - Environmentalism, Ecologism and the Green Movement
 - Ways in which Social Sciences and Environmentalism Support Environmental Management
 - A Late 20th Century Paradigm Shift?
 - Social Science and Environmental Management in Practice
 - The 'Greening' of Economics
 - Global Environmental Problems and Economics
 - Environmental Accounts
 - Estimating the Value of the Environment and Natural Resources
 - Paying for and Encouraging Environmental Management
 - Green Funding
 - Debt, Structural Adjustment and the Environment
 - Debt-for-Nature/Environment-Swaps
 - Trade and Environmental Management

M5 – Part 4 - Theory, Principles and Key Concepts (4)

- Environmental Management, Business and Law
 - Environmental Management and Business
 - Corporate Environmental Management in the 1990s
 - Corporate Environmental Management Since 2000
 - Corporate Visions of Stewardship – A Paradigm Shift to Environmental Management Ethics?
 - Approaches Adopted to Promote Environmental Management in Business
 - Green Washing
 - Environmental Management and Business: The Current Situation
 - Environmental Management and Law
 - The 1969 US National Environmental Policy Act (NEPA) – Environmental ‘Magna Carta’?
 - European Law and Environmental Management
 - International Law and Environmental Management
 - Indigenous Peoples and Environmental Law
 - International Conferences and Agreements
 - Alternative Dispute Resolution
 - Prompting and Controlling Environmental Management

M5 – Part 5 - Theory, Principles and Key Concepts (5)

- Participants in Environmental Management
 - Learning from Past Peoples
 - Millennium Development Goals
 - Global Change and People
 - Stakeholders
 - Individuals and Groups Seeking Change
 - Individuals and Groups with Little Power
 - Public
 - Facilitators

- Controllers

M5 – Part 6–Practice (1)

- Environmental Management Approaches
 - Environmental Management Focus and Stance
 - Participatory Environmental Management
 - Adaptive Environmental Management and Adaptive Environmental Management and Assessment
 - Expert Systems and Environmental Management
 - Decision Support for Environmental Management
 - Systems or Network Approaches
 - Local, Community, Regional and Sectoral Environmental Management
 - The State and Environmental Management
 - Transboundary and Global Environmental Management
 - Integrated Environmental Management
 - Strategic Environmental Management
 - Stance and Environmental Management
 - Political Ecology Approach to Environmental Management
 - Political Economy Approach to Environmental Management
 - Human Ecology Approach to Environmental Management
 - The Best Approach?

M5 – Part 7 – Practice (2)

- Standards, Monitoring, Modelling, Auditing and Co-ordination
 - Data
 - Standards, Indicators and Benchmarks
 - Monitoring
 - Surveillance
 - Modelling
 - Environmental Auditing. Environmental Accounting and Eco-Auditing
 - Environmental Assessment and Evaluation
 - Environmental Management Decision Making
 - Seeking a Strategic View
 - Environmental Management Systems
 - Prompting Environmental Management

M5 – Part 8 – Practice (3)

- Proactive Assessment, Prediction and Forecasting
 - Environmental Risk Management
 - Environmental Impact Assessment
 - Social Impact Assessment
 - Other Tools for Assessing the Potential for Development and Impacts of Development
 - Livelihoods Assessment
 - Vulnerability Studies
 - Predicting Future Scenarios
 - Hazard And Risk Assessment
 - Technology Assessment
 - Health Risk Assessment

- Computers And Expert Systems
- Adaptive Environmental Assessment And Adaptive Environmental Ass
- Ssmentand Management
- Integrated, Comprehensive and Regional Impact Assessment, Integrated and strategic Environmental Management
- Dealing with Cumulative Impacts

M5 – Part 9 – Practice (4)

➤ Key Resources

- Natural resources management issues
- Water
- Air
- Energy
- Land and soil
- Food
- Timber
- Biodiversity
- Minerals
- Wetlands
- Marine natural resources
- Indigenous peoples and natural resources

➤ Global Challenges

- Identifying the Challenges
- Transboundary Issues
- Future Priorities

M5 – Part 10 – Practice (5)

- Pollution and Waste Management
 - A Brief History of Pollution and Waste Problems
 - Pollution and Waste Associated with Urbanisation and Industry
 - Radioactive Waste and Pollution
 - Electromagnetic Radiation (Non-Ionising)
 - Treating Pollutants and Waste
 - Agricultural Problems
 - Recycling and Reuse of Waste

- Environmental Management in Sensitive, Vulnerable and Difficult Situations
 - Are there areas of the world particularly prone to environmental problems?
 - How sensitive and vulnerable are ecosystems?
 - Environmental problems and developing countries
 - Environmental problems and transitional countries
 - Environments which challenge environmental management
 - Lessons the environmental manager can learn from study of sensitive environments

M5 – Part 11 – Practice (6)

- Tourism and Environmental Management
 - Green Tourism
 - Ecotourism
 - Ecotourism and Sustainable Development
 - Tourism and Environmental Management In Practice

- Urban Environmental Management
 - Urban Environments

- Urban Sprawl
- Urban Problem Areas
- Pollution and Waste Associated with Urban Growth
- Sustainable Urban Development
- Improved Urban Water Supplies
- Improved Waste Disposal
- Urban and Peri-Urban Agriculture
- Urban Rehabilitation and Improvement
- Urban Transport Improvements
- Improving Urban Energy Supplies
- Urban–Rural Linkages
- Cities And Global Environmental Change

M5 – Part 12 - The Future

- The Way Ahead
 - Key challenges and new supports
 - Looking at the future
 - The 1992 UN Conference on Environment and Development, Rio de Janeiro, Agenda 21 and follow-up meetings
 - Post-Cold War environmental management
 - Politics and ethics to support environmental management

Module 6 Industrial Placement

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;

- 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

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 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;**
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;
55. Postgraduate Certificate in 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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Prof. Dr. Ronald B. Crawford
Director
HRODC Postgraduate Training Institute