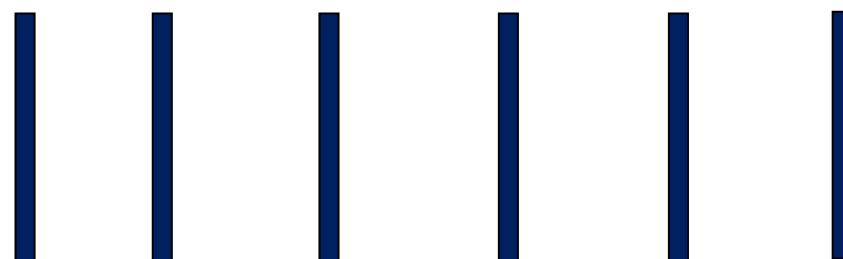


## LEVEL 5 DIPLOMA IN BUSINESS ENTERPRISE

Online Course | Tutor is available to students | Qualification listed on OfQual website



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*UK Provider Reference Number (UKPRN) :*  
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**Duration:** 6 Months / 9 Months

**Fees:** GBP £1250 / GBP £950

Credits	Awarding body	Delivery mode
120	QUALIFI,UK	Online



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### 3.3 Entry Criteria

The qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following :

#### Level 5 Diploma in Business Enterprise:

- qualifications at Level 3 and/or 4;
- work experience and demonstrate drive and ambition to start their own business, or work in business development;
- a first degree in another discipline and want to develop their own business or shift careers.

#### Level 5 Diploma in Business Enterprise:

- qualifications at Level 3 and/or 4;
- work experience and demonstrate drive and ambition to start their own business, or work in business development;
- a first degree in another discipline and want to develop their own business or shift careers.

### 4.2 Qualification Structures

There are six mandatory units for each qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 20 credits.

#### Qualifi Level 5 Diploma in Business Enterprise

The qualification provides comprehensive coverage of the issues, challenges and disciplines growth organisations or business start-ups face. Learners who want to make a success of their own business venture or to develop their skills in promoting or creating growth in organisations will gain significantly from this qualification.

The inspired learner or entrepreneur will gain valuable insights into the characteristics, skills, resources and tools required to drive a growing organisation or business start-up forward. Learners will be required to be proactive and engage with businesses that have growth strategies or start-ups with ambition. Learners will be expected to create ideas and plans that support their personal business goals or those of organisations that they are involved with.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University. The qualification is made up of six units. All units are mandatory and required by learners for the Level 5 Diploma in Business Enterprise.

Unit Reference	Mandatory Units	Level	Credits
ENT 2.1	Entrepreneurship, Enterprise and Creativity	5	20
ENT 2.2	Influences on Organisational Growth and Development	5	20
ENT 2.3	Venture Management - Growing a Business	5	20
ENT 2.4	Marketing for Growth Organisations	5	20
ENT 2.5	Developing and Launching a New Business	5	20
ENT 2.6	Social Enterprise and Third Sector Organisations	5	20

## Appendix 1: Unit Descriptors

### QUALIFI Level 5 Diploma in Business Enterprise

#### Ent2.1: Entrepreneurship, Enterprise and Creativity

Unit code: A/507/1619

RQF level: 5

The focus for this unit is to develop understanding of the role of entrepreneurial activity in new venture creation and to explore the different approaches to running a fast growth organisation. A distinction is made between the individual entrepreneur and the role of enterprise and creative thinking as a means of achieving fast growth.

The unit combines the intellectual and practical skills of the learner in the understanding and critical evaluation of the entrepreneurial process, and its emerging role in new business formation and growth. It combines the twin concepts of entrepreneurship with the management of a growing business.

The unit will be of interest to anyone who wishes to manage a growing organisation as distinct from working in a larger corporate business.

The aim of the unit is to explore how and what affects entrepreneurial and enterprising activity. Learners will gain insight into different ventures to start to help them explore their own creativity as entrepreneurs. is to explore the personal leadership and management capabilities needed to start and grow a business.

#### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to understand:

Learning Outcomes.	Assessment Criteria:
1. Understand entrepreneurial thinking and its impact on new ventures	1.1 Discuss entrepreneurial activity including economic, sociological, psychological, resource and opportunity based theories
	1.2 Critique how different theories might affect the growth of new ventures and provide examples
2. Investigate the role of the entrepreneur	2.1 Provide examples of and discuss difference in entrepreneurial individuals and enterprising organizations
	2.2 Provide examples and comment on creative thinking and innovation, and how both can be nurtured
	2.3 Explore and illustrate entrepreneurs in technology, family and social enterprises and how they took opportunities, developed them and the impacts on those organisations
3. Evaluate the role of SME's in the economy	3.1 Evaluate the impact of entrepreneurial ventures in the economy and policies that support that activity
	3.2 Explain the different perspectives of policy makers and entrepreneurs

#### Teaching and Learning Strategy

The course combines the intellectual and practical skills of the learner in the understanding and critical evaluation of the entrepreneurial process, and its emerging role in new business formation and growth.

#### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	40%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Learning material and content will be made available through the online learning management system. The core text for this unit is: Bridge, S., O'Neill, & Martin, F. (2010) *Understanding Enterprise*, 4th Edition, Palgrave Macmillan

### Suggested Reading

Indicative reading for this unit includes:

- Coviello, N. E., McDougall, P. P., & Oviatt, B. M. (2011). The emergence, advance and future of international entrepreneurship research — An introduction to the special forum. *Journal of Business Venturing*, 26(6), 625–631.
- Thompson, J. L. (1999). A strategic perspective of entrepreneurship. *International Journal of Entrepreneurial Behaviour & Research*, 5(6), 279–296.
- Busenitz, L. (2003). Entrepreneurship Research in Emergence: Past Trends and Future Directions. *Journal of Management*, 29(3), 285–308.
- Kiss, A. N., Danis, W. M., & Cavusgil, S. T. (2012). International entrepreneurship research in emerging economies: A critical review and research agenda. *Journal of Business Venturing*, 27(2), 266–290.
- Thompson, J., 1999 A Strategic Perspective of Entrepreneurship, *International Journal of Entrepreneurial Behaviour & Research*, Vol. 5 No. 6, pp. 279-296.

## Ent2.2: Influences on Organisational Growth and Development

Unit code: M/507/1620

RQF level: 5

### Aim

This unit offers an overview of the “modern world” and how the individual firm, large or small, can respond positively to a global business environment.

The aim of the unit is offer to learners with an insight into the socio-economic environment in which business decisions are made and the impact that the changing business environment has on fast growth organisations. The focus is on the defining the characteristics of growth organisations and how these characteristics influences the decisions taken. These decisions are viewed from a management perspective with the emphasis on the entrepreneurial teams as distinct from a traditional management structure.

Learners will evaluate current day influences on organisation growth and development. The influence of ethics and culture, internationalisation and individual behaviour are considered and evaluated as to their impact on organisational development and growth.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes.	Assessment Criteria:
1. Appreciate the role of ethics and culture and impact of corporate social responsibility (CSR) on organisation decisions and growth	1.1 Explain stakeholder behaviour and how that can impact on organisation growth
	1.2 Explain the balance and tensions between commercial gain and social impact and provide examples of CSR in operation
	1.3 Discuss how organisation culture and ethics can influence business development
2. Analyse internationalisation and its impact on organisation growth	2.1 Discuss how internationalisation can affect the management of organizations and provide some specific examples from research
	2.2 Evaluate how global organisations structures and management can differ from those that 'export' only
	2.3 Critique organisations that are global businesses and identify the positive and negative factors in their approach to business and organisation
3. Evaluate the role of managers and others on the success of organisations	3.1 Analyse the impact that individuals and teams can have on a growing business
	3.2. Discuss differences between entrepreneurial leadership and management and how that may affect growth

### Teaching and Learning Strategy

This is achieved by looking best practice through the themes of Corporate Social Responsibility, Managing Organisational Risk and Organisational Entrepreneurs.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate

knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

The text for this unit is

Needle, 2010 Business in Context, Fifth Edition Cengage

### Suggested Reading

Indicative reading for this unit includes:

Behn, R., 2003) Why Measure Performance? Different Purposes Require Different Measures Public Administration Review 63 (5), 586–606

Boschee (2006), Migrating from Innovation to Entrepreneurship: How Nonprofits are Moving Toward Sustainability and Self-Sufficiency, [www.socialent.org](http://www.socialent.org)

Carson, D, Cromie S, McGowen, P, Hill, J 1995 Marketing & Entrepreneurship: An Innovative Approach, Prentice Hall, p56-57

Moshirian, 2007, Globalisation, Growth and Institutions, Journal of Banking & Finance 32 (2008) 472–479

Perlmutter, 1969 "The Tortuous Evolution of the Multinational Corporation," Columbia Journal of World Business, pp. 9-18

Czinkota et al, 2005, International Business, Chap 5, The Theory of international Trade, pp148 -179,

Thomson South Western Gibb, A.A. 1996, "Entrepreneurship and small business management: can we afford to neglect them in

the twenty-first century business school?", British Journal of Management, Vol. 7 No. 4, pp. 309- 24.

Christensen, C.M., Anthony, S.D., and Roth, E.A. 2004 Seeing What's Next: Using Theories of Innovation to Predict Industry Change. USA: HBS Press, pp

Holt, Quelch & Taylor, 2005, How Consumer Value Global Brands,

Institute for Social Entrepreneurs, <http://www.socialent.org/definitions.htm>

Kanter, R.M. 1999 'Change in Everyone's Job: Managing the Extended Enterprise in a Globally Extended World' Organizational Dynamics, 28,1, pp. 7-23.

McPhee 2000, Building Capacity in Non-profit Organisations, The Urban Institution, Introduction p1

## Ent2.3: Venture Management: Growing a Business

Unit code: T/507/1621

RQF level: 5

### Aim

This unit focus on understanding the business development options that are available to faster growth organisations. The unit borrows from the literature on strategy, marketing and entrepreneurship to identify the choices that need to be made to sustain a rapidly growing business.

As well as looking at different growth models, the models look at entrepreneurial orientation and entrepreneurial learning as means of accelerating growth in smaller organisations. It also explores success and failure and how these can be measured as risk coping strategies.

It is aimed at anyone who wishes to work in a growing business by developing the enterprising mindset that facilitates creative thinking.

The aim of the unit is to develop an understanding of what can drive or stifle growth. It will look at various growth and business models and how they can support development. Learners will be expected to examine and critique several different organisations.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes.	Assessment Criteria:
1. Understand what can drive a growth organisation	1.1 Explain differences between 'growth SMEs compared to 'lifestyle businesses'
	1.2 Examine and critique organisation's opportunities and barriers to growth
2. Assess the value of growth models and how these can be applied in a business context	2.1 Use growth models to understand and recommend options in organisations
	2.2 Determine the characteristics of growth organisations and what makes them different to a 'normal' organisation
3. Appreciate differences in business models and using models to gain competitive advantage	3.1 Research and critique different business models
	3.2 Evaluate 'value added' business models and how this approach can support sustainable enterprise

### Teaching and Learning Strategy

The course does not explicitly deal with the start-up process but looks at the more difficult challenge of reconciling growth with entrepreneurial. Case work around fast growth organisations allows learners an insight into the value of theory and models to the real world opportunities.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning out comes Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.



Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Bridge, S, O'Neill K and Martin, F (2010), Understanding Enterprise, Fourth Edition, Palgrave.

### Suggested Reading

Indicative reading for this unit includes:

Barrow, C., Burke, G., Molian, D. & Brown, R. (2005), Enterprise Development, Thomson, ISBN1-86152-989-9

Birley, S. and Muzyka, D.F. (Eds), (2000), Mastering Entrepreneurship, London, FT Prentice Hall, ISBN0-273-64928-0

Bridge, S., O'Neill, K., and Cromie, S. (2003). Understanding Enterprise, Entrepreneurship and Small Business, (Second Edition), Palgrave/Macmillan. ISBN 0-333-98465-X

Burns, P. (2001), Entrepreneurship and Small Business, Palgrave \*\*\*, Publishers, Hampshire and New York. ISBN 0-333-9174-0

Deakins, D. & Freel, M. (2006), Entrepreneurship and Small Firms, 4th ed., McGraw-Hill, ISBN0-07-710826

Kirby, D. A. (2003) Entrepreneurship, McGraw-Hill. ISBN 0-07-709858-7

Stokes, D. and Wilson, N. (2006), Small Business Management and Entrepreneurship, 5th ed., Thomson Learning, ISBN1-84480-224-8

Stokes, D., & Wilson, N. (2010) Small Business Management and Entrepreneurship, 6th edition.

Cengage. ISBN 978-1-4080-1799-9

Stokes, D., Wilson, N., & Mador, M. (2010) Entrepreneurship. Cengage ISBN 978-1-4080-0745-7

Storey, D. J., & Greene, F.J. (2010) Small Business and Entrepreneurship, FT Prentice Hall ISBN 978-0-273-69347-5

## Ent2.4: Marketing for Growth Organizations

Unit code: A/507/1622

RQF level: 5

### Aim

The key themes to this unit examine the ways in which successful firms become market orientated to include becoming customer centered and creating sustainable competitive advantages. Core marketing concepts such as differentiation, value added and positioning are used to show how growth firms respond and adapt to changing market environments.

This unit will be of interest to anyone who wishes to explore new market opportunities, within an existing growth firms by creating a new business within a business.

The unit aims to develop marketing and market research skills. Learners will develop plans for a business to enter a market. Learners will be expected to show creativity and work with their ideas as well as looking at SMEs in the marketplace.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes.	Assessment Criteria:
1. Develop a critical insight into marketing models and marketing concepts	1.1 Illustrate how marketing in smaller organisations can differ from larger organisations 1.2 Critique how a small organisation can create value and differentiate themselves from competitors 1.3 Make recommendations about how an organisation can become market orientated
2. Use market research methods and identify opportunities in the market	2.1 Identify opportunities in a market
	2.2 Conduct primary research into customer demand and produce findings
	2.3 Develop a market research plan
3. Develop market entry plans and understand the influence of suppliers	3.1 Appreciate different routes to market and how they differ from channel management
	3.2. Produce recommendations on how a selected organisation might enter a new market
	3.3 Identify the influences and role of intermediaries and partners in supply chain

## Teaching and Learning Strategy

In this unit the role and characteristics of smaller firms and the way in which marketing models and marketing principles can best be applied are tested. Working in groups, learners apply marketing theories and models to better understand options for growth.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. It will include 30% group project report consisting of 2,000 and 70% individual assignment based around selected aspects of the practical application of value added to a marketing case.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Dibbs S., Farrell O., Simkin I., Pride W. (2012), *Marketing Concepts and Strategies*, Cengage

### Suggested Reading

Indicative reading for this unit includes:

Baker, M, 2007, *Marketing Strategy and Management*, Palgrave, ISBN: 9781403986276

Busenitz, L. (2003). *Entrepreneurship Research in Emergence: Past Trends and Future Directions*. *Journal of Management*, 29(3), 285–308. doi:10.1016/S0149-2063(03)00013-8

Cassia, L., & Minola, T. (2012). *Hyper-growth of SMEs: Toward a reconciliation of entrepreneurial orientation and strategic resources*. *International Journal of Entrepreneurial Behaviour & Research*, 18(2), 179–197. doi:10.1108/13552551211204210

Gilmore, A., Carson, D., Donnell, A. O., & Cummins, D. (1999). *Added value: A qualitative assessment of SME marketing*.

Hill, K., Chernatony, L. D., Harris, F., Dall, F., & Riley, O. (2000). *Added value: its nature, roles and sustainability*. *Added value*, 34(1), 39–56.

Hisrich, R. D. (1992). *The Need for Marketing in Entrepreneurship*. *Journal of Business and Industrial Marketing*, Vol 7(No 3, Summer).

Lambin, L., Chumpitaz, R., and Schuilin, I., 2007, *Market Driven Management Strategic and Operational Marketing*, Palgrave, 2nd Edition ISBN: 9781403998521

Simpson, M., Padmore, J., & Newman, N. (2012). *Towards a new model of success and performance in SMEs*. *International Journal of Entrepreneurial Behaviour & Research*, 18(3), 264–285.

doi:10.1108/13552551211227675

Sorensen, H., (2012) *Business Development, A Market Orientated Approach*, Wiley

## Ent2.5 Developing and Launching a New Business

Unit code: F/507/1623

RQF level: 5

### Aim

The unit provides an appreciation of the role entrepreneurial thinking with reference to business startup process and the preparation of a business plan. The unit looks at the ways in which successful firms research plan and test a business idea and the early stages of setting up a business.

The aim of the unit is to better understand what makes a good business idea and how this idea can be translated into an effective business plan for a new start-up business. It offers practical insight into the business start-up process by allowing learners to finding ideas, test demand for those ideas and communicate those ideas in a business plan.

The unit requires the Learner to identify and champion a business idea through the development stages, proving its viability to delivering a business plan.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Demonstrate business planning skills	1.1 Develop a business plan based upon understanding of its component parts 1.2 Take a business idea and refine it to exploit qualified opportunities 1.3 Develop a schedule, budget and resource allocations for a business
2. Produce evidence of the viability of a business idea.	2.1 Prove market need for a business idea 2.2 Show how competitive advantage can be gained for a business idea 2.3 Identify an appropriate approach to managing an enterprise based upon a business idea and plan
3. Prepare a working business model and plan	3.1 Prove market demand from customers 3.2. Show how demand can be satisfied profitably 3.3 Create a management plan to set and run the business

### Teaching and Learning Strategy

The unit offers a review of the role and format of a business plan at the start-up stage. From this, learners will be expected to develop their own business plan for a start-up.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyze appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

Assessment will be based on a range of documents generated by the groups and by each individual group member. The group elements will account for 60% of the final mark awarded to the individual, with individual assignments will comprise the remaining 40%.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Burns, P. (2007) *Entrepreneurship and Small Business*, Second Edition, Palgrave ISBN 1-4039-4733-3

### Suggested Reading

This unit is based around a series of guides rather than the use of academic tests. Indicative reading includes:

Martin, F, & Smith, R., (2010) "What is it that entrepreneurs learn from experience?" *Industry and Higher Education* Vol 24, No 6, December 2010, pp 505–512 by permission

Birley, S & D. Muzyka, (eds.) (2000) *Mastering Entrepreneurship*, London, Pitman.

Sahlman, W.A. (1997) 'How to write a Great Business Plan', *Harvard Business Review*, July-August.

Shane, S. (2000) 'Prior knowledge and the discovery of entrepreneurial opportunities', *Organization Science* 11(4), pp. 448-469.

Stevenson, H.H. and Gumpert, D.E. (1985) 'The Heart of Entrepreneurship', *Harvard Business Review* March/April, pp.85-94.

Timmons, J.A. and Spinelli, S. (2003) *New Venture Creation: Entrepreneurship for the 21st Century*, Irwin- McGraw Hill, 6th edition.

## Ent2.6: Social Enterprise and Third Sector Organizations

Unit code: J/507/1624

RQF level: 5

### Aim

This unit will allow learners to understand the essence of entrepreneurship, management and leadership in social organisations and whether this differs from the same elements in any other for profit business. It concentrates on matching social goals with revenue streams to create a social organisation that is self-sufficient and can deliver services to vulnerable members of the community. Emphasis is placed on identifying new revenue streams that will ensure the independence of a third sector organisation. Consideration is also given to the role of stakeholders and how their expectation can be managed.

This unit introduces the social enterprise as a sustainable business model. It explores how matching social goals with revenue streams to create a social organisation that is self-sufficient can be successful.

Learners will research a range of social enterprises to obtain an understanding of the opportunities and successes of the third sector.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Understand the role and importance of social enterprises in the economy	1.1 Explain the objectives, organisation and features of social enterprises, and contrast them to for-profit businesses
	1.2 Evaluate the characteristics and motivations of a social entrepreneur
2. Recognise successful revenue sources and business models used by social enterprises	2.1 Identify and support ideas for possible new revenue streams for selected social enterprises
	2.2 Analyse the management perspectives and external stakeholder perspectives of selected social enterprises and how any objections to new development might be countered
3. Identify formulae for success within social organisations	3.1 Explain how a social enterprise may become sustainable and provide researched examples
	3.2 Analyse how 'blended values' may impact the development of selected social enterprises
	3.3 Evaluate the distinct role of 'innovation' in the third sector

### Teaching and Learning Strategy

The focus is on the role of the social entrepreneur and what it takes to set up a not-for-profit organisation that supports social causes.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Martin, F., Thompson M, (2010) Social Enterprise; Developing Sustainable Businesses, Palgrave

### Suggested Reading

Indicative reading for this unit includes:

Chell, E. (2007). Social Enterprise and Entrepreneurship: Towards a Convergent Theory of the Entrepreneurial Process. *International Small Business Journal*, 25(1), 5–26.

doi:10.1177/0266242607071779

Dees, J. G. (2001). The Meaning of “Social Entrepreneurship” Kauffman Foundation, 1–5.

Piboonrungrroj, P. (2012). *Understanding Social Enterprise: Theory and Practice*:

Stead, Martine Hastings, G. (1999). *A Synopsis of Social Marketing*. University of Stirling, (1999).

Westall, A., & Chalkley, D. (2007). *Social enterprise futures*, Smith Institute (pp. 2–84)

## Payment Plan

Please find below available fee payment plans:

### 6 Months - GBP £1250

- Payment option (a): GBP £416 x 3 monthly instalments
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