

# ENT321 Venturing in Action

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

2025 | Semester 2

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

The future of every community lies in capturing the passion, imagination and resources of its people. Venturing in Action provides you with an in-depth understanding of the processes involved in developing innovation and value to ensure enterprises are sustainable. The value may be in the form of new goods and services, improved processes or opportunities from networks. You will gain experience and confidence through the development of your entrepreneurial potential and skills, by working with local ventures and emerging enterprises to enhance the value that they offer to communities.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Lecture</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>Lecture</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

#### ENT321 TOPIC LIST

1. Introduction to Venturing in Action [VIA], Team formation and Organisation
2. What is being successful at Venturing in Action
3. Getting a good idea and making your Venture in Action work
4. The basics about marketing your Venture in Action
5. It is all about building a better Mousetrap
6. Finding team members and building an Entrepreneurial Venture in Action
7. Everything you really need to know about Entrepreneurial Finance
8. How to Grow or not to Grow your Venture in Action
9. Planning: Overview of Plans and Planning
10. Building your assets as you venture

### 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 Analyse an emerging venture holistically to understand the opportunities and challenges of developing a venture.	Creative and critical thinker Ethical	PC1, PC3.1
2 Develop a project management plan to develop relevant deliverables to address the venture opportunities' fit with the entrepreneur, environment and venture operation.	Engaged	PC1, PC1.1, PC2, PC2.1
3 Apply the relevant theory and practice needed to implement deliverables within the emerging ventures.	Creative and critical thinker Empowered	PC1, PC1.1, PC3
4 Confidently present, implement and measure the impact of a deliverable for venture sustainability, focused on delivering community benefits.	Knowledgeable Sustainability-focussed	PC1.2, PC3
5 Demonstrate an understanding of effectively managing and working in teams in a business context.	Empowered Engaged	PC2, PC2.1

\* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	

CODE	COMPETENCY
PC1	Communication
PC1.1	Written Communication
PC1.2	Oral Communication
PC2	Collaboration
PC2.1	Teamwork
PC3	Creative and Critical Thinking
PC3.1	Problem Solving

## 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)

It is assumed students will have a basic knowledge of the way enterprises and organisations function and create value for their customers.

## 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

Formative feedback will be provided through in-class workshop discussions, and rubrics will be used for online written assessments.

### 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	Group	20%	15 minute presentation. Maximum of 10 powerpoint slides	Week 4	Online Assignment Submission with plagiarism check
All	2	Journal	Group	35%	2,000 words Supported by self and peer review	Week 9	Online Assignment Submission with plagiarism check
All	3	Report	Individual	45%	2000 words, deliverable artefact and WIL partner report	Week 13	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Holistic analysis of venture

<b>GOAL:</b>	To use the Supporting Emerging Enterprises (SEE) or Business Model Canvas (BMC) model to analyse the assigned venture and identify deliverables for enterprise development.																						
<b>PRODUCT:</b>	Oral and Written Piece																						
<b>FORMAT:</b>	This is a group presentation, accompanied by project plan and letter of agreement. Details available on the course Blackboard site.																						
<b>CRITERIA:</b>	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Holistic analysis of the venture, based on the SEE or BMC model, structured in the presentation</td><td>1</td></tr> <tr> <td>2</td><td>Demonstrable depth and breadth of understanding of venture development priorities and opportunities</td><td>3</td></tr> <tr> <td>3</td><td>Critical analysis of team skills and entrepreneur's skills to achieve priorities</td><td>5</td></tr> <tr> <td>4</td><td>Clarity, logic and flow of arguments presented, with appropriate verbal and non-verbal presentation skills</td><td>1</td></tr> <tr> <td>5</td><td>Knowledge and application of effective group processes, through group diary of meetings, attendance and actions.</td><td>5</td></tr> <tr> <td>6</td><td>Equal contribution of team members to the group, based on self and peer review</td><td>5</td></tr> </table>	No.		Learning Outcome assessed	1	Holistic analysis of the venture, based on the SEE or BMC model, structured in the presentation	1	2	Demonstrable depth and breadth of understanding of venture development priorities and opportunities	3	3	Critical analysis of team skills and entrepreneur's skills to achieve priorities	5	4	Clarity, logic and flow of arguments presented, with appropriate verbal and non-verbal presentation skills	1	5	Knowledge and application of effective group processes, through group diary of meetings, attendance and actions.	5	6	Equal contribution of team members to the group, based on self and peer review	5	
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation																						

**All - Assessment Task 2:** Journal Group process and deliverable(s) progress

<b>GOAL:</b>	To demonstrate appropriate group processes to achieve milestones set towards deliverable completion.																												
<b>PRODUCT:</b>	Journal																												
<b>FORMAT:</b>	This is a group assessment. Details of the journal components are provided 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 Objective will be assessed: Program Learning Objective 2 - Demonstrate an understanding of effectively managing and working in teams in a business context.																												
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<b>GENERIC SKILLS:</b>	Collaboration																												

### All - Assessment Task 3: Report for client Deliverable and implementation

<b>GOAL:</b>	To produce an external report for the venture owner (WIL partner) describing the need for, method followed, deliverable as result, and implementation by the client, as well as showcasing the deliverable artefact, which meets their expectations.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	This is an individual assessment, which includes the WIL partner assessment of performance. Details available on the course Blackboard site.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Credibility of research on which deliverable(s) are based	1 4
	2	Evidence of quality of deliverable(s) and impact for the venture	1
	3	Appropriate analysis and implementation of deliverables	1 3
	4	Deliverable met WIL partner's (venture owner's) expectations in being useful, relevant and value-adding	2
	5	Relevancy of recommendations for future development	3
	6	Clarity and professionalism of communication (interpersonal and written)	4
<b>GENERIC SKILLS:</b>	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

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	Alan Carsrud, Malin Brannback	2015	Fundamentals for Becoming a Successful Entrepreneur	n/a	Pearson FT Press

### 8.2. Specific requirements

Not applicable

## 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)