

# BUSN13003 *Pitching and Funding of Innovations*

## Term 1 - 2019

Profile information current as at 25/04/2026 08:36 am

All details in this unit profile for BUSN13003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

What makes a great TED talk or a great crowdfunding campaign and how do you write a winning grant application? How do you sell an innovation to investors who are worried about market resistance to new ideas? How do you sell an “idea” to an audience, if ‘all’ you want them to invest is enthusiasm and time rather than money? These are some of the questions that entrepreneurs and social innovators face in doing their work, and this unit will take you into the ‘art’ and ‘science’ of pitching, including how to craft a message that takes into account resistance, using all the senses to gain maximum engagement, and using social media not just to get the message out, but to improve the message. Pitching and grant writing are key skills of the social innovator and the entrepreneur. You will also be introduced to current thinking on crowdfunding and crowd-sourcing, drawing on the social psychology of persuasion, as well as marketing science, to hone messages that elicit action.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.125*

#### Pre-requisites or Co-requisites

Completion of MGMT11167 Foundations of Social Innovation is encouraged. Students will be required to have completed 8 units at first or second year level.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2019

- Online

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. Practical Assessment

Weighting: 50%

#### 2. Presentation

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate key theoretical and empirical underpinnings of persuasion in a social innovation and entrepreneurship context
2. Critique social innovation and entrepreneurship pitches and marketing campaigns, and anticipate paths of resistance
3. Create sustainable campaigns around innovations, taking advantage of traditional and new media pathways
4. Write a grant application that follows current 'best practice'.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

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N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 50%	•	•	•	•
2 - Presentation - 50%	•	•	•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving			•	
3 - Critical Thinking	•	•	•	•
4 - Information Literacy				
5 - Team Work				
6 - Information Technology Competence			•	
7 - Cross Cultural Competence				
8 - Ethical practice		•		•
9 - Social Innovation				
10 - First Nations Knowledges				
11 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes										
	1	2	3	4	5	6	7	8	9	10	11
1 - Practical Assessment - 50%	•		•								
2 - Presentation - 50%	•	•	•			•	•	•			

## Textbooks and Resources

### Textbooks

There are no required textbooks.

Additional Textbook Information  
Readings will be provided.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)

For further information, see the Assessment Tasks.

## Teaching Contacts

Olav Muurlink Unit Coordinator  
[o.muurlink@cqu.edu.au](mailto:o.muurlink@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit: exploring the relationship between persuasion and pitching, and finding the funding.	Readings and audio-visual material will be presented on the Moodle.	Attend an introductory Zoom session with the unit-coordinator.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Financing innovations including social enterprises, not-for-profit ventures, creative projects and research projects: basic principles of financing as it pertains to the sector and sources of funding.	Readings and audio-visual material will be presented on the Moodle.	

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Starting the grant-getting process: finding funding, and beginning to gather evidence to make the case.	Readings and audio-visual material will be presented on the Moodle.	At the end of this week, contact the unit co-ordinator by email indicating the target of your Assessment 1 grant application.

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Budgets: tips on putting together persuasive budgets, including how to demonstrate and measure impact.	Readings and audio-visual material will be presented on the Moodle.	

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Writing and proofing your application for funding: big picture and fine detail elements to focus on.	Readings and audio-visual material will be presented on the Moodle.	
Vacation Week - 15 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 22 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic Assignment 1 is due this week.
Basics of persuasion: resistance, the power of the story, crafting an anecdote.	Readings and audio-visual material will be presented on the Moodle.	Grant Application Due: Week 6 Wednesday (24 Apr 2019) 7:45 pm AEST
Week 7 - 29 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
The pitch: speechwriting, TED talks, and competitive pitch environments.	Readings and audio-visual material will be presented on the Moodle.	
Week 8 - 06 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Where social media fits in and the role of traditional marketing: using all the senses.	Readings and audio-visual material will be presented on the Moodle.	
Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Pitching to investors versus pitching to potential believers: donors, big donors, and enthusiasts.	Readings and audio-visual material will be presented on the Moodle.	
Week 10 - 20 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Understanding international and indigenous perspectives, and the role of traditional media.	Readings and audio-visual material will be presented on the Moodle.	
Week 11 - 27 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
How social innovation thinking forms part of the puzzle of change: understanding resistance from a social innovation perspective.	Readings and audio-visual material will be presented on the Moodle.	
Week 12 - 03 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic Assignment 2 is due this week.
Ethics in the world of pitching and grant writing.	Readings and audio-visual material will be presented on the Moodle.	The pitch Due: Week 12 Thursday (6 June 2019) 11:00 pm AEST
Review/Exam Week - 10 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Grant Application

Assessment Type  
Practical Assessment

### Task Description

Students will be expected to, with guidance, identify a funding target for this assignment. This choice of grant-giving source will require prior approval from the unit co-ordinator (by the end of Week 4).

They will then be expected to complete the grant application to the point of submission. They are not expected to submit the application (unless they are planning to go through with the project that is the subject of the grant application). The grant application can be for either a social innovation, social enterprise, community project, a research project or a creative project. If the student is unable to identify a suitable target grant, they will be guided by the unit coordinator to a current or previous grant round.

The requirements will depend at least in part on the nature of the grant application process. If the grant application process is too onerous to be conducted reasonably as 50% of a undergraduate unit assessment, then the unit co-ordinator, in consultation with the student, may reduce the elements required to complete the 'submission'. It is expected, as a rough guide, that students will be expected to write 2-3000 words as part of the grant application process and complete a *budget plan*.

Students should provide a separate document in their submission that pastes *verbatim* (here plagiarism is NOT an issue) what the assessment criteria given by the grant-giving body for the grant are. This aspect of your submission does not add to the overall word count.

See the Assessment Criteria for further guidance.

### Assessment Due Date

Week 6 Wednesday (24 Apr 2019) 7:45 pm AEST

### Return Date to Students

Week 8 Wednesday (8 May 2019)

### Weighting

50%

### Assessment Criteria

Overall, careful preparation, meticulous attention to detail, and evidence that you understand how your application will be reviewed (i.e. you have done research of the grant-giving body) are important in building a good grant application.

Note that it is expected that students will not realistically be able to address all elements of the grant-giving body's application process. It is acceptable to 'make up' elements of your application (for example your experience, collaborating bodies) but these 'made up' elements should be realistic, not fanciful. Your grant application will be judged against the following criteria:

#### Overall Impact (30%)

This criterion relates to the impact or value of the project in terms of what the grant-giving body is looking for--and needs to be understood in conjunction with the grant-giving body's own criteria. This criteria also relates to elements such as *significance*, *innovation* or *creativity* if these elements are appropriate to the grant-giving body's criteria.

#### Approach (30%)

Does the application persuasively make a case for funding, using evidence that is appropriate to the application? Does it adequately explain (for the grant assessors) included concepts, approaches or methodologies, instrumentation, or intervention? Does the application suggest that the applicant is capable (in conjunction with the collaborators and context of the applicant) to complete the project? If the project has ethical implications, have these elements been recognised and addressed appropriately?

#### Quality (40%)

Is the application clearly, logically and efficiently laid out (e.g. sequenced correctly and without unnecessary repetition) in making its case? Is the application free of significant errors, including in the budget lay out, and are all elements required (as agreed previously with the unit coordinator) present? If evidence is presented, is this evidence clearly presented and linked to a source in a manner that enables the grant assessor to check that source?

*Note that late penalties of 5% of the available marks per day or part thereof will be deducted for late submissions (without an approved extension).*

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Articulate key theoretical and empirical underpinnings of persuasion in a social innovation and entrepreneurship context
- Critique social innovation and entrepreneurship pitches and marketing campaigns, and anticipate paths of resistance
- Create sustainable campaigns around innovations, taking advantage of traditional and new media pathways
- Write a grant application that follows current 'best practice'.

#### Graduate Attributes

- Communication
- Critical Thinking

## 2 The pitch

#### Assessment Type

Presentation

#### Task Description

This project requires the student to prepare and deliver a persuasive pitch related to gaining support or funding for either a social innovation or social enterprise (not for a fully commercial idea or enterprise). A pitch is not judged on its length, but a good pitch should make use of the time available efficiently, packing information in that is sufficiently clear, sufficiently plausible or backed by evidence, and sufficiently well structured that it can appeal to the target audience. This assessment requires you to produce a pitch in video form that is a maximum of 15 minutes in length. A few guidelines: there should be no political agenda, no religious agenda, and not about meta-physics or spiritualism. The pitch, regardless of the content, should be founded on good science and good evidence--not be illogical, obscure or clouded in mystery. Further technical details will be explained on the Moodle site.

#### Assessment Due Date

Week 12 Thursday (6 June 2019) 11:00 pm AEST

#### Return Date to Students

Exam Week Monday (17 June 2019)

Results will be released formally as part of certification of grades.

#### Weighting

50%

#### Assessment Criteria

##### Engagement (30%)

Is the pitch interesting, compelling, amusing or otherwise engaging for its intended audience? Does the speaker make use of audio-visual opportunities, for example by including hand movements or multi-media elements to supplement and strengthen the message and engage the senses? Does the pitch include a compelling call to action, with a clear and realistic pathway for the intended audience to respond?

##### Believability (30%)

Does the pitch use the evidence included in a clear and believable way? Does the content address doubts or weaknesses that an intelligent and informed judge of the content might identify?

##### Quality (30%)

Is the pitch developed with good pace and clarity, lack of clutter, clear and logical sequencing? Is there evidence that the presenter practiced the presentation so as to obtain optimal quality both in terms of delivery and recording? Is there evidence the producer/presenter attempted to reasonably eliminate errors, without creating a sense that the end-product is so over-produced or over-practiced as to be inauthentic?

##### Innovation (10%)

Is there something new, fresh, surprising, creative about your presentation? This can be in the ideas presented, the examples given, or elements of the delivery.

*Note that late penalties of 5% of the available marks per day or part thereof will be deducted for late submissions (without an approved extension).*

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

#### Learning Outcomes Assessed

- Articulate key theoretical and empirical underpinnings of persuasion in a social innovation and entrepreneurship context
- Critique social innovation and entrepreneurship pitches and marketing campaigns, and anticipate paths of resistance
- Create sustainable campaigns around innovations, taking advantage of traditional and new media pathways

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem