

# ENT311 Start-up LaunchLab

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

2024 | 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.

*Please go to [usc.edu.au](http://usc.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
<b>BLENDED LEARNING</b>			
<b>Online</b> – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – In-class tutorial	2hrs	Week 2	11 times
<b>ONLINE</b>			
<b>Online</b> – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 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

## 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

<b>GOAL:</b>	The purpose of this task is to articulate your venture concept and incorporate feedback to develop a concept proposal.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	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.		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	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.	
			<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div></div>

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

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Journal		
<b>FORMAT:</b>	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.		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	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	

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

<b>GOAL:</b>	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		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	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..		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	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	

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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>

## 10.9. 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.

## 10.10. 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)