

ENT311 Start-up LaunchLab

School: School of Business and Creative Industries

2026 Semester 1

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.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to 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

In this course you will develop, collaborate and work on a start-up venture idea and be supported and mentored by experienced entrepreneurs. You will be inspired by the stories of student entrepreneurs, identify an opportunity, develop a business concept, discover customer needs and validate it. We use lean startup principles and make it happen during Startup Weekend. Startup Weekends are experiential entrepreneurship events where startup enthusiasts form teams and launch startups within 54-hours. Online learners will be able to join into virtual sessions during this weekend. Your experiences, start-up story and business action plan will enable you to create your own future.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Online – Pre-recorded concept videos and associated activity | 1hr | Week 1 | 12 times |
| Tutorial/Workshop 1 – In-class tutorial | 2hrs | Week 2 | 11 times |
| ONLINE | | | |
| Online – Pre-recorded concept videos and associated activity | 1hr | Week 1 | 12 times |
| Tutorial/Workshop 1 – Interactive zoom tutorial | 2hrs | Week 2 | 11 times |

1.3. Course Topics

- Introduction and overview of Startup LaunchLab course
- Entrepreneurship: The lean start-up way
- Entrepreneurship, innovation and startups in your industry
- Opportunities and business planning
- Developing and pitching your business concept
- Customer and market development
- The business model canvas: Using the canvas as a lean-startup tool for action
- Customer contact: Getting out of the Building
- New venture teams and finding your co-founders
- Lean startup in action: Startup Weekend
- Reflections: Personal, team, venture and process
- Storytelling: "Talking" your startup into being
- Developing an action-focused business plan

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|--|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Association to Advance Collegiate Schools of Business |
| 1 Identify the relevant tasks related to the formation of a successful venture. | Creative and critical thinker | PC3.1 |
| 2 Analyse effective pathways for venture development. | Knowledgeable | PC3.1 |
| 3 Apply and execute processes for the formation of a venture. | Engaged | PC3.1 |
| 4 Confidently establish the groundwork for a sustainable venture. | Empowered | PC3.1 |
| 5 Demonstrate effective oral communication skills in a business context | Empowered | PC1.2 |
| 6 Demonstrate an understanding of effectively managing and working in teams in a business context. | Engaged | PC2.1 |
| 7 Demonstrate a capacity for responsible and adaptive self-management necessary for building a successful business career | Engaged Sustainability-focussed | PC6 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|--------------------|
| ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS | |
| PC1.2 | Oral Communication |
| PC2.1 | Teamwork |
| PC3.1 | Problem Solving |
| PC6 | Career-ready |

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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

The first assessment task provides an opportunity for students to articulate their business concept, obtain peer feedback and feedback from lecturers, and respond to this in the written concept statement.

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 | 20% | 5-minute presentation 1,000-word Concept Proposal | Refer to Format | Online Assignment Submission with plagiarism check |
| All | 2 | Journal | Individual | 40% | 8-12 images and 1,000 words | Week 9 | Online Assignment Submission with plagiarism check |
| All | 3 | Artefact - Creative, and Written Piece | Individual or Group | 40% | 2,500 words | Week 13 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Concept Presentation and Proposal

| GOAL: | The purpose of this task is to articulate your venture concept and incorporate feedback to develop a concept proposal. | | | | | | | | | | | | | | | |
|------------------------------|---|-----|---------------------------|---|---|---|---|---|--|---|---|---|---|---|---|--|
| PRODUCT: | Oral and Written Piece | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | |
| FORMAT: | Submit: Week 4 - in class presentation Week 5 - Proposal. Concept Presentation (5 minutes) plus Written Proposal of 1,000 words. This is an individual assessment. The concept presentation should be delivered in class, while the concept proposal should be prepared as a word document. Details are provided in class and on the course Blackboard site. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objectives will be assessed: PLO1.2: Oral Communication Demonstrate effective oral communication skills in a business context. | | | | | | | | | | | | | | | |
| CRITERIA: | <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> </tr> <tr> <td>2</td> <td>quality of presentation (both written and oral)</td> </tr> <tr> <td>3</td> <td>demonstrated effective oral persuasive communication in a new venture context.</td> </tr> <tr> <td>4</td> <td>demonstrated understanding of target market and potential viability</td> </tr> <tr> <td>5</td> <td>demonstrated ability to respond to feedback</td> </tr> <tr> <td>6</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 | ability to succinctly outline a concept | 2 | quality of presentation (both written and oral) | 3 | demonstrated effective oral persuasive communication in a new venture context. | 4 | demonstrated understanding of target market and potential viability | 5 | demonstrated ability to respond to feedback | 6 | Assessment criteria are mapped to the course learning outcomes. | |
| No. | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | ability to succinctly outline a concept | | | | | | | | | | | | | | | |
| 2 | quality of presentation (both written and oral) | | | | | | | | | | | | | | | |
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| 4 | demonstrated understanding of target market and potential viability | | | | | | | | | | | | | | | |
| 5 | demonstrated ability to respond to feedback | | | | | | | | | | | | | | | |
| 6 | Assessment criteria are mapped to the course learning outcomes. | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Problem solving | | | | | | | | | | | | | | | |

All - Assessment Task 2: Photo Essay Start-up Experience Reflection

| GOAL: | The purpose of this task is to reflect on your start-up experience by discussing key learnings related to personal realisations and the lean start up process. | | | | | | | | | | | | | |
|------------------------------|---|-----|---------------------------|---|---|---|--|---|--|---|--|---|--------------------------------|--|
| PRODUCT: | Journal | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | |
| FORMAT: | Photo essay of minimum 8-12 images and captions of 1000 words. This is an individual assessment. The photo essay can be prepared in a presentation, word document or online blog. An example will be provided in class and on the course Blackboard site. | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>use of professional presentation and convincing images and captions</td> </tr> <tr> <td>2</td> <td>personal reflections and key learnings</td> </tr> <tr> <td>3</td> <td>demonstrate an understanding of managing and working in a new venture team context</td> </tr> <tr> <td>4</td> <td>reflections related to the lean start-up process (venture concept, the business model, and/or customer validation)</td> </tr> <tr> <td>5</td> <td>recommendations for next steps</td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 | use of professional presentation and convincing images and captions | 2 | personal reflections and key learnings | 3 | demonstrate an understanding of managing and working in a new venture team context | 4 | reflections related to the lean start-up process (venture concept, the business model, and/or customer validation) | 5 | recommendations for next steps | |
| No. | Learning Outcome assessed | | | | | | | | | | | | | |
| 1 | use of professional presentation and convincing images and captions | | | | | | | | | | | | | |
| 2 | personal reflections and key learnings | | | | | | | | | | | | | |
| 3 | demonstrate an understanding of managing and working in a new venture team context | | | | | | | | | | | | | |
| 4 | reflections related to the lean start-up process (venture concept, the business model, and/or customer validation) | | | | | | | | | | | | | |
| 5 | recommendations for next steps | | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Problem solving | | | | | | | | | | | | | |

All - Assessment Task 3: Short Business Plan and 2 Minute Marketing Video

| | | |
|------------------------------|--|--|
| GOAL: | The purpose of this task is to compile a short business plan aligned to the goals of your chosen startup and communicating the startup story | |
| PRODUCT: | Artefact - Creative, and Written Piece | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | Business Plan of 2500 words and short marketing video, drawing on the work done over Startup Weekend. You can choose to attempt this task as an individual or in a group but need to register this with your course coordinator. The business plan should be prepared as a word document and link to the video uploaded through SafeAssign. Details are given in class and on the course Blackboard site.. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | The business plan will be assessed on the following criteria: use of professional presentation style and business plan writing conventions |
| | 2 | demonstrated insight into the value proposition and target market's needs |
| | 3 | proven articulation of the strength of the venture team and financial model |
| | 4 | ability to articulate strategies for advancing the venture |
| | 5 | The marketing video will be assessed on the following criteria: evidence of a cohesive and clear storyline |
| | 6 | demonstrated insight into target customers' needs |
| | 7 | demonstrated value proposition |
| | 8 | evidence of authenticity in story, team and venture strength |
| GENERIC SKILLS: | Communication, 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|-----------|-----------------------------|------|----------------------------|---------|----------------------------|
| Required | Text A: Blank, S. & Dorf, B | 2012 | The Startup Owner's Manual | | K&S Ranch, Inc. Publishers |

8.2. Specific requirements

Students must be able to participate in Startup Weekend as a WIL experience, therefore needs to contact the Course Coordinator and seek approval.

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

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