

This document is intended for Coventry University Group students for their own use in completing their

assessed work for this module. It must not be passed to third parties or posted on any website. Page 1 of 6

Student Assignment Brief

This document is intended for Coventry University Group students for their own use in completing their assessed work for this module. It must not be passed to third parties or posted on any website. If you require this document in an alternative format, please contact your Module Leader.

Assignment Information

Module Name: Communication and Collaborative working

Module Code: 402MAN

Assignment Title: A group presentation on a collaborative business venture, with a self-reflection

Assignment Due: Thursday 17th April 2025 at 18:00 GMT

Assignment Credits: 20 credits

Word Count (or equivalent): 10 Minute presentation [+/- 10%], with a 500-word self-reflection [+/- 10%]

Assignment Type: Percentage Grade (Applied Core Assessment). You will be provided with an

overall grade between 0% and 100%. You have one opportunity to pass the assignment at or above

40%. Resit attempts will be capped at 40%.

Assignment Task

PART 1

10-minute (+/-10%) Group Presentation (60% weighting)

You and your group have been appointed as consultants to present a proposal on how to effectively communicate a new collaborative business venture between The Post Office and Apple Inc.

- **The presentation should last 10 minutes and the audience for the presentation**

delivery is The Strategic Executive Group (SEG) of The Post Office.

- **You should include supporting academic material to justify points you are suggesting, especially considering the recent communication failures which resulted in the Horizon IT Scandal (<https://www.postofficehorizoninquiry.org.uk/>).**

This document is intended for Coventry University Group students for their own use in completing their

assessed work for this module. It must not be passed to third parties or posted on any website. Page 2 of 6

PART 2

500-word (+/-10%) Individual Reflective Report (40% weighting)

Following from the group presentation, you are required to write a 500-word individual reflection using Driscoll Model of Reflection. You should reflect on your experience working

as a group, with a focus on your personal communication and collaboration skills in the preparation and delivery of the task.

Submission Instructions:

Presentations will be delivered in person, and in accordance with the timetable issued by the tutor.

Attendance is required for the 10-minute presentation, which will be recorded for submission.

Assignments should then be submitted via AULA, and through the single submission link.

This should be the PowerPoint presentation which you delivered as a group with the 500 selfreflection

on a slide at the end of the presentation.

Assignments should be submitted in a Microsoft format and not in a PDF format.

All assignments should be submitted on or before the assignment deadline, which is detailed on this

report and on the AULA submission links.

Marking and Feedback

How will my assignment be marked?

Your assignment will be marked by the module team.

How will I receive my grades and feedback?

Provisional marks will be released once internally moderated.

Feedback will be provided by the module team alongside grades release. Your feedback will be

available through AULA, alongside your original submission.

Your provisional marks and feedback should be available within 2 weeks (10 working days).

What will I be marked against?

Details of the marking criteria for this task can be found at the bottom of this assignment brief.

This document is intended for Coventry University Group students for their own use in completing their

assessed work for this module. It must not be passed to third parties or posted on any website. Page 3 of 6

Assessed Module Learning Outcomes

The Learning Outcomes for this module align to the marking criteria which can be found at the end of

this brief. Ensure you understand the marking criteria to ensure successful achievement of the

assessment task. The following module learning outcomes are assessed in this task:

Learning Outcome 1: Demonstrate a knowledge of the core principles, theories and differing methods of communication and collaboration within a range of organisational contexts.

Learning Outcome 3: Demonstrate an understanding of working with others; teamwork, groups and group dynamics and across organisational boundaries.

Learning Outcome 4: Demonstrate a knowledge of how to communicate and collaborate effectively using appropriate techniques

Learning Outcome 5: Explain how management, organisational culture and structure

can impact communication and collaboration within and between organisations.

Learning Outcome 6: Explain effective communication and collaboration within an organisation.

Assignment Support and Academic Integrity

If you have any questions about this assignment, please see the Student Guidance on Coursework

for more information.

Spelling, Punctuation, and Grammar:

You are expected to use effective, accurate, and appropriate language within this assessment task.

Academic Integrity:

The work you submit must be your own, or in the case of groupwork, that of your group. All sources of

information need to be acknowledged and attributed; therefore, you must provide references for all

sources of information and acknowledge any tools used in the production of your work, including

Artificial Intelligence (AI). We use detection software and make routine checks for evidence of

academic misconduct. Further details in relation to the use of AI will be discussed in your lectures with

the tutors.

Definitions of academic misconduct, including plagiarism, self-plagiarism, and collusion can be

found on the Student Portal. All cases of suspected academic misconduct are referred for investigation, the outcomes of which can have profound consequences to your studies. For more

information on academic integrity please visit the Academic and Research Integrity section of the

Student Portal.

This document is intended for Coventry University Group students for their own use in completing their

assessed work for this module. It must not be passed to third parties or posted on any website. Page 4 of 6

Support for Students with Disabilities or Additional Needs:

If you have a disability, long-term health condition, specific learning difference, mental health

diagnosis or symptoms, and have discussed your support needs with health and wellbeing, you may

be able to access support that will help with your studies.

If you feel you may benefit from additional support, but have not disclosed a disability to the

University, or have disclosed but are yet to discuss your support needs, it is important to let us know

so we can provide the right support for your circumstances. Visit the Student Portal to find out more.

Unable to Submit on Time?

The University wants you to do your best. However, we know that sometimes events happen which

mean that you cannot submit your assessment by the deadline or sit a scheduled exam. If you think

this might be the case, guidance on understanding what counts as an extenuating circumstance, and

how to apply is available on the Student Portal.

Administration of Assessment

Assignment Category: Written and Group Presentation

Attempt Type: Standard

Component Code: CW2

This document is intended for Coventry University Group students for their own use in completing their

assessed work for this module. It should not be passed to third parties or posted on any website. Page 5 of 6

Mark band Outcome Guidelines

80-100%

1st

Meets learning

outcomes

1st - Exceptional work with very high degree of understanding, creativity, and critical/analytic skills. Evidence of

exceptional research well beyond minimum recommended using a range of methodologies.

Exceptional

understanding of knowledge and subject-specific theories. Demonstrates creative flair, a high degree of originality

and autonomy.

Exceptional ability to apply learning resources. Demonstrates well-developed problem-solving skills. Work

completed with very high degree of accuracy and proficiency and autonomy. Exceptional communication and

expression, significant evidence of professional skill set. Student evidences deployment of a full range of exceptional

technical, including proficiency in the English Language, and/or artistic skills.

70-79%

1st

1st - Excellent work with clear evidence of understanding, creativity and critical/analytical skills. Thorough research

well beyond the minimum recommended using methodologies beyond the usual range.

Excellent understanding of

knowledge and subject-specific theories with evidence of considerable originality and autonomy.

Excellent ability to apply learning resources. Demonstrates consistent, coherent substantiated argument and

interpretation. Demonstrates considerable creativity and clear problem-solving skills.

Assessment completed with

accuracy, proficiency, and considerable autonomy. Excellent communication and expression, some evidence of

professional skill set. Student evidences deployment of a highly developed range of technical, including proficiency in

the English Language, and/or artistic skills.

60-69%

2:1

2:1 - Very good work demonstrating strong understanding of theories, concepts and issues with clear critical analysis.

Thorough research, using established methodologies accurately, beyond the recommended minimum with little, if

any, irrelevant material present. Very good understanding, evidencing breadth and depth, of knowledge and subjectspecific

theories with some originality and autonomy.

Very good ability to apply learning resources. Demonstrates coherent substantiated argument and interpretation.

Demonstrates some originality, creativity and problem-solving skills. Work completed with accuracy, proficiency, and

autonomy. Very good communication and expression with evidence of professional skill set. Student has a thorough

command of a good range of technical, including proficiency in the English Language, and/or artistic skills.

50-59%

2:2

2:2 - Good understanding of relevant theories, concepts and issues with some critical analysis. Research undertaken

accurately using established methodologies, enquiry beyond that recommended may be present. Some errors may

be present and some inclusion of irrelevant material. Good understanding, with evidence of breadth and depth, of

knowledge and subject-specific theories with indications of originality and autonomy.

This document is intended for Coventry University Group students for their own use in completing their

assessed work for this module. It should not be passed to third parties or posted on any website. Page 6 of 6

Good ability to apply learning resources. Demonstrates logical argument and interpretation with supporting

evidence. Demonstrates some originality, creativity and problem-solving skills but with inconsistencies. Expression

and presentation mostly accurate, proficient, and conducted with some autonomy. Good communication and

expression with appropriate professional skill set. Student consistently demonstrates a well-developed range of

technical, including proficiency in the English Language, and/or artistic skills.

40-49%

3rd Class

3rd - Meet the learning outcomes with a basic understanding of relevant theories, concepts and issues. Demonstrates

an understanding of knowledge and subject-specific theories sufficient to deal with concepts. Assessment may be

incomplete and with some errors. Research scope sufficient to evidence use of some established methodologies.

Some irrelevant material likely to be present.

Basic ability to apply learning resources. Demonstrates ability to devise and sustain an argument. Demonstrates

some originality, creativity and problem-solving skills but with inconsistencies. Expression and presentation sufficient

for accuracy and proficiency. Sufficient communication and expression with basic professional skill set. Student

demonstrates technical, including a basic level of proficiency in the English Language, and/or artistic skills.

30-39%

Fail

Fails to achieve

learning

outcomes

Fail – Outcomes not met. Limited understanding of relevant theories, concepts and issues. Little evidence of research

and use of established methodologies. Some relevant material will be present. Deficiencies evident in analysis.

Fundamental errors and some misunderstanding likely to be present.

Limited ability to apply learning resources. Student's arguments are weak and poorly constructed. Limited originality, creativity, and struggles with problem-solving skills. Expression and presentation insufficient for accuracy and proficiency. Insufficient communication and expression and with deficiencies in professional skill set. Student demonstrates some deficiencies in technical, including in their use of the English Language, and/or artistic skills.

0-29%

Fail

Fail – Outcomes not met. Clear failure demonstrating very little understanding of relevant theories, concepts and issues. Minimal evidence of research and use of established methodologies and incomplete knowledge of the area.

Serious and fundamental errors and aspects missing.

Very little evidence of ability to apply learning resources. Student's arguments are very weak and with no evidence of

alternative views. Little evidence of originality, creativity, and problem-solving skills.

Expression and presentation

deficient for accuracy and proficiency. Insufficient communication and expression and with deficiencies in

professional skill set. Student demonstrates a lack of technical, including in their use of the English Language, and/or

artistic skills.

I had a great experience while working in the group, and I also identified my capability to propose communication strategies for a collaborative venture between the Post Office and Apple Inc. Using Driscoll's Model of Reflection, I am going to examine my personal collaboration and communication skills, prioritising key learning outcomes and areas for future improvement. During the module, I was a part of a group assignment that provided us the opportunity to design and deliver presentations and blog posts. It was specifically done for the Strategic Executive Group of the Post Office, which demonstrates efficient communication strategies for significant collaboration with Apple Inc. During the whole project, our goal was to overcome current communication challenges, particularly shown by the Horizontal IT scandal. I played various roles during the project, involving researching corporate communication models and developing slides on incorporating Apple's technology into the services of the Post Office.

Furthermore, I also added a comprehensive contribution to the script for the delivery of our project. We also arrange various meetings with the help of Microsoft Teams and Zoom. The coordination of tasks was done through WhatsApp and Google Docs to a great extent. By having a strong commitment, we still faced various challenges like scheduling conflicts and alignment of the presentation style. I recognised various strengths in my communication skills while working on the group task. I can articulate ideas, maintain a confident tone, and receive positive feedback from my team members. All these capabilities play an important role in helping me to contribute effectively to the progress of the group. Moreover, I noticed key areas of improvement, like occasional hesitation when unexpected questions were asked.

In the context of collaboration, I actively listened to team members, adapted the decisions of the group, and ensured the timely submission of my tasks. Challenges arose during the alignment of

various presentation styles in the project. I significantly face difficulty in balancing taking the initiative by ensuring equal participation of all the members. The experience of our group reflects Tuckman's stages of team development model. Initially, we spent time developing relationships and then resolved conflicts through effective storming. Active listening and clear task division effectively improved our relationship, contributing to better performance in the project. Therefore, the experience enhances the significance of structured planning, clear allocation of roles, and open communication. I have learned that online collaboration plays an important role in enhancing efficiency in the project.

In the future, I will strengthen my capability for speaking confidently, relying on notes. I will engage in regular practices and participate in group discussions to a great extent. In addition, I am planning to improve my visual communication skills by designing slides with the use of impactful graphics and minimal text. For the enhancement of collaboration, I will develop strong conflict resolution techniques by opening an open communication channel. To conclude, the experience enhanced my communication and collaboration skills by providing valuable insights into key areas of improvement. I am aiming to implement these lessons for the achievement of continuous improvement in academic and practical life.