

Innovation & Entrepreneurship

- **LIVE IN-PERSON**
- **LIVE VIRTUAL**
- **SELF-PACED VIRTUAL**

DURATION: UP TO 160 HOURS

LOCATION: IN-PERSON OR ONLINE

ASSESSMENTS: CONTINUOUS 100%, POST-SUBJECT EXAMINATION 0%

GRADING SCHEMA: HED GRADED MARK

We acknowledge and pay our respects to the Traditional Owners and Elders past and present of the lands of which the Hacker Exchange operates.

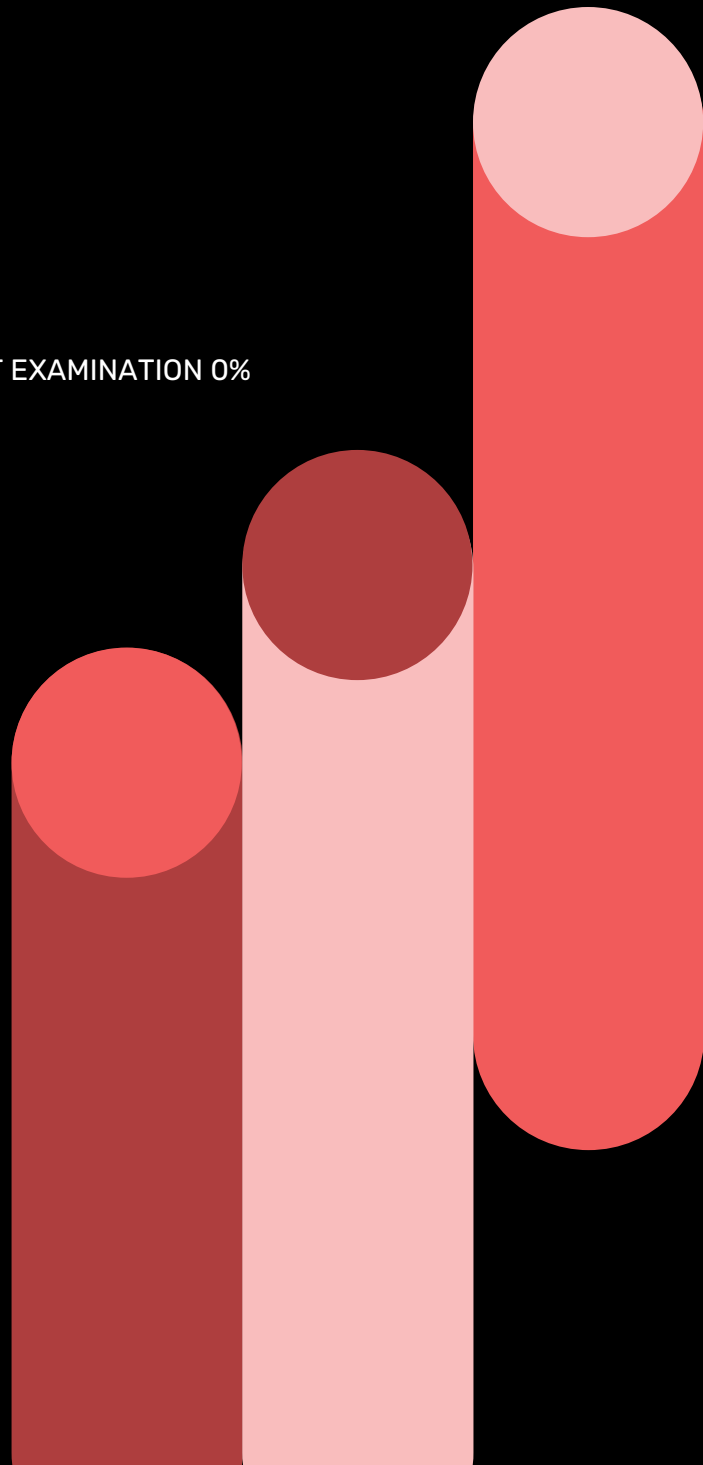


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SNAPSHOT: PROGRAM ON A PAGE

HEX recognises that many students are juggling more complex and demanding lives, and studying in-person on a fixed schedule makes it harder for some students to access and engage with valuable learning opportunities. That's why we're adding a new **asynchronous, self-paced study mode** to the range of programs we offer - with the same outcomes and quality, delivered fully online at the learner's pace.

	OPTION 1: LIVE IN PERSON	=	OPTION 2: LIVE VIRTUAL	=	OPTION 3: SELF-PACED VIRTUAL
Time commitment	160 hours typical Approx 90 hours' contact time 2 week block		160 hours typical Approx 90 hours' contact time 2 week block		160 hours recommended self-paced study 30 day study period
Delivery mode	Delivered face to face - Silicon Valley - Singapore - Tel Aviv - Melbourne		Delivered 100% online Study live, synchronous		Delivered 100% online Self-paced, asynchronous Monthly intake / Rolling intake available
Featured learning experiences	In-country (where permitted) Professional networking events Site visits with tech, startup and innovation industry partners Cultural immersion		HEX live facilitation Engage with HEX World community Industry speakers and online events Virtual country and region-specific learning experiences		HEX Academy learning content Activity-based learning Engage with HEX World community Industry speakers and events Real business challenge/project
Learning Outcomes	L1: Critical Thinking and Real World Application Effectively integrate and appropriately apply previous learning and knowledge to make and justify decisions in a real-world context of your project.	L2: Professional Engagement Demonstrate digital competencies; professionalism, adaptability, confidentiality, communication, responsibility for decision-making, and organisational, global, cultural & social awareness.	L3: Personal Growth Reflect upon decisions, personal choices and actions during the program and critically appraise their appropriateness.	L4: Pitch (Communicating, Problem Solving) Presentation skill development and application of startup tools in order to discover and develop an idea	

Some of our partners & speakers:



Some of our technology delivery stack:



PROGRAM INFORMATION

1.Synopsis

The future of work has changed and evolved significantly in the past few years, requiring a new generation of diverse industry leaders that can embrace and adapt to the rapidly changing business landscape. We aim to develop students' general leadership capabilities, building their confidence to lead in this new globalised business environment. The need to adapt and develop these skills in a virtual world has been brought into sharp focus with the current global climate. The development of remote workplaces and online learning is not a new concept but its importance has never been greater. The workforce of the future must not only be able to function online but they must learn how to embrace and thrive in the virtual, professional landscape.

This subject combines the principles required to succeed in a virtual, competitive innovation-led world while building a solid foundation of application for commercial exploration of new ideas. Through this subject, students increase their entrepreneurial orientation, entrepreneurial self efficacy and entrepreneurial cognition. The combination of real-world and theoretically-based evaluation techniques taught in this subject can be applied to entrepreneurship and innovation in any context, including start-up businesses, start-up tech companies, existing businesses, public sector and social enterprise.

This unit will provide critical tools for problem identification and value creation, a key competency for studying and working in entrepreneurial environments and innovative companies. Students develop leadership capabilities, intercultural communication and digital literacy skills through guided interactions within a real-world environment. Our program aims to equip students with intercultural skills which will enable them to effectively engage in global networks and international cognition. The combination of real-world and theoretically based evaluation techniques taught in this unit can be applied to innovative business in any context, including both global tech giants, start-up companies, existing businesses, public sector and social enterprise.

We believe that diversity of leadership and thought in our programs helps not only prepare students for multinational workplaces but also helps to foster an understanding and appreciation of global citizenship. Our unique program features workshop hosts, mentors and speakers from over seven countries and celebrates the background and identity of our diverse cohort of students, ensuring cultural awareness and community building values are instilled and preparing students for an exponentially diverse working life.

This program aims to critically reflect on real world innovations and leadership practice using proven concepts, thought models, procedures, tools, methods and literature in the innovation disciplinary environment, while delivering this content within the real world business environment. Over the duration of the program, we aim to foster an awareness of students' individual strengths and motivation factors and develop individual resilience. Through a combination of workshops, activities and reflections, we aim to foster attributes such as authentic leadership, resilience, teamwork, cultural awareness, personal branding and critical thinking, this unit will enable students to build their profile as global leaders. The students' own business or start-up idea will become their real-world project that provides students with a step-by-step systematic road-map approach to hone their business skills and consolidated learning for crisp execution of a business venture.

2. Mode of Delivery (choose one of three options)

OPTION 1: Live In-Person (2-week study period)

In live in-person mode, the unit is delivered in an intensive, face-to-face style, and learning takes place within a scheduled 2-week teaching period. This delivery mode is suitable for students who wish to complete their unit through immersive hands-on learning experiences, including group-based learning and collaboration on real-world projects in addition to workshops, speaker events and practical assignments leading to an authentic startup pitch. Where possible, this delivery may take place in a global ecosystem and may include international travel.

OPTION 2: Live Virtual (2-week study period)

In live virtual mode, the unit is delivered in the same 2-week block, with learning activities occurring 100% online and no face-to-face components. This delivery mode is suitable for students who don't wish to, or can't attend the in-person version of the unit. In its own right, this mode delivers interactive expert workshops, live group activities, focused mentoring time, social learning opportunities, and virtual submission of practical assignments, including the learner's own startup pitch. Students must have access to a web-enabled laptop computer or a tablet with an acceptable level of internet service, to be able to participate in this program.

OPTION 3: Self-paced Virtual (asynchronous 30-day study period)

In self-paced virtual mode, core learning content is delivered through an always-available sequence of learning modules, which learners engage with via HEX's online learning platform, HEX Academy. In self-paced virtual mode, learners encounter interactive, challenging learning experiences, enriched with access to both asynchronous and live virtual experiences, such as mentoring, group discussions, and webinars. Students must have access to a web-enabled laptop computer or a tablet with an acceptable level of internet service, to be able to participate in this program.

All HEX Academy delivery modes actively leverage leading-edge technologies to foster individual, team and community engagement. To do this, we have developed our own collaborative learning environment hosted by our platform partner LearnWorlds, complemented with the latest technologies for engagement, discussion and learning, including Circle, Slack, Around, Figma, Notion, Butter and more.

3. Requisites

Prerequisites: None

Co-requisites: None

Assumed knowledge: None

4. Workload Requirements

The minimum total expected workload to achieve the learning outcomes for this unit is a recommended **120-160 hours** over the duration of the program. The exact workload will vary according to how much self-paced study is required to successfully complete the unit, as learners who can progress more quickly may do so when studying at their own pace in the Self-Paced Virtual unit.

Depending on which of the delivery modes is chosen, students will undertake a mixture of asynchronous (self-paced) learning experiences, scheduled learning activities, and independent research and development. Independent research and development may include associated post-workshop tasks, self-guided business development research and preparation for scheduled activities.

Scheduled activities may include a combination of mentor-directed support, online workshops, discussions with industry leaders and online engagement. Unscheduled activities may include 1:1 mentor conversations, professional networking opportunities that arise from the program, or peer learning activities.

5. Program Coordinators

Jeanette Cheah, BEc, BA(Soc), GradCertMarCom

jeanette@hacker.exchange

Jeanette is the co-founder and CEO of HEX and is passionate about helping students, founders and curious professionals develop global citizenship, entrepreneurship and innovation skills, and to embrace lifelong learning. A regular keynote speaker and startup mentor, Jeanette has represented Australia at the G20 Young Entrepreneurs Alliance in Argentina and SXSW in Austin, Texas. She also champions startup community building and diversity in business, having been listed as a woman of influence in Smart Company's 2018 International Women's Day Showcase and named a Finalist in the Telstra Business Women's Awards, 2019 for 'Public Sector & Academia'. Prior to co-founding The Hacker Exchange, Jeanette's career involved 15 years building digital products, innovation and marketing strategies at corporates in the financial services and energy industries, such as ANZ, AXA and Origin Energy. Jeanette holds a Bachelor of Economics and a Bachelor of Arts (Sociology and French) from Monash University, a Graduate Certificate in Integrated Marketing Communications from Queensland University of Technology, and User Experience Design qualifications from General Assembly.

Dr Katy McDevitt, BA(Hons), Mst, DPhil, GDip (Learning Sciences)

katy@hacker.exchange

As Chief Learning Officer at HEX, Katy draws on two decades of professional expertise developing education portfolios that support and empower learners, with an emphasis on social, experiential and real-world professional learning. Katy supports HEX programs by helping the team to integrate leading-edge practices in design, development, facilitation and evaluation, particularly in the digital space. Katy is a former Director at the University of Adelaide, where she founded and nurtured the AdelaideX online incubator; at Deakin University, where she led micro-credentialling among other innovations; and at Pearson Australia, where she established a wide-ranging education practice making and delivering fully online degree programs, from Business and Data Sciences to Psychology and Workforce Transformation. As a long-term champion of continuous learning, Katy holds a doctorate in English from University of Oxford and a Graduate Diploma in Learning Sciences and Technology from the University of Sydney, and has trained in Leadership, Learning and Design Thinking with leading names like Melbourne Business School, Deloitte, Chief Learning Officer, and Design Thinkers Academy.

Jaclyn Benstead, BSocSci, MBA

jaclyn@hacker.exchange

As Chief Experience Officer at HEX, Jaclyn is an international higher education practitioner and student experience professional and has worked over 11 years in the Australian, Japanese, UK, and Canadian tertiary sector. At HEX, Jaclyn designs and leads both virtual programming and international student programs to Silicon Valley and Singapore to align with academic outcomes, and is known for her approachable, commercial and effective mentoring style. Jaclyn is also an experienced entrepreneur and creative, operating six e-commerce businesses, including the successful product invention - Cat Camp. She plays drums professionally, and holds an MBA, specialising in Entrepreneurship from Swinburne University and Northeastern University. She completed her MBA at Swinburne University as the Highest Achieving Graduate in the Master of Business Administration and was awarded the Dr John Miller AO Prize for highest achieving graduate. She is also PRINCE2 accredited to the foundation and practitioner level. Jaclyn is passionately focused on student experience and learning outcomes and believes in the transformative power of entrepreneurship to drive skills development and work-ready graduate outcomes.

For more information on our guest workshop facilitators, visit: startwithhex.com/organisations

If you wish to view how previous students rated this unit, please go to: gooverseas.com/study/abroad/online/program/262099.

ACADEMIC OVERVIEW

1. Program Outcomes

Program outcomes associated with HEX Innovation and Entrepreneurship Program are that participants will focus on:

- Business and social opportunity assessment, evaluation and exploration in all phases of the professional business environment.
- Applying theory and practice of high-level discipline related studies to resolving practical start-up and business issues.
- Global innovation mindset and application for customer and team development.
- Entrepreneurial cognition.
- Lean methodology and application.
- Innovation process, open innovation and business models.
- Technological innovation, digital literacy and its adaptation and diffusion.

	Outcome	Description	General Mapping Terms	Assessment Items Assessing ULOs
L1	Critical thinking and real-world application	Effectively integrate and appropriately apply previous learning and knowledge to make and justify decisions in a real-world context of your project.	Critical Thinking, Innovation, Problem Solving, Digital Literacy, Customer Experience, Digital Marketing	3, 4, 5, 6, 8
L2	Professional engagement	Demonstrate digital competencies; professionalism, adaptability, confidentiality, communication, responsibility for decision-making, and organisational, global, cultural & social awareness.	Communication, Global Citizenship, Professional Ethics	1, 8, 10
L3	Personal growth	Reflect upon decisions, personal choices and actions during the program and critically appraise their appropriateness.	Self Management, Teamwork, Communication	2, 9, 10
L4	Pitch demonstrating effective communication and ability to tackle unfamiliar problems	Presentation skill development and application of startup tools in order to discover and develop an idea	Communication, Self Management	8, 10

PROGRAM SCOPE

Below is the indicative scope for Self-Paced Virtual mode, using a modular structure. Our Live In-Person and Live Virtual modes feature similar topical content and sequence of learning, scheduled over a 2-week block. Specific program inclusions and events are subject to change, depending on availability.

	Topic and content	Preparation / Assessment
Pre-program	<ul style="list-style-type: none"> Welcome and Inspiration Expectation setting Networking recommendations Overview of course and outline of syllabus, assignments and assessment 	Assessment 1 & 2 to be submitted
Module 1	<ul style="list-style-type: none"> Idea refinement & Opportunity Focus Terminology of the startup world Digital literacy assessment and tips Goal setting Opportunity: the core of entrepreneurial activity Networking skill development and social capital discussion 	Assessment 2 & 10
Module 2	<ul style="list-style-type: none"> Lean thinking and methodology Problem statement and solutions hypostasiss Risky Assumption identification and validation Customer/user motivations Business feedback and discussions • Guest founder discussion and Q&A 	Assessment 3
Module 3	<ul style="list-style-type: none"> Founder stories Market overview of global startup ecosystems (e.g. Silicon Valley) Rapid Prototyping workshop Design thinking introduction Market research options and strategy Market Analysis: size, growth, profitability/social value 	Assessment 4
Module 4	<ul style="list-style-type: none"> Business Model Canvas with Pitchspot Market overview of global startup ecosystems (e.g. Singapore) Optional mentor support for project development Identification of channels to mark and key resources Defined value proposition and partners Cost structure and revenue streams 	Assessment 5
Module 5	<ul style="list-style-type: none"> Entrepreneurial mindsets and failing fast Building a team and understanding your cofounder UI/UX Figma workshop Identifying your personal brand and company values 	Assessment 6
Module 6	<ul style="list-style-type: none"> Setting up a business, registration and structure Intellectual property and your team Practical tips "from nothing to something" Current tech and tools Business funding options 	Assessment 7

PROGRAM SCOPE

(continued)

	Topic and content	Preparation / Assessment
Module 7	<ul style="list-style-type: none">• Growth hacking 101• Getting your first 100 customers• Cost-effective digital marketing tactics• Retaining your user base	Assessment 8
Module 8	<ul style="list-style-type: none">• Pitching and networking workshop• Individual mentor support for project development• Guest founder discussion and Q&A• Virtual pitching and stagecraft	Assessment 10
Module 9	<ul style="list-style-type: none">• Pitch presentation submission• Tech panel discussion• Community Building• Reflections and feedback	Assessment 8 & 10
Post program	<ul style="list-style-type: none">• Alumni network introduction• Joining entrepreneurial groups and building their network• Sharing learnings and discoveries with others• Participating in forums such as LinkedIn• Mentoring other young founders	Assessment 10

ASSESSMENT OVERVIEW

1. Assessment tasks

Assessment Number	Name	Details	Grading Metric	Assessed By	Method of Submission	Weighting
1	LinkedIn Profile / e-Portfolio	Create/update your online profile	Hurdle requirement	Program Leader (in consultation with HEX team and program mentors)	Submitted to cohort via slack platform	Pass or Fail
2	Reflective pre-program questions (300-500 words)	<p>Why did you choose this program?</p> <p>What is the main thing you hope to achieve?</p> <p>What are you most looking forward to?</p> <p>What particular skills would you like to develop during this program?</p> <p>How do you think this program will influence your business idea?</p> <p>What do you think you can offer to other students in this program?</p> <p>Currently what are your greatest strengths/ biggest areas for improvement?</p> <p>What aspect of the program are you most anxious/scared/worried about?</p> <p>Who would you most like to meet and why? (Who is in your ideal "elevator"?)</p> <p>What strategies are you going to use to ensure you make the most of this program?</p>	Mark out of 10	Program Leader (in consultation with HEX team and program mentors)	Submitted via Learning Platform	10%
3	Checkpoint 1 Ideation	Ideas map, risky assumption identification, problem statement. Used as a basis for their solution validation and final pitch	Mark out of 5	Program Leader (in consultation with HEX team and program mentors)	Submitted to program leader via learning platform	5%
4	Checkpoint 2 Market research	Created to test the market problem, viability and desirability of their business model. Used as a basis for their solution validation and final pitch	Mark out of 5	Program Leader (in consultation with HEX team and program mentors)	Submitted to program leader via learning platform	5%
5	Checkpoint 3 Business Model Canvas	Created using Pitchspot software to outline the idea and concept of the solutions hypothesis. Used as a basis for their solution validation and final pitch	Mark out of 5	Program Leader (in consultation with HEX team and program mentors)	Submitted to program leader via learning platform	5%
6	Checkpoint 4 Figma Prototype	Created to demonstrate the solutions visual attributes and define the values and branding of the company. Used as a basis for their solution validation and final pitch	Mark out of 5	Program Leader (in consultation with HEX team and program mentors)	Submitted to program leader via learning platform	5%
7	Checkpoint 5 Structure and funding	Outline of the business structure and understanding of how initial funding is going to be obtained. Used as a basis for their solution validation and final pitch	Mark out of 5	Program Leader (in consultation with HEX team and program mentors)	Submitted to program leader via learning platform	5%

ASSESSMENT OVERVIEW

1. Assessment tasks

Assessment Number	Name	Details	Grading Metric	Assessed By	Method of Submission	Weighting
8	Final Pitch	3-5 minute pitch, including pitch-deck that can showcase the students idea in regards to product, market and team.	Mark out of 50 and hurdle requirement	Combination of industry leaders, peers and HEX program team	Submitted as video to slack channel	50%
9	End of program reflective questions (800 - 1200 words)	<p>Reflect on pre-program questions, then answer the following questions</p> <p>Now that it's over, what are your first thoughts about the overall program?</p> <p>Has this program changed your goals/ milestones (especially in regards to Entrepreneurship)?</p> <p>If positive, what comes to mind specifically? Negative?</p> <p>What were some of the most interesting discoveries you made while on the program? About your business? About yourself? About others?</p> <p>What were some of my most challenging moments over the program and what made them challenging?</p> <p>What were some of my most powerful learning moments and what made them so?</p> <p>What would you do differently if you could go back to day one and do it again?</p> <p>What moment of the program are you most proud of?</p> <p>How will you use what you have learned in the future? What can you do to help and encourage other young entrepreneurs in Australia?</p> <p>Most importantly, if you could give one piece of advice to the next student, what would that be?</p>	Mark out of 10	Program Leader (in consultation with HEX team and program mentors)	Submitted to program leader via learning platform	10%
10	Professional engagement and Personal growth	How does the student interact with other group members, professional conduct, attitude, adaptability, attendance etc. How has the student grown and developed over the course of the program (to be assessed by the program leader in consultation with group mentors)	Mark out of 5	Program Leader (in consultation with HEX team and program mentors)	Assessed through the duration of the program	5%

2. Grading Schema

% Range	Grade
80 - 100	HD
70 - 79	D
60 - 69	C
50 - 59	P
0 - 49	F

3. Requirements to Pass

This program contains two hurdle requirements that students must achieve to be able to pass the unit. The consequence of not achieving a hurdle requirement is a fail grade (F) and a maximum mark of 45 for the program.

Student Behaviours and Expectations

For the duration of the program, our HEX students are expected to:

- Act with consideration and courtesy to other students and all HEX stakeholders.
- Respect the rights of others to study and work free from discrimination and harassment.
- Express your views respectfully and responsibly and accept the rights of others to do the same.
- Act safely, and not endanger others.
- Professionally and positively represent their home university, their country of citizenship and HEX organisation.

Missed Assessments / Special Consideration

In line with our University partners' policies, our Special Consideration Policy establishes the principles that support students seeking to notify us when they experience short-term, unexpected, serious and unavoidable circumstances, which affect their performance in assessment.

Disability Support Services

Students who have a disability, ongoing medical or mental health condition should notify a member of the HEX team or email info@hacker.exchange prior to commencement of the program. Online materials offered via HEX Academy are developed with consideration to web accessibility standards and are WCAG 2.0 compliant.