



## UNSW Course Outline

# GENE1500 Creative Entrepreneurship - 2024

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## General Course Information

Course Code : GENE1500

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Engineering

Academic Unit : Faculty of Engineering

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

What is creativity? What is entrepreneurship? Why do they matter? In this course, you will identify, analyse and propose a solution to a meaningful unsolved problem in the world for an identified market segment. The course runs in an experiential mode, and you will form multidisciplinary

teams to tackle their chosen problem, guided by entrepreneurship mentors and UNSW alumni who are running their own startup. Practical tools and protocols will be introduced for critically developing solution concepts, performing competitive analyses, building mindsets, skills, creativity and problem-solving, motivating and developing others, networking, building effective cross-disciplinary teams, designing experiments to validate concepts and rapid prototyping. You will then learn pitching and visual and graphic design skills, learning how to communicate influentially.

After this course, you will have (i) a changed mindset, so that you can experience the world and your entire study program from an entrepreneur's perspective; (ii) sharpened skills in finding problems worth solving, mobilising people and resources to solve them, selling your ideas and skills and creating value; and (iii) a smaller step to creating your own first start-up, with mentors, support structures and fellow UNSW students to bring your ideas and companies to life.

This course can be taken by Faculty of Engineering students as a General Education course.

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Identify the common characteristics of successful entrepreneurs and startups, and understand the processes and support mechanisms that enable them to succeed.
CL02 : Define a problem statement developed from a compelling societal need, generate multiple alternative solution concepts, and evaluate them using Design Thinking and processes such as Minimal Viable Product, A/B testing, product-market fit, the Business Model Canvas and the Value Proposition Canvas.
CL03 : Source significant quantities of detailed relevant and/or technical background information and perform a rigorous competitor analysis.
CL04 : Use language, visual representations, and/or digital media to insightfully and precisely represent and persuasively convey qualitative and quantitative information.
CL05 : Apply coordinated, sustained and effective team effort and critical thinking.
CL06 : Produce a convincing and user-focused complete solution and explain in detail how it addresses the problem statement.

Course Learning Outcomes	Assessment Item
CL01 : Identify the common characteristics of successful entrepreneurs and startups, and understand the processes and support mechanisms that enable them to succeed.	<ul style="list-style-type: none"> <li>• Reflective Peer Feedback</li> <li>• Group Project: Present and Submit Group Project</li> <li>• Tutorial Attendance</li> </ul>
CL02 : Define a problem statement developed from a compelling societal need, generate multiple alternative solution concepts, and evaluate them using Design Thinking and processes such as Minimal Viable Product, A/B testing, product-market fit, the Business Model Canvas and the Value Proposition Canvas.	<ul style="list-style-type: none"> <li>• Validating a Problem Space</li> <li>• Reflective Peer Feedback</li> <li>• Group Project: Present and Submit Group Project</li> </ul>
CL03 : Source significant quantities of detailed relevant and/or technical background information and perform a rigorous competitor analysis.	<ul style="list-style-type: none"> <li>• Group Project: Present and Submit Group Project</li> </ul>
CL04 : Use language, visual representations, and/or digital media to insightfully and precisely represent and persuasively convey qualitative and quantitative information.	<ul style="list-style-type: none"> <li>• Validating a Problem Space</li> <li>• Group Project: Present and Submit Group Project</li> </ul>
CL05 : Apply coordinated, sustained and effective team effort and critical thinking.	<ul style="list-style-type: none"> <li>• Tutorial Attendance</li> <li>• Validating a Problem Space</li> <li>• Group Project: Present and Submit Group Project</li> </ul>
CL06 : Produce a convincing and user-focused complete solution and explain in detail how it addresses the problem statement.	

# Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Other Professional Outcomes

Some entrepreneurial skills can be learned (secondhand) by reading and listening to others. However, research on entrepreneurship education shows that much of it is best learned (first-hand) by taking action, dealing with inevitable obstacles and unanticipated consequences, and finding ways of working around or with them. During this course you are encouraged not to simply learn about entrepreneurship, but to pursue your entrepreneurial project as if it's a real startup. By design this course will take you out of your comfort zone (in a safe and supportive environment), encourage you to share ideas, apply theory rapidly and learn from decisions and mistakes.

You will work together in teams to design a creative entrepreneurial venture. As an entrepreneur, you always choose your own team. In fact, you have to work very hard to attract people to join a startup. You'll build your team early in the course and work with them for the remainder of the time.

## Additional Course Information

Some entrepreneurial skills can be learned (secondhand) by reading and listening to others. However, research on entrepreneurship education shows that much of it is best learned (first-hand) by taking action, dealing with inevitable obstacles and unanticipated consequences, and finding ways of working around or with them.

During this course you are encouraged not to simply learn about entrepreneurship, but to pursue your entrepreneurial project as if it's a real startup.

By design this course will take you out of your comfort zone (in a safe and supportive environment), encourage you to share ideas, apply theory rapidly and learn from decisions and mistakes.

You will work together in teams to design a creative entrepreneurial venture. As an entrepreneur, you always choose your own team. In fact, you have to work very hard to attract people to join a startup. You'll build your team early in the course and work with them for the remainder of the time.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Validating a Problem Space Assessment Format: Individual	25%	Due Date: 04/03/2024 11:59 PM
Reflective Peer Feedback Assessment Format: Individual	25%	Start Date: 05/03/2024 02:00 PM Due Date: 25/03/2024 08:00 AM
Group Project: Present and Submit Group Project Assessment Format: Group	40%	Start Date: Not Applicable Due Date: 16/04/2024 10:00 AM
Tutorial Attendance Assessment Format: Individual	10%	

## Assessment Details

### Validating a Problem Space

#### Assessment Overview

Written report (1400 words) + 2 minute video

Identify and analyse a meaningful unsolved problem in the world for an identified market segment. Use Customer Discovery methodology to present evidence that validates (or invalidates) your identified problem space. Critically reflect on this process

#### Course Learning Outcomes

- CLO2 : Define a problem statement developed from a compelling societal need, generate multiple alternative solution concepts, and evaluate them using Design Thinking and processes such as Minimal Viable Product, A/B testing, product-market fit, the Business Model Canvas and the Value Proposition Canvas.
- CLO4 : Use language, visual representations, and/or digital media to insightfully and precisely represent and persuasively convey qualitative and quantitative information.
- CLO5 : Apply coordinated, sustained and effective team effort and critical thinking.

#### Assessment information

Your course convenor will provide a rubric with assessment criteria outlined.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

# Reflective Peer Feedback

## Assessment Overview

### Reflective Peer Feedback (300 words)

Each student is randomly assigned 3 reports and videos from Individual Project A for them to provide structured feedback on.

## Course Learning Outcomes

- CL01 : Identify the common characteristics of successful entrepreneurs and startups, and understand the processes and support mechanisms that enable them to succeed.
- CL02 : Define a problem statement developed from a compelling societal need, generate multiple alternative solution concepts, and evaluate them using Design Thinking and processes such as Minimal Viable Product, A/B testing, product-market fit, the Business Model Canvas and the Value Proposition Canvas.

## Assessment information

Your course convenor will provide a rubric of assessment criteria and provide further instructions through Moodle.

## Assignment submission Turnitin type

This is not a Turnitin assignment

## Group Project: Present and Submit Group Project

## Assessment Overview

### Present and Submit Group Project

Students in teams will be required to design a business model and pitch deck for a creative entrepreneurial venture that targets a problem space generated by the cohort (Individual Project A). This exercise is meant to tie together the course materials from each of the weeks in an innovative and imaginative way. The team based applied learning exercise simulates the activities that real entrepreneurs do when designing a venture.

Requirements: 5 minute pitch presentation plus 10 minutes Q&A.

Students will receive both a group component (50% of assessment value) and an individual component (50% of assessment value) in their mark.

## Course Learning Outcomes

- CL01 : Identify the common characteristics of successful entrepreneurs and startups, and

understand the processes and support mechanisms that enable them to succeed.

- CLO2 : Define a problem statement developed from a compelling societal need, generate multiple alternative solution concepts, and evaluate them using Design Thinking and processes such as Minimal Viable Product, A/B testing, product-market fit, the Business Model Canvas and the Value Proposition Canvas.
- CLO3 : Source significant quantities of detailed relevant and/or technical background information and perform a rigorous competitor analysis.
- CLO4 : Use language, visual representations, and/or digital media to insightfully and precisely represent and persuasively convey qualitative and quantitative information.
- CLO5 : Apply coordinated, sustained and effective team effort and critical thinking.

#### **Submission notes**

Recorded pitch to be submitted before the week 9 lecture.

#### **Assessment information**

Your course convenor will provide a rubric of assessment criteria.

#### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Tutorial Attendance**

#### **Assessment Overview**

Assessment 4: Tutorial Attendance

Start date: Week 1

Due date: Week 10

Attendance and contribution within the weekly tutorials is a critical element of this course.

The tutorial is where the majority of the assessment content, group work and active learning will occur and ensuring that you engaging within the tutorials will ensure the best learning and outcome for the course.

Each week attendance and contributions will be noted. Over the 10 week term there will be 10% of your grade allocated to your attendance.

If a student is unable to attend a tutorial, they are are required to notify the tutor to discuss how to catch up and will be awarded their attendance mark for that class.

#### **Course Learning Outcomes**

- CLO1 : Identify the common characteristics of successful entrepreneurs and startups, and

understand the processes and support mechanisms that enable them to succeed.

- CLO5 : Apply coordinated, sustained and effective team effort and critical thinking.

## General Assessment Information

In your assessments you may need to cite sources for your secondary research. For example, you may have gleaned some statistics from a research paper, or gathered market sizing information from IBISWorld.

Please use APA author-date referencing style for citations. You can find some great instructions here:

<https://www.student.unsw.edu.au/apa>

Referencing is a pain if you don't keep on top of your sources. One way to save yourself a lot of time and stress is to use a tool like Zotero (zotero.org) while you write your paper. This can generate a bibliography for you automatically if you use its word processor plugin.

For your final pitch you are not required to go through your bibliography but you should include it either as a separate document or at the end of your submitted pitch deck.

### Grading Basis

Standard

## Course Schedule

### Attendance Requirements

Lectures - are in person and will not be recorded.

Tutorials - These are in person and will not be recorded. there is one tutorial with online delivery.

Attendance for tutorials is required to ensure that they can participate with the group assessment tasks and tutorial activities.

Tutorials can be made accessible via Zoom if required and to support any accessibility needs.

### General Schedule Information

Students who do well in GENE1500 generally:

- Show up for their lectures and especially the tutorials
- Get feedback on drafts of their work, and make use of office hours or coaching sessions



# Course Resources

## Recommended Resources

Here are a few books that the UNSW Founders team have found useful. These are entirely optional for you to read.

- Talking to Humans - Giff Constable, Frank Rimalovski and Tom Fishburne (available free for students on [talkingtohumans.com](http://talkingtohumans.com))
- The Creators Code – Amy Wilkinson
- Business Model Generation – Alexander Osterwalder

Each week the teaching team will suggest recommended readings, videos, podcasts, and ecosystem events.

These will be available in Moodle.

## Course Evaluation and Development

Feedback on the course is gathered periodically using various means, including the UNSW myExperience process, informal discussion in the final class for the course, and the school's Student/Staff meetings.

Your feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

Feedback and the resulting improvements will be summarised and posted on the course Moodle page each time the course is run.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Nina Juhl		Kensington campus		By appointment	No	Yes
Tutor	Lachlan Burke		Working remotely		By appointment	No	No
Lecturer	George Roditis		Kensington campus		By appointment	No	No
	Rushi Vyas				By appointment	No	No

# Other Useful Information

## Academic Information

### I. Special consideration and supplementary assessment

If you have experienced an illness or misadventure beyond your control that will interfere with your assessment performance, you are eligible to apply for Special Consideration prior to, or within 3 working days of, submitting an assessment or sitting an exam.

Please note that UNSW has a Fit to Sit rule, which means that if you sit an exam, you are declaring yourself fit enough to do so and cannot later apply for Special Consideration.

For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW's [Special Consideration page](#).

### II. Administrative matters and links

All students are expected to read and be familiar with UNSW guidelines and policies. In particular, students should be familiar with the following:

- [Attendance](#)
- [UNSW Email Address](#)
- [Special Consideration](#)
- [Exams](#)
- [Approved Calculators](#)
- [Academic Honesty and Plagiarism](#)
- [Equitable Learning Services](#)

### III. Equity and diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

### IV. Professional Outcomes and Program Design

Students are able to review the relevant professional outcomes and program designs for their streams by going to the following link: <https://www.unsw.edu.au/engineering/student-life/student-resources/program-design>.

*Note: This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle or your primary learning management system (LMS) should be consulted for the up-to-date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline/Moodle/LMS, the description in the Course Outline/Moodle/LMS applies.*

## **Academic Honesty and Plagiarism**

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. *Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.*

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism, visit: [student.unsw.edu.au/plagiarism](http://student.unsw.edu.au/plagiarism). The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis or contract cheating) even suspension from the university. The Student Misconduct Procedures are available here:

[www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

## Submission of Assessment Tasks

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of five percent (5%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day. This is for all assessments where a penalty applies.

Work submitted after five days (120 hours) will not be accepted and a mark of zero will be awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These will be clearly indicated in the course outline, and such assessments will receive a mark of zero if not completed by the specified date. Examples include:

- Weekly online tests or laboratory work worth a small proportion of the subject mark;
- Exams, peer feedback and team evaluation surveys;
- Online quizzes where answers are released to students on completion;
- Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date; and,
- Pass/Fail assessment tasks.

## Faculty-specific Information

[Engineering Student Support Services](#) – The Nucleus - enrolment, progression checks, clash requests, course issues or program-related queries

[Engineering Industrial Training](#) – Industrial training questions

[UNSW Study Abroad](#) – study abroad student enquiries (for inbound students)

[UNSW Exchange](#) – student exchange enquiries (for inbound students)

[UNSW Future Students](#) – potential student enquiries e.g. admissions, fees, programs, credit transfer

## Phone

(+61 2) 9385 8500 – Nucleus Student Hub

(+61 2) 9385 7661 – Engineering Industrial Training

(+61 2) 9385 3179 – UNSW Study Abroad and UNSW Exchange (for inbound students)