

Business

Programme Prospectus

Contents

	Message from the CEO	3
1	Introduction	6
1.1	Educational Philosophy.....	6
1.2	INSPIRED at RIME.....	7
1.3	BTEC Overview.....	8
1.4	Pearson and BTEC.....	8
1.5	Why choose Pearson BTEC Higher Nationals?.....	8
1.6	BTEC HND Business: Who is this qualification for?.....	9
1.7	Key Features:	10
2	Admission Criteria	11
2.1	Entry Requirements.....	11
3	Qualification Frameworks	11
4	Programme Purpose & Objectives	12
4.1	Objectives of the Pearson BTEC Higher Nationals in Business	12
5	Programme Outcomes.....	13
5.1	Knowledge and Understanding	13
5.2	Cognitive Skills	14
5.3	Applied Skills.....	14
5.4	Transferable Skills.....	15
6	Learning, Teaching and Assessment.....	16
6.1	Strategies for Teaching and Learning	16
6.2	Methods of Teaching and Learning	16
6.3	Mode of Delivery	16
6.4	Experience of Work	16
6.5	Methods and Strategies of Assessment	17
6.6	Feedback.....	18
6.7	Resubmission.....	18
7	Learning Resources	19
8	Progression	19
8.1	Overall Grade.....	19
8.2	What could these qualifications lead to?	20
8.3	Progression to University.....	20
9	Quality, Policies and Processes	21
10	Programme Structure	22
10.1	Higher National Diploma	22
10.2	Key Information of Programme	22
10.3	Units.....	22
11	Programme Structure - HNC	23

11.1	Key Information of Programme.....	23
11.2	Units.....	23

12 Unit Details24

Message from our CEO Dr Selva Pankaj



I would like to take this opportunity to welcome you to Regent Institute Middle East FZ LLC.

Regent Institute Middle East is a global technology-enabled education and training institute, developed by the Pankaj family in 2022.

The primary purpose of Regent Institute Middle East is to provide autonomy and choice to consumers, and we thrive on disruptive innovation.

Regent Institute Middle East provides education, skills and training development.

Our Core Values

Education is a noble profession. It encompasses teaching and learning specific skills and facts. It also embraces something less tangible, but more profound, and that is the imparting of general knowledge, good judgement, integrity and wisdom. After all, education has as one of its fundamental goals, the aim of passing down these essential traits from generation to generation.

At Regent Institute Middle East our ethos is “The End of Education is Character”. Through the gradual process of acquiring knowledge, education becomes a preparation for life.

Robust Leadership

Ethical Culture

Genuine Integrity

Entrepreneurial spirit

Natural Compassion

Teamwork

At Regent Institute Middle East, we strongly believe that not only are we there to educate our customers, but also to learn ourselves. We constantly look for ways of improvement and deploy effective strategies to improve our processes and procedures to obtain efficiency and effectiveness.

Regent Institute Middle East inspires others to find their voice. This enables Regent Institute Middle East to expand its influence to increase team contribution. As we recognize, respect and create ways for others to give a voice to all parts of their nature - physically, mentally, emotionally and socially latent human genius, creativity, passion, talent and motivation are unleashed

We believe if we concentrate on 'people and purpose' at Regent Institute Middle East then the rest will follow, in this rapidly changing and dynamic educational world.

Our Vision

Our vision is to be the UAE's first truly technology enabled institute, a global brand and a global campus from 2025 to 2030.

From our campus locations, and globally via our Regent Digital, we will provide learners with an outstanding education and student experience underpinned by the philosophy of Napoleon Hill and Andrew Carnegie, characterised by compact campuses, small classes and individualised support.

Strategy (at a Glance)

Our strategy follows five strategic themes, each aiming to drive the organisation forward commercially, enhance our delivery and provide an exceptional experience and value for money to our students.

Portfolio Development

We will deliver a high-quality, innovative and industry focused portfolio of courses.

Student Outcomes

Our students will be highly valued who can enter into full time employment, start their own business or engage in further studies.

Student Satisfaction

We aim to deliver outstanding student satisfaction experience which will be measured using internal and external matrix.

Teaching Excellence

Our teachers are invariably passionate about their subjects. They have the highest possible expectations of every student. They are experts in the craft of the classroom. Teaching excellence is our goal and the most important thing we can offer our students.

This handbook covers our Regent Institute Middle East vision and overall goals as well as our policies and procedures. It is intended to familiarise you with important information about Regent Institute Middle East, as well as provide guidelines for your employment with us. If you need further information, do not hesitate to ask your manager.

Finally, I hope that your career with us will be a long one and that it will be enjoyable and rewarding.

Selva Pankaj
Joint CEO

1 Introduction

1.1 Educational Philosophy

Regent Institute Middle East has a core educational philosophy in which we frame our interactions with our learners.

As a philosophy, we seek to create educational interactions in which we develop-and-strengthen the independence, autonomy and curiosity of all our learners, and in doing so enrich their current and future life chances. We actively blend relevant and up-to-date subject matter, with practical examples and insights from industry whilst also developing learners' employability and confidence in learning to learn.

1.2 INSPIRED at RIME

The Regent Institute Middle East Pledge:



Our Pledge

"At Regent Institute Middle East, we devote ourselves to our community, and pledge an unwavering commitment to INSPIRE each-and-every one of our learners."

Being **INSPIRED at RIME** means our learner experience is:

Individualized:

We provide personalized support and dedicate ourselves to knowing our learners, their motivations and understand how we can best support their holistic-and-rounded development. Every day, we strive for our learners to be the best versions of themselves.

Nurturing:

We foster an environment that is safe and built on trust, integrity and mutual respect. We work hard to cultivate a sense of belonging in which learners thrive academically and socially, and learn with-and-from their peers.

Scaffolded:

We provide structured support to help our learners become more independent and autonomous as they progress through their studies. We aspire for our learners to become more confident, self-aware and adept at solving more complex and uncertain challenges.

Practical:

Our programs of study are aligned with industry needs and trends. We bring practical problems to the classroom for discussion and dissection, and we use real-world examples in assignments. We interleave the development of transferable skills to prepare our learners for meaningful, prosperous and impactful careers and lives.

Inclusive:

We are a respectful and tolerant community in which all our learners, teachers and staff are valued, included and able to make active-and-positive contributions to the experiences of other community members. We value diversity and actively seek to celebrate, and learn from, the diverse backgrounds, cultures and contexts of our community members.

Reflective:

We support our learners to reflect on their learning strategies, their areas of strength and areas in need of more focus. Becoming reflective helps our learners thrive today and become tomorrow's champions of life-long-learning. As an institution, we also embrace the principles and practices of reflection to drive our strategy and our action plans.

Enriching:

We create opportunities for our learners to learn inside and outside of the classroom, and seek to hone a deeply rooted sense of intellectual curiosity and a love of learning. Doing so empowers and enriches our learners' current and future life opportunities.

Developmental:

We focus on a growth mindset and create opportunities for multi-layered dialogue, formative feedback, self and peer reflection. We embrace an approach where our learners build on their success and learn from their setbacks.

At Regent Institute Middle East, we embrace the principle, the end result of education is **Character**.

1.3 BTEC Overview

BTEC is one of the world's most successful brands, that engages learners in practical, interpersonal and thinking skills. BTECs are work-related qualifications for learners taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

There is now a greater emphasis on employer engagement and work readiness. The new Pearson BTEC Higher National qualifications in Business are designed to reflect the increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing learners with a clear line of sight to employment and to progression to a degree at Level 6.



1.4 Pearson and BTEC

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people.

1.5 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help learners secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for learners to develop behaviours for work, for example by undertaking a group project, or responding to a client brief.

A learner may even achieve exemption from professional or vendor qualifications, or learner membership of selected professional bodies, to help them on their journey to professional competence.

At the same time, the BTEC Higher Nationals are intended to keep doors open for future study should a learner wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification

descriptors at level 4 and 5 means that learners wishing to progress to level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of core, optional and specialist units, each with a clear purpose, so there is something to suit each learner's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce.
- Learning Outcomes mapped against Professional Body standards and vendor accreditation requirements, where appropriate.
- An approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Assessments and projects chosen to help learners progress to the next level.
- Support for learner and tutors including Schemes of Work and Example Assessment Briefs.

1.6 BTEC HND Business: Who is this qualification for?

The BTEC Pearson Business Program is a world-class qualification that will equip you with the skills and knowledge you need to succeed in a business career. It is an exciting and comprehensive prospectus for Regent Middle East Business education program. The program is designed to be flexible and modular, so you can tailor it to your own career interests and goals. A Pearson BTEC qualification in Business is all about putting what you know straight into practice. Students will learn through real-life scenarios, equipping them with the knowledge and skills to success in whatever career path they choose in the future.

Partnering with real businesses and understanding what skills they need are at the heart of Pearson BTEC qualifications and courses. At RIME, we work with industry experts to ensure the qualifications you teach and the skills you learn will meet with high standards.

This prospectus will provide you with an overview of the program, its objectives, curriculum, assessment methods, and the opportunities it offers for your personal and professional development.

1.7 Key Features:

Pearson BTEC Higher National qualifications in Business offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for learners.
- The essential subject knowledge that learners need to progress successfully into further study or the world of work.
- A simplified structure: learners undertake a substantial core of learning in the BTEC Higher National Certificate and can build on this in the BTEC Higher National Diploma, with specialist and optional units linked to their area of study.
- Refreshed content that is closely aligned with Professional Body, vendor, employer and higher education needs.
- Assessments that consider cognitive skills (what learners know) along with affective and applied skills (how they behave and what they can do, respectively)
- Unit-specific grading and Pearson set assignments.
- A varied approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality assurance measures – as outlined in sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, vendors, universities, businesses, colleges and learners) can feel confident in the integrity and value of the qualifications.
- A qualification designed to meet the needs and expectations of learners aspiring to work in an international business environment.

2 Admission Criteria

2.1 Entry Requirements

English Language

- In order for learners to be successful on the Pearson BTEC Higher Nationals, which is both taught and assessed in English, it is critical that they have an appropriate level of English language skills.

A Proof of One of the Following Conditions

It is essential upon recruiting applicants onto new Pearson BTEC Higher Nationals on the following basis.

- BTEC Level 3 qualification in IT or Business
- GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English.
- Other relevant level 3 qualifications
- Access to Higher Education Diploma from an approved further education institution
- Related work experience
- International equivalent to the above qualifications

Mandatory Screening Test – Oral and Written

- A mandatory screening test - written and oral, consisting of short answers and MCQs, with both English proficiency and their own specialization. Candidate should be a minimum age of 17 years.

3 Qualification Frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

4 Programme Purpose & Objectives

The BTEC Pearson Business Program is designed to equip students with the skills and knowledge necessary to thrive in the dynamic and ever-evolving world of business. Our program combines theoretical understanding with practical application, ensuring that students develop a strong foundation in key business concepts and gain hands-on experience to succeed in a variety of business roles

4.1 Objectives of the Pearson BTEC Higher Nationals in Business

knowledge, skills, and competencies necessary for success in the business world. The program aims to develop students' understanding of key business principles, foster critical thinking abilities, and nurture practical skills that are highly valued by employers. Through a combination of theoretical knowledge, practical application, and real-world case studies, the program prepares students to navigate the challenges and opportunities of the dynamic business environment.

Overall objectives of the BTEC Business program are:

- To develop a solid understanding of fundamental business principles and practices.
- To enhance critical thinking, problem-solving, and decision-making abilities.
- To foster effective communication and interpersonal skills.
- To cultivate creativity, innovation, and entrepreneurial mindset.
- To provide real-world experiences through industry collaborations and internships.
- To prepare students for further education or entry into the professional business environment.

The BTEC Pearson Business Program curriculum is carefully designed to cover a wide range of business disciplines and provide students with a holistic understanding of the field. The curriculum encompasses various subject areas including but not limited to:

- 1. Business Fundamentals:** Introduction to the basic concepts and principles of business, including topics such as business environment, finance, marketing, operations, and human resources.
- 2. Specialist Areas:** In-depth exploration of specific business disciplines such as entrepreneurship, international business, strategic management, digital marketing, and business ethics.
- 3. Professional Development:** Focus on developing professional skills, including communication, teamwork, problem-solving, leadership, and digital literacy.
- 4. Work-Integrated Learning:** Opportunities for students to apply their knowledge and skills in real-world setting through industry placements, internships, and project work.

5 Programme Outcomes

The HND Programme Outcomes are separated into four domains.

- Knowledge and Understanding
- Cognitive Skills
- Applied Skills
- Transferable Skills

Students will develop these skills and outcomes throughout the programme.

5.1 Knowledge and Understanding

- KU1: Knowledge and understanding of the fundamental principles and practices of the contemporary global business environment, responding to and shaping the dynamic and changing nature of business.
- KU2: Knowledge and understanding of interrelationships and integration between areas of business within organisations and across the business environment.
- KU3: Knowledge and understanding of the rapidly changing external business environment and its impact on local, national and global levels of strategy, behaviour, management and sustainability
- KU4: Understanding and insight into different businesses; their diverse nature, purposes, cultures, structures and operations, and their influence on the external environment.
- KU5: Knowledge and understanding of digital business and technology on reshaping traditional revenue streams and business models, disruptive innovation and driving the need for digital strategic priorities in a changing environment.
- KU6: A critical understanding of the cultural, ethical, legal, professional and operational frameworks within which businesses operate.
- KU7: A critical understanding of processes, procedures and practices for effective management of products, services and people, including corporate social responsibility and sustainable management.
- KU8: A critical understanding of the evolving concepts, theories and models in the study of business across a range of practical and hypothetical business scenarios.
- KU9: Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and businesses.
- KU10: An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.

5.2 Cognitive Skills

- CS1: Apply knowledge and understanding of essential concepts, principles and models in the contemporary global business environment, to provide solutions supported by evidence-based decision making.
- CS2: Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet business objectives.
- CS3: Critically evaluate current marketing processes and practices, and their application in providing customer satisfaction and building customer loyalty.
- CS4: Ability to evaluate a broad range of accounting tools/techniques and financial reporting for planning, control and problem solving.
- CS5: Critique a range of business information technology systems and operations, and their application to maximise and successfully meet strategic objectives.
- CS6: Interpret, analyse and evaluate a range of business data, sources and information to inform evidence-based decision making
- CS7: Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world business scenarios.
- CS8: Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional continuing professional development as necessary.

5.3 Applied Skills

- AS1: The ability to develop appropriate policies and strategies in a changing environment, to meet stakeholder expectations and maximise achievement of strategic objectives.
- AS2: Apply innovative business ideas to develop, create and communicate new products or services that respond to the changing nature of business and deliver successful outcomes.
- AS3: Integrate theory and practice through the investigation and examination of business practices in the workplace and the wider business environment.
- AS4: Develop successful outcomes for clients/businesses using appropriate business practices, business data and information to make justified recommendations.
- AS5: Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer based) in defined contexts.

5.4 Transferable Skills

- TS1: Develop appropriate research skills and skills of critical enquiry to enable the evaluation of different approaches to problem solving in a specific business context
- TS2: Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.
- TS3: Competently use digital literacy to access a broad range of research sources, data and information.
- TS4: Communicate confidently and effectively, orally and in writing, both internally and externally with businesses and other stakeholders.
- TS5: Communicate ideas and arguments in an innovative manner, using a range of digital media.
- TS6: Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
- TS7: Identify personal and professional goals for continuing professional development in order to enhance competence to practice in a chosen business field
- TS8: Develop specific competences and skills required in a specialist business sector through the completion of specialist pathways and progression routes
- TS9: Develop a range of skills to ensure effective teamworking, independent initiatives, organisational competence and problem-solving strategies.
- TS10: Reflect adaptability and flexibility in approach to business; showing resilience under pressure and meeting challenging targets within given deadlines.
- TS11: Use quantitative skills to manipulate data, evaluate and verify existing theory.
- TS12: Emotional intelligence and sensitivity to diversity in relation to people and cultures.

6 Learning, Teaching and Assessment

6.1 Strategies for Teaching and Learning

The Regent Institute is committed to widening participation in National and International Qualifications in the UAE. In the early stages of the course, there is an emphasis on identifying individual needs and providing additional support wherever required. In general, the first half has a greater amount of structured teaching whereas the second half has increased opportunities for self-directed study and project work although, this course is more focused on the practical aspect.

Teaching will be regular for the 5 days a week through face-to-face sessions. The tutor is also a member of the delivery team. Learners' progress will be recorded through various assessment methods and formats.

6.2 Methods of Teaching and Learning

The Learners' skills and understanding of processes will be developed through a planned series of assignments and practical skill-based activities. They will participate in, and contribute to, peer group critique, portfolio reviews and group work.

The underpinning knowledge and understanding of Business will be developed through formal teaching sessions and workshops.

6.3 Mode of Delivery

A variety of learning techniques are typically used in delivering a BTEC Higher National qualification. This will include:

- Lectures: These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of learners, where the focus is on sharing knowledge through the use of presentations.
- Workshops: These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be learner-led, where learners present, for example, findings from independent study.
- Tutorials: These present an opportunity for focused one-to-one support, where teaching is led by an individual learner's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.
- VLE E-Learning: Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.

6.4 Experience of Work

Work experience is not part of the Higher National Diploma in Business programme, although the Business has strong relationships with companies in the country and local area, and job/career opportunities are often brought to our attention.

6.5 Methods and Strategies of Assessment

The Pearson BTEC HNC and HND Diploma units have been designed for the Regulated Qualifications Framework (RQF) and are pitched at either Level 4 or 5.

The process of assessment is a part of the effective planning of teaching and learning on this unit by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals. The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is the learners are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners will be receiving constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

The assessment process is split into two stages:

Stage 1: Formative assessment. This is where the assessor and the learner discuss ongoing progress on the assignment. The learner is provided with formative feedback and may take action to improve the performance. Formative assessment feedback will be constructive and provide clear written actions for improvement.

Formative assessment is developmental in nature and designed to give feedback to learners on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards. Through formative assessment tutors can identify learners' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each learner should receive one set of written formative feedback, otherwise some learners may feel that others are being given more than their share of verbal feedback.

Stage 2: Summative assessment. This is the final assessment decision on an assignment task in relation to the assessment criteria for each unit. It is the definitive assessment and recording of the learner's achievement.

Summative assessment is where learners are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give learners additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which learners develop the necessary knowledge and skills required for the summative assessment.

6.6 Feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows learners to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable learners to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made.

Feedback should reflect the learning outcomes and marking criteria to also help learners understand how these inform the process of judging the overall grade. The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and learners.

Timing should allow learners the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

The standard of the learners' work will be assessed through the completion of written assignments and a portfolio of work. Each assignment will have clear learning outcomes and guidance on what a learner needs to do to be successful. The achievement of learning outcomes will contribute to learners success in one or more units of study and will be graded accordingly.

- To obtain the 'Pass', a learner must meet all pass assessment criteria.
- To obtain 'Merit' a learner must fulfil all the additional qualification of merit grading criteria.
- To obtain a 'Distinction' a learner must additionally meet all the distinction grading criteria.

Once all the learning outcomes have been completed, achievement will be graded.

6.7 Resubmission

A student who does not meet the pass criteria may be eligible to resubmit their assignment. If they are offered the opportunity to resubmit their work, the grade (if meeting the pass grade or above) will be capped at a pass grade.

A student who has successfully achieved a minimum of a pass grade (within a Unit) at the first attempt, is not eligible to resubmit their assignment to gain a higher grade.

7 Learning Resources

RIME offer access to both online and on campus learning resources. In addition to the resources available on Canvas, Regent College London's online resource library – Regent Digital can also be accessed.

The HN Global at: <http://hnglobal.highnationals.com> is also a platform for learners to access their required resources.

State of the art Social Learning Space encompassing collection of Books will also help the learners during their research.

8 Progression

When the learners successfully complete this programme, he/she should have the skills, knowledge and experience to progress to the top-up onto the final year of the degree programme from universities accepting HNDs, if desired. However, learners may choose to enter the employment market and the diploma is recognized by many employers all over Gulf Cooperation Council (GCC).



8.1 Overall Grade

Upon successful completion of the two years of study (HND), students will be graded as being one of the following:

- Pass
- Merit
- Distinction

The award will be determined by the student's performance on the individual units. Each Unit's grade contributes to the, will be weighted according to the credit value of the Unit.

A student can progress from level 4 to level 5 if they have successfully completed and passed 90 credits.

A student can be awarded an HNC if they have completed and passed 105 credits. i.e. 15 credits can be compensated.

Additionally, a student can be awarded an HND qualification if they have successfully completed all units in Level 4 and Level 5. They can have 15 credits compensated at level 4 and a further 15 credits compensated at level 5.

8.2 What could these qualifications lead to?

The Pearson BTEC Higher National Certificate provides a firm foundation in Business at Level 4, vendor-accredited certification and Professional Body membership, all of which learners can build on should they decide to continue their studies beyond the certification stage. The Pearson BTEC Higher National Diploma allows learners to specialise by committing to specific career paths and progression routes to degree level study. On successful completion of the Pearson BTEC Higher National Diploma at Level 5, learners can develop their careers in the Business sector through:

- Entering employment
- Linking with the appropriate vendor accredited certificates
- Committing to Continuing Professional Development (CPD)

8.3 Progression to University

The Level 5 Higher National Diploma is recognized around the world as a qualification for entry to undergraduate degree course. Pearson BTEC Higher Nationals are intended to keep doors open for future study if a learner wishes to take their education further after completing a Higher National programme. The Level 5 Higher National Diploma is recognised by many universities as a qualification for entry to their undergraduate degree in business related courses.

9 Quality, Policies and Processes

Regent Institute Middle East embraces a quality assurance and quality enhancement approach in all that undertakes.

This manifests in different ways but includes structured activities and documentation. Such includes:

- Student Records
- Assignment Briefs
- Assessment Decisions
- Internal Verification processes
- External Verification processes
- Assessment Boards
- Student experiences and Engagement surveys
- Annual formal reflections and reporting

At Regent, we instil the value that all staff members have responsibility for quality, and we are as strong as our weakest link.

To help share best practices and develop Regent-relevant yet standards approach we also operationalize standardization meetings. Some of the meetings are formal and minuted, others may be seeking to respond to a specific need. In all cases, all teaching staff members are involved.

For consistency and to provide a structured way of working, RIME uses a number of policies. These policies cover various aspects of our operation. s on [RIME](#) website, for more details.

10 Programme Structure

10.1 Higher National Diploma

The Pearson BTEC Higher National Diploma (HND) is a Level 5 qualification comprising 240 credits. 120 credits are level 4 Units, 120 credits are level 5 Units.

The HND programme is a two-year programme.

10.2 Key Information of Programme

Title of the final award	Pearson BTEC Higher National Diploma in Business
Name of awarding organisation	Pearson
Name of teaching institution	Regent Institute Middle East FZ-LLC
Details of accreditation	KHDA
Programme title	Pearson BTEC Level 5 Higher National Diploma in Business

10.3 Units

To gain an HND qualification, learners are required to successful complete and pass 15 units.

Level 4 Units

Unit Number and Title	Credit value	Core / Option
Unit 1: Business and the Business Environment	15	Core
Unit 2: Marketing Processes and Planning	15	Core
Unit 3: Human Resource Management	15	Core
Unit 4: Leadership and Management	15	Core
Unit 5: Accounting Principles	15	Core
Unit 9: Entrepreneurial Ventures	15	Optional
Unit 6: Managing a Successful Business Project	15	Core
Unit 8: Innovation and Commercialisation	15	Optional

Level 5 Units

Unit Number and Title	Credit value	Core / Option
Unit 20: Organisational Behaviour	15	Core
Unit 43: Business Strategy	15	Optional
Unit 50: International Marketing	15	Optional
Unit 19: Research project	30	Core
Unit 25: Global Business Environment	15	Core
Unit 48: Customer Value Management	15	Optional
Unit 54: E Commerce and Strategy	15	Optional

Please access HN Global for additional resources support and reading for all the units mentioned above. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global <https://www.highnationals.com>.

11 Programme Structure - HNC

The Pearson BTEC Higher National Certificate (HNC) is a Level 4 qualification comprising 120 credits. This is a one year programme.

11.1 Key Information of Programme

Title of the final award	Pearson BTEC Higher National Certificate in Business
Name of awarding organisation	Pearson
Name of teaching institution	Regent Institute Middle East FZ-LLC
Details of accreditation	KHDA
Programme title	Pearson BTEC Level 4 Higher National Certificate in Business

11.2 Units

To gain an HNC qualification, learners are required to successful complete and pass eight units.

Unit Number and Title	Credit value	Core / Option
Unit 1: Business and the Business Environment	15	Core
Unit 2: Marketing Processes and Planning	15	Core
Unit 3: Human Resource Management	15	Core
Unit 4: Leadership and Management	15	Core
Unit 5: Accounting Principles	15	Core
Unit 9: Entrepreneurial Ventures	15	Optional
Unit 6: Managing a Successful Business Project	15	Core
Unit 8: Innovation and Commercialisation	15	Optional

12 Unit Details

Unit 1: Business and the Business Environment

The aim of this unit is to give students background knowledge and understanding of business, of the functions of an organization and of the wider business environments in which organizations operate. Students will examine the different types of organizations (including for profit and non for profit), their size and scope (for instance micro, SME, transnational and global) and how they operate. Students will explore the relationships that organizations have with their various stakeholders and how the wider external environments influence and shape business decision making.

Learning Outcome

- LO1. Explain the different types, size, and scope of organizations.
- LO2. Demonstrate the interrelationship of the various functions within an organization and how they link to organizational structure.
- LO3. Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.
- LO4. Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.

Unit 2 – Marketing Processes and Planning

This unit is designed to introduce students to the dynamic world of the marketing sector and the wealth of exciting career opportunities available to support their decision making in their career choices. Students will have the opportunity to learn about the competencies and behaviours required by employers to work in the marketing sector. They will be introduced to the key principles of marketing in order to achieve results. They will study the underpinning theories and frameworks of marketing while relating them to real-world examples, including products/services that they encounter in their daily lives.

Learning Outcome

- LO1. Explain the role of marketing and how it interrelated with other business units of an organization.
- LO2. Compare ways in which organizations use elements of the marketing mix to achieve overall business objectives.
- LO3. Produce a marketing plan for an organization that meets marketing objectives.
- LO4. Develop a media plan to support a marketing campaign for an organization.

Unit 3 – Human Resource Management

This unit will give students the knowledge and skills associated with Human Resource (HR) occupational roles at either a generalist level, for example HR Assistant/HR Advisor/Business Partner, or more specialist roles in area such as recruitment, talent acquisition and performance and reward management. Student will explore the nature and scope of HRM and the organizational context of people management, including recruitment and retention, training and development, reward systems, employment relations and associated legislative framework.

Learning Outcome

- LO1. Explain the impact of the role of HRM in creating sustainable organizational performance and contributing to business success.
- LO2. Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives.
- LO3. Examine how external and internal factors can affect HRM decision making in relation to organizational development.
- LO4. Apply HRM practices in a work-related context for improving sustainable organizational performance.

Unit 4 – Leadership and Management

The aim of this unit is to help students to understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits that support effective management and leadership. Students will learn about the theories that have shaped the understanding of leadership and management and how these have provided a guide to action for managers and leaders who want to secure success for their businesses. Students will look at leadership styles, how and why they are used and the extent to which they are effective.

Learning Outcome

- LO1. Examine leadership and management theories and principles, and their impact on the effectiveness of an organization
- LO2. Review the influence of different leadership and management styles on the culture of organizations
- LO3. Develop a motivational strategy to optimise organizational performance
- LO4. Apply leadership and management approaches to managing performance to ensure continuous improvement.

Unit 5 – Accounting Principles

The overall aim of this unit is to introduce fundamental accounting principles that underpin financial operations and support good and sustainable decision making in any organization. Students will develop a theoretical and practical understanding of a range of financial and management accounting techniques.

Learning Outcome

- LO1. Examine the context and purpose of accounting.
- LO2. Prepare basic financial statements for unincorporated and small business organizations in accordance with accounting principles, conventions, and standards.
- LO3. Interpret financial statements.
- LO4. Prepare budgets for planning, control, and decision making using spreadsheets.

Unit 6 – Managing a Successful Business Project

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a small-scale business project. They will undertake independent research and investigation for carrying out and executing a business project that meets appropriate business aims and objectives.

Learning Outcome

- LO1. Explain the key stages of the project lifecycle that should be considered when project managing.
- LO2. Produce a Project Management Plan (PMP) for a business projects using primary and secondary research methods.
- LO3. Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings.
- LO4. Reflect on value gained from implementing the project and the project management process.

Unit 8 – Innovation and Commercialisation

In this unit, students will look at a number of tools and techniques that organizations use to drive innovation and become more commercial in their approach. The unit gives students cutting-edge knowledge as well as practical application of the keyways in which organizations become more innovative while remaining commercially driven.

Learning Outcome

- LO1. Investigate how innovation is sourced and supported within different types of organizations.
- LO2. Explore the processing of different types of innovation within organizations.
- LO3. Apply the process required to commercialise innovation within an organization.
- LO4. Evaluate the range of methods for protecting innovation within organizations.

Unit 9 – Entrepreneurial Ventures

The unit aims to illustrate the concept of entrepreneurship and how having an entrepreneurial mindset can make a contribution to all businesses, be that a new business start-up or existing public and corporate organizations. Students will explore the skills, traits and characteristics of entrepreneurs and entrepreneurship. Students will understand the importance of difference size businesses on the economy and the contribution they can all make to society. Students will also learn about the need for intrapreneurs and the impact of disruptive entrepreneurship.

Learning Outcome

- LO1. Examine what it takes to be an entrepreneur and the scope of entrepreneurial ventures.
- LO2. Explore the concept of the entrepreneurial mindset and its contribution to entrepreneurial ventures.
- LO3. Assess the impact of SMEs (Small medium enterprises) on the economy.
- LO4. Explain the importance of intrapreneurship in both public and corporate organizations.

Unit 19 – Research Project

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop a research aim and objectives and to present the outcomes of such research in both written and verbal formats. The unit also encourage students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

Learning Outcome

- LO1. Examine appropriate research methodologies and methods to identify those appropriate to the research process.
- LO2. Develop a research proposal, including a supporting literature review.
- LO3. Analyse data using appropriate techniques to communicate research findings.
- LO4. Reflect on the application of research methodologies and process.

Unit 20 – Organizational Behaviour

The aim of this unit is to develop knowledge and understanding of how organizational behaviour concepts, theories and techniques can be applied in work and management settings in order to enhance individual, team and organizational performance. Students will be able to apply this knowledge in a variety of business situations. They will appreciate how effective application of organizational behaviour principles can be used to explain why people behave and act in particular ways and to predict how employees will respond to certain demands. The unit also develops student understanding of the influence of culture, the operation of power and politics in organizations and how these variables influence the actions and behaviour of people in an organizational context.

Learning Outcome

- LO1. Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches.
- LO2. Apply content and process theories of motivation to create and maintain an effective workforce.
- LO3. Participate in a group team activity for a given business situation to demonstrate effective team skills.
- LO4. Examine how power, politics and culture can be used to influence employee behaviour and accomplish organizational goals.

Unit 25 – Global Business Environment

The aim of this unit is to explore the wider position that some organisations have in the global environment. Students will gain an appreciation of the complexities of operating in a global environment, enabling them insight in to an organisation's current or aspirational global presence.

Learning Outcome

- LO1: Analyse the key factors which drive globalisation
- LO2: Determine the strategic complexities associated with operating in a global environment,
- LO3: Evaluate how operating in a global market influences an organization's structure, culture and functions
- LO4: Develop a global strategy to support decision making for a given organization.

Unit 43 – Business Strategy

The aim of this unit is to develop students' awareness of the different types of strategic approaches that could be used in an operational, tactical or strategic role for an organization. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts that could significantly support an organization's strategic choice and direction.

Learning outcome

- LO1. Analyse the impact and influence that the macro environment has on an organization and its business strategies.
- LO2. Assess an organization's internal environment and capabilities.
- LO3. Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector.
- LO4. Develop a strategic management plan in an organization, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Unit 48 – Customer Value Management

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for profit, NGO or a charity, seeks ways of retaining customers through enhanced customer experiences.

Learning Outcome

- LO1 Examine the concept of customer lifetime value, how to calculate it and the different factors that influence it
- LO2: Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation
- LO3: Apply appropriate techniques and methods in order to order increase customer lifetime value

Unit 50 – International Marketing

The aim of this unit is to introduce students to a variety of methods that organizations use to coordinate their international marketing efforts, students will critically evaluate the various challenges that organizations face when doing so. Through the analysis of different marketing approaches in different international contexts student will learn about the international marketing environment.

Learning Outcome

- LO1. Analyse how effective marketing contributes to business strategies in an international context.
- LO2. Evaluate entry to a selection of international markets and define the key success factors.
- LO3. Debate how the elements of the marketing plan can be adapted or standardised across international markets.
- LO4. Present different international marketing approaches for multinational, global, transnational or meta-national contexts.

Unit 54 – E-Commerce and Strategy

In this unit, students will gain an understanding of how and why businesses and organisations develop e-commerce strategies to remain competitive in the global market. Students will develop an appreciation of the elements and resources required to set up an e-commerce site and will be engaged in the design and implementation of their own strategies that would, in reality, form part of a secure e-commerce site. Students will examine the impact that e-commerce has on society and the global market for consumers, buyers and sellers in terms of the benefits and drawbacks of online purchasing. Students will research and investigate the technologies involved in setting up a secure e-commerce site in preparation for their own e-commerce strategy.

Learning Outcome

- LO1: Examine the strategies employed by and the impact of e-commerce on business organizations.
- LO2: Analyse the hardware, software, web-based and database technologies involved in setting up a secure e-commerce site
- LO3: Design an e-commerce strategy based on a given end-user requirement for a target audience.
- LO4: Implement an e-commerce strategy based on a given end-user requirement for a target audience.

Document Information

PURPOSE	Document Information
Title	HNC / HND Programme Prospectus -Business
Document version	1.0
Purpose	This document sets out the Business programme structure, learning outcomes, and Unit descriptors.
Audience	<p>The document describes the programme to</p> <ul style="list-style-type: none"> Students, prospective students. Teaching teams and staff members Internal and external reviewers External Examiners (EEs) Employers / work experience / placement providers Professional, statutory and regulatory bodies (PSRBs)
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