

# EMB754 Entrepreneurship and Business Model Innovation

**School:** School of Business and Creative Industries

2021 | Session 5

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

You will develop your entrepreneurial mindset in this course by identifying opportunities for innovation and by following lean start-up principles develop an innovative business models for a new venture. You will use these concepts to refine the opportunity to ensure the value offering fits potential customer needs, seeking commercialisation pathways.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Lecture</b>	2hrs	Not applicable	Not Yet Determined

### 1.3. Course Topics

Entrepreneurial opportunities and value creation

Feasibility screening of new startup ideas

Business models and business model innovation

Entrepreneurship and the lean startup process

Risk recognition and investor readiness

Intellectual property considerations

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

6 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Analyse the entrepreneurial individual, referring to different types of entrepreneurs and entrepreneurial attitudes, abilities, behaviour and culture.	
2 Identify and evaluate new business opportunities, using relevant theoretical frameworks.	Knowledgeable
3 Conduct a feasibility and viability screen for a proposed new venture concept	Creative and critical thinker
4 Diagnose new venture risks for venture concept and propose risk-mitigation strategies.	Empowered
5 Evaluate the suitability of intellectual property protection for a new venture concept and recommend an attractive business model.	Creative and critical thinker

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in Program BU791

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

MBA704 or MGT711

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

##### 5.5. Microcredential Information

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

Students will be provided with early feedback during their first weekend of study with in-class learning activities linked to the assessment tasks. Feedback from Task 1 will help students refine their understanding and application of concepts for Task 2.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	40%	5-minute presentation and 800 words concept proposal	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	60%	10 slides and appendix	Refer to Format	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Oral and written piece: Concept presentation and business concept proposal

<b>GOAL:</b>	To articulate a venture idea and incorporate feedback to develop the concept proposal.																					
<b>PRODUCT:</b>	Oral and Written Piece																					
<b>AUTHORSHIP STATEMENT:</b>																						
<b>FORMAT:</b>	<p>Submit: In-class presentation and Concept proposal</p> <p>Concept presentation (5 minutes) PLUS revised written business concept proposal of 1,000 words.</p> <p>This is an individual assessment. The concept proposal will be delivered in class, feedback will be provided, and the business concept proposal should then be revised and adapted to be submitted as a word document. Details are provided in class and on the course Blackboard site</p>																					
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>ability to succinctly outline a concept</td> <td>2</td> </tr> <tr> <td>2</td> <td>quality of the presentation (written and oral)</td> <td>2</td> </tr> <tr> <td>3</td> <td>demonstrated effective oral persuasive communication in a new venture context.</td> <td>1 2</td> </tr> <tr> <td>4</td> <td>demonstrated understanding of the target market and potential viability</td> <td>3</td> </tr> <tr> <td>5</td> <td>demonstrated ability to respond to feedback</td> <td>3</td> </tr> <tr> <td>6</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> <td>1 2 3 4 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	ability to succinctly outline a concept	2	2	quality of the presentation (written and oral)	2	3	demonstrated effective oral persuasive communication in a new venture context.	1 2	4	demonstrated understanding of the target market and potential viability	3	5	demonstrated ability to respond to feedback	3	6	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4 5	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving																					

**All - Assessment Task 2:** Written slide analysis: Business Model Innovation

<b>GOAL:</b>	To analyse and present a business model innovation case study of an existing early stage venture.	
<b>PRODUCT:</b>	Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Prepare a slide deck and supporting appendix of an existing early stage startup (3-7 years) who have innovated a traditional industry business model. Present your analysis using the business model canvas. Your slides should provide: a) background of the venture and 'customer problem' it is solving; b) business model analysis, focusing on the value exchange, delivery of value and internal advantage and financial model, c) how this venture has innovated the traditional business model used in their industry, and d) implications for a venture you could start, based on what you have learnt through this analysis. More detail of the venture can be provided in an appendix. See Blackboard > Assessment Task 2 for more detailed information.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Professional presentation and clarity of analysis	3
	2 Logic and credibility of the business model analysis	3
	3 Value created through the value exchange in the business model	3
	4 Value created through delivery and internal advantage	3
	5 Attractiveness of venture based on financial model	4
	6 Justification of business model innovation	5
	7 Implications of the analysed business model for your future entrepreneurial efforts/potential new venture?	2
<b>GENERIC SKILLS:</b>	Problem solving	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

It is recommended students have access to a web-enabled electronic device to access the learning materials and participate in online discussions.

There is no prescribed textbook for this course; instead there is a detailed Study Guide and selected chapters from texts and articles from journals. These will be distributed to you previously and are also available as downloads from the Blackboard site

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate: - 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task. - 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task. - A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

#### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)