# 2025-2026

| Module Title | Running a Learning Organisation 3 |
|---|---|
| Programme Strand | Team Company |
| Module Leader | Melissa Henry (melissa.henry@uwe.ac.uk) |
| Module Code | UMCDSK-30-3 |
| Credits | 30 |
| Assignment Elements | Strategy Presentation |
| | Team Company Progress |
| | Team Company Annual Report |

**Contents**

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# 1 Introducing the Team Company Strand

The Team Entrepreneurship (TE) Programme has four "strands", which include modules and programme activities. The *Running a Learning Organisation* modules sit within the Team Company strand. You will undertake one *Running a Learning Organisation* module each year, however the complexity and requirements of the modules become more advanced as you progress through the three years of the programme.
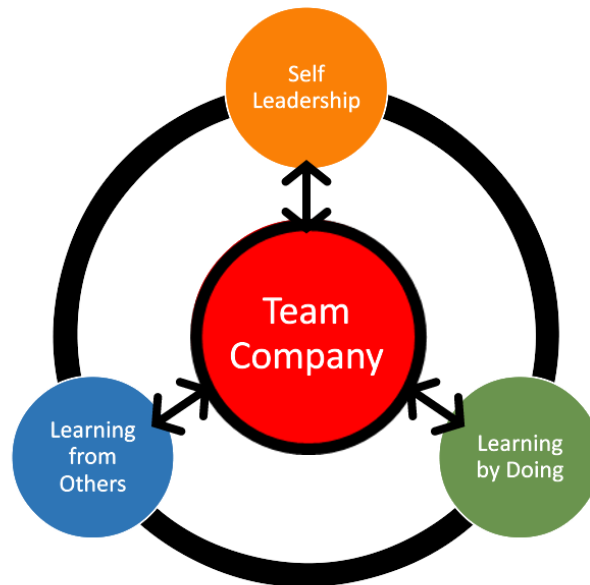


| Strands | Modules | | |
|---|---|---|---|
| | **Year 1** | **Year 2** | **Year 3** |
| **Team Company Strand (TC)** | **Running a Learning Organisation 1** | **Running a Learning Organisation 2** | **Running a Learning Organisation 3** |
| **Self-Leadership Strand (SL)** | **Managing My Learning and Development 1** | **Managing My Learning and Development 2** | **Managing My Learning and Development 3** |
| **Learning by Doing Strand (LbD)** | Enterprising and Entrepreneurial Practice 1 | Enterprising and Entrepreneurial Practice 2 | Enterprising and Entrepreneurial Practice 3 |
| **Learning from Others Strand (LfO)** | Enquiry into Enterprise and Entrepreneurship 1 | Enquiry into Enterprise and Entrepreneurship 2 | Enquiry into Enterprise and Entrepreneurship 3 |

## 1.1 Progression

Throughout your time on the Programme you are required to:

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- Fully participate in Training Sessions
- Lead and prepare learning activities and training sessions that align to both their own needs, goals and those of the Team Company.
- Be an active member of the TE community, primarily from the TE hub.
- Represent both your team and the Programme professionally within the Business School and beyond.
- Support the development of projects and ventures, whether they are your own idea or from others.
- Engage in Programme activities and opportunities

During the Programme your Team Company is required to:

- Set up appropriate governance structures and processes.
- Create, maintain, and develop the essential functions of the team: team rules, roles, managing conflicts, common accountability, giving frequent constructive feedback, practising and maintaining listening and empathy skills.
- Undertake marketing and promotional activities to promote the Team Company.
- Meet performance targets.
- Use a range of tools to evaluate and demonstrate the evolution of the Team strategy.
- Organise and run Training Sessions, Team Projects and Team Learning activities.
- Organise the Team's resources to ensure members learn from each other and make the most of the Programme opportunities to:
    - Support team members in their personal development goals.
    - Engage with the UWE Team Academy, with other Team Academies and the wider community to generate value for the Team and for others.
    - Maintain records and report on the Team Company's activities to external stakeholders, including the University and the UWE Team Academy.
    - Undertake projects and ventures designed to enhance learning and deliver value.

The Team Company Strand is at the core of the Team Entrepreneurship programme. In *Running a Learning Organisation* modules you are expected to develop team projects and/or ventures that add value to external stakeholders, uncovering complex problems and finding solutions through innovative approaches.

Team learning and building a shared vision and purpose are two of the fundamental dimensions of a learning organisation. Developing a truly shared vision for a team brings members together and increases clarity, enthusiasm and commitment. The capacity of team members to suspend assumptions, listen and genuinely 'think together' through dialogue is a requirement for effective team learning.

The table highlights the expectations for progressing as a Team Company through the three years.

| | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Overall expectations | Forming relationships, measuring performance against set targets, identifying strengths & weaknesses of the team, and establishing Leading Thoughts, e.g. Mission, Vision and Values (MVV). | Building stronger relationships and managing conflict, setting and performing against goals/targets that align with the team's strategy and updated MVV. | Building a high-performance team culture, improving performance against ambitious goals set by the team, and aligning to exit strategy. |
| Governance focus | Establishing team roles, policies and processes, setting up systems to track performance and progress. | Reviewing and enhancing team policies, processes and organisational structure (e.g. roles), refining systems of tracking performance. | Enhancing policies, processes, tracking systems and organisational structure to enable high performance |
| Team Identity | Create a team space in the Hub, establish a brand within the TE community, setting up website and social media channels by the end of the year. | Role model professional behaviour to year 1 Team Companies, and measure impact of external communication (e.g. social media engagement). | Role model professional behaviour, monitor and share team achievements with several audiences (internal & external), create legacy in the TE community. |
| Team projects & ventures | Experiment with ventures through short-term team projects to test ideas. Participate in project opportunities from other years and TE programme. Several team members attend a Learning Journey. | Turn team projects into scalable ventures and/or monitor profitability of team members' ventures and share learning within the team. Team members organise a UK Learning Journey and/or participating in one internationally. | Scale team projects, e.g. legacy projects to pass onto other teams, and/or improve profitability of ventures. Collaborate in each other's ventures. Team members organise international Learning Journey. |
| Report audience | Internal audience (TEs, Coaches and MiR): 75% with focus on team issues. External audience (business community): 25% | Internal audience: 50%, focus on progress towards goals and targets. External audience: 50%, focus on achievements and strategy. | External audience: 75%, focus on key achievements. Internal: 25%, focus on key learnings. |
| Presentation audience | TE community (other Team Companies, Team Coaches, MiR). | TE community (other Team Companies, Team Coaches) and other Team Academy labs. | TE community and external stakeholders (e.g. customers, potential employers). |

## 1.2 Team Targets and Team Performance

Team targets are there to keep the work of the team meaningful and encourage the year 3 Team Companies to be ambitious in their performance as distinctive teams, and collectively as a graduating cohort.

In year 2 you negotiated your Team Targets with your Mentor in Residence (MiR). In year 3 you will need to revisit Team Targets to make them meaningful and appropriate to your Team and negotiate what emerges with your Mentor in Residence (MiR). The Module Leader may, at your request, give you further feedback ahead of the Strategy Presentation, to clarify the expectations of the programme for each Team Company.

You now have a choice of how you want to incorporate and track activities that will stimulate teamwork and provide valuable opportunities to learn by doing as a team.

### 1.2.1 Financial Performance (profitability focus)

Your Team Company should have set a financial performance target for year 3 at the end of the second year and confirmed it at the beginning of year 3. The expectation for Financial Performance is that at this point in the programme your team should track:

- **Profitability of ventures led by Team Company members** - this is the minimum requirement. Information should be discussed in training sessions to support team learning and potentially create opportunities for involvement from other team members. Team members with ventures should be supported to set clear financial performance milestones throughout the year, which are reported by the Team Company and aim for sustained profitability.
- **Profitability of projects run by the Team Company** - Your reports will contain financial plans that align to the Team's Mission, Vision and Values, which may or may not include income-generating team projects, depending on the Team's strategy.
- **Team Company collaborations -** If team members are involved in income-generating projects or ventures with TEs in other Team Companies, there should be clear arrangements in place

as to how the income will be divided. The financial performance of these projects or ventures should be included in the reports for all Team Companies involved, with a clear indication of how income/profit has been divided.

### 1.2.2 Sustainability

'Sustainability' is the practice of operating without negatively impacting the environment or society and is a vital context within which all business and enterprise operates. Year 3 Team Companies should select one or more relevant United Nations Sustainable Development Goals and measure the impact of Team Company projects and ventures in relation to the goal(s) with the intention and aim of increasing positive impact. No matter how large or small, and regardless of their industry or sector, all businesses and ventures have a role to play in delivering the Sustainable Development Goals.

Your Team Company may build on the Sustainable Development Goal(s) that the team focused on in year 2 and/or may include additional Sustainable Development Goals which reflect the Team Company's values and areas of focus. The Team Company should select an appropriate tool for measuring its impact, such as the Theory of Change or the Outcomes Matrix, and should incorporate the chosen tool/framework into its Team Company presentations and Annual Report. Good Finance has lots of resources on its website around measuring social impact, including case studies of real organisations.

In addition to the sustainable development goals, Team Companies are expected to show evidence of monitoring sustainability for all projects and ventures (individual and team), refer to the TE Sustainability Guidance Document for more information.

### 1.2.3 Business Development (business-to-business growth)

For this target your team has a choice:

> **Team Ventures -** Three or more individuals in your team might develop a business-to-business offer, which might be services such as a consultancy, or customised products. Depending on the aspirations of team members, there could be several projects running in parallel.

Or

> **Individual Ventures -** This might be tracked at an individual level, i.e. measuring the performance of ventures led by individual (or less than 3) team members which involve business-to-business / commercial development activity.

Or a combination of the above.

*Minimum requirements:*

- Set up systems that measure the **customer acquisition performance** of the ventures in relation to business-to-business activities. For example, you may track the number of deals closed in relation to the number of proposals sent – the way you track sales will depend on the nature of each venture, e.g. selling a service vs selling a product. Thus you are ensuring that the 'sales funnel' for each venture is tracked.

- Each venture should have a marketing plan included in the evidence of their activities, accessible for audit by the Module Leader.
- Participating in *Venture Week* may give the Team Company a kickstart in business-to-business activity.

**Please note:** <u>All</u> Projects and Ventures need to be registered with the TE Programme, using this [form](#). A list of projects/ventures will be shared at WAYA events to enhance networking and collaboration opportunities between team companies, to share learning, and to celebrate achievements.

### *1.2.4   Community Contribution (focus on your team legacy)*

This area of performance helps you demonstrate how your team will contribute to a dynamic and engaged TE community.

Set an objective to track how your team will impact the TE community in your final year on the programme. How will your Team Company leave its footprint in the TE community during Y3? What kind of example will you set?

In year 2, your team should have measured the impact or results of their community contributions. In year 3, you are expected to define what a successful Community Contribution looks like. Ideas for events or opportunities should be discussed and agreed with the Module Leader.

*Minimum requirements:*

Run the **Client Project** in collaboration with the EaEP Module Leader, as a learning opportunity for the whole TE community. **Each Year 3 Team should nominate one contact person for this during their strategy review and communicate this to the relevant Project Lead.**

- Organise events for the TE community which are aligned to your team purpose and which meet the needs of the community, such as (but not limited to):
    - Creative Conversations with external speakers
    - Learning Journeys in international institutions
    - A mid-year or end-of-year celebratory event
    - A networking event or mini conference

    **Joint Training Sessions do not count as events, but you are encouraged to engage with these as a way of assessing the needs of the community.**

- Track and report on your team's attendance at TE community events, including all WAYAs:
    - Full attendance is expected at TE community events, unless team members have personal circumstances preventing their attendance which have been communicated in advance to the Team Coach and Module Leader.
    - Where full attendance has not been achieved, Team Companies should report on the measures they are taking to improve their presence in the TE community.

## 2   Working with Mentors in Residence (MiRs)

The MiR's main role is to provide feedback and recommendations on your performance as a Team Company, the implementation of its strategy, its leadership and operations.

You are expected to invite your MiR (who will be nominated by the programme) into Training Sessions at least **three times** this year, including in advance of the Strategy Presentation, the Strategy Checkpoint and Annual Report for this module to gain their input, support and feedback

As part of the Team Company roles and responsibilities, one team member will be point of contact with the MiR on behalf of the team for the whole academic year. Your Team Coach will need to be kept aware of communications with the MiR.

It is good practice to agree with a MiR how you will work together this year. Ensure that a 'contract' is established with them when you first meet. If you need input on individual ventures, this is in addition to the MiR role. You are welcome to approach all MiRs linked to the TE programme for this purpose.

# 3   Resources

A list of reading and other resources which can help with your learning through this module can be accessed online here. Note, engagement with these resources forms part of your Learning from Others activities, so ensure you evidence this appropriately, e.g. use the Learning from Others Undertaking template to capture your engagement and learning within your Personal Portfolio.

Resources you can draw on for developing your **Equity Diversity and Inclusion, Sexual Harassment and Wellbeing policies and procedures** include:

- The Speak Up campaign online training (includes sexual harassment info, anti racism, being an active bystander, student conduct etc.):
  https://xerte.uwe.ac.uk/play.php?template_id=2798#page1
- Anti Racism content: https://www.uwe.ac.uk/about/values-vision-strategy/equality-diversity-and-inclusivity/anti-racism
- Student Conduct Policy (includes link to PDF of the full policy):
  https://www.uwe.ac.uk/life/health-and-wellbeing/staying-safe-on-and-off-campus/student-conduct-and-reporting-incidents
- Wellbeing support (some links to resources etc.): https://www.uwe.ac.uk/life/health-and-wellbeing/get-wellbeing-support/wellbeing-self-help
- UWE EDI policies and guidance (this could be useful for some examples and to frame their policies within the wider university policies that they are working within):
  https://www.uwe.ac.uk/about/values-vision-strategy/equality-diversity-and-inclusivity/policies


**AI in the context of Team Entrepreneurship**

Detailed guidelines for Team Entrepreneurs can be found here.  Specific guidance will be given for each assignment by Module Leaders. Overall, TE assignments align to using AI in an **assistive role**, for example;

- providing ideas or inspiration related to an assignment topic, as a starting point;
- structuring content;

- identifying sources of information related to a topic, e.g. thought leaders, authors, theory, frameworks, etc, to inform further reading from original/other sources.

Remember to:

- Avoid Plagiarism (Academic Offence) and do not copy AI-generated text directly into your assignments;
- Write in your own words and cite sources properly;
- Go to the sources AI suggests and read further;
- Check Facts by always verifying the information AI provides, as it may be inaccurate or outdated, this includes the sources it suggests.
- Reference any outputs as personal communication or an image.
- Be critical and aware of the limitations and biases AI has.
- For further details, check UWE guidance and principles for using AI in your assignments.

**UWE Support**

- UWE Bristol offer a range of Assessment Support Options that you can explore through this link, and both Academic Support and Wellbeing Support are available. For further information, please see the Academic Survival Guide.
- If you are an enrolled student you have agreed to abide by the University's academic regulations and procedures. Find out what the Disability Service and Access and Learning Strategies (ALS) team offer. Are you eligible for Reasonable Adjustments? Follow the link to find out more.

## 4   Assessment and Learning Outcomes

Assessment is focussed on evaluating the ability of your Team Company to create, contribute to and develop an effective learning organisation. Through this you support, enable, lead and mobilise others to achieve their goals.

### *Module Learning Outcomes*

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

1. Select and use appropriate methods for communication within the team, including the use of coaching/ mentoring skills and sophisticated negotiation skills.
2. Communicate effectively with external audiences in a variety of settings using a range of contextually appropriate media and formats.
3. Support, enable, lead, and mobilise others to achieve their goals in a variety of internal and external contexts and relationships.
4. Create, contribute to, and develop high performing ventures and teams which incorporate clearly articulated shared perspectives on purpose, ethics, values and required behaviours.
5. Contribute to, develop, and sustain an effective learning community.
6. Identify and analyse complex problems, generate, test, and implement solutions and measure added value showing innovation and creativity.

# 5    Assignment – Team Company Reports

There is one assignment in this module, titled *"Team Company Reports"* which is divided into 3 distinct elements:

- **Strategy Presentation:** At the start of the year, your new team defines its Mission, Vision and Values and its objectives and targets, and the strategy for achieving them. This is presented to the Module Leader and Team Coach during a Training Session, followed by a brief presentation and fuller discussion of targets at the TE Community during the first WAYA ('Where Are You At' TE Community event).

- **Progress Reports -**
  - **PPP (Prepare, Participate, Practice) Reports** – According to the topic and requirements of WAYA2 and WAYA3, <u>prepare</u> relevant information, <u>participate</u> in the WAYA event, and create an implementation plan (<u>practice</u>) informed by the outcomes/insights from the WAYA.

  - **Strategy Checkpoint** - The Team Company reports on progress towards goals and targets, adjustments to its strategy, whilst staying aligned to its Mission, Vision and Values. This is summarised in a report and presented to the Module Leader and Team Coach during a Training Session where they will review supporting evidence accessible in your shared Teams files.

- **Annual Report** - at the end of the year, the Team Company presents and celebrates its achievements throughout the year and its overall development over the 3 years on the programme, through an Annual Report for externals (Mentors), a video on key learning for internals (TE Community), and co-hosting and participating in the Y3 Recognition Day including Q&A.

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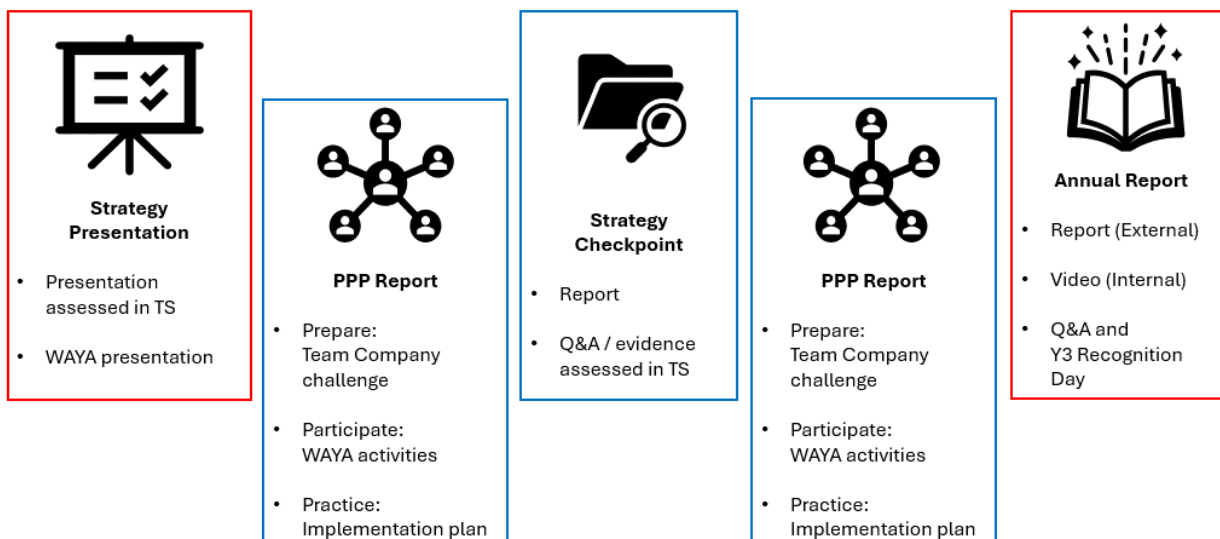
The weighting and submission deadlines for each element of the assignment are as follows:

| Assignment Element | Weighting | Deadlines |
|---|---|---|
| Strategy Presentation | 30% | **Strategy Presentation**<br>• **Slide Deck & Registration Form: 14:00 Monday 3 November 2025**<br>• **Presentations: w/c Monday 3 November 2025**<br>**WAYA 1**<br>• **Presentation and discussion: 13:30-15:30 Monday 10 November 2025** |
| Progress Reports | 30% | **WAYA 2**<br>• **Participation: 13:30-15:30 Monday 8 December 2025**<br>• **PPP Report: 14:00 Friday 12 December 2025**<br>**Strategy Checkpoint**<br>• **Report: 14:00 Monday 26 January 2025**<br>• **Presentation: w/c Monday 26 January 2025**<br>**WAYA 3**<br>• **Participation: 13:30-15:30 Monday 23 February 2026**<br>• **PPP Report: 14:00 Friday 27 February 2026** |
| Annual Report | 40% | **Report - 14:00 Friday 8 May 2026**<br>**Video - 12:00 Monday 11 May 2026**<br>**Q&A - 09:30 Thursday 14 May 2026** |

**Note:** As all assignments within this module are group assignments. There will be <u>no adjustments to deadlines</u> for any of the assignments, as per the university's guidance here.
**Each member of the Team must update their PebblePad template for each assignment element,** attaching copies of materials created by the Team and confirming their own level of contribution.

The table below shows the mark distribution across marking criteria within each assignment element:

| Assignment | Marks | | |
|---|---|---|---|
| **Strategy Presentation** | | | 30 |
| Strategy presentation:<br>• Strategy, Targets and Plans<br>• Communication | 70<br>30 | 50 | |
| WAYA Presentation | | 30 | |
| Marketing links | | 10 | |
| Registration form | | 10 | |
| **Progress Reports** | | | 30 |
| PPP Report – WAYA 2:<br>• Prepare<br>• Participate<br>• Practice | 30<br>30<br>40 | 30 | |
| Strategy Checkpoint:<br>• Updated records and strategy<br>• Progress Evaluation<br>• Communication | 40<br>40<br>20 | 40 | |
| PPP Report – WAYA 3:<br>• Prepare<br>• Participate<br>• Practice | 30<br>30<br>40 | 30 | |
| **Annual Report** | | | 40 |
| Annual Report:<br>• Team performance | 50 | 60 | |

| | | | |
|---|---|---|---|
| • Analysis and evaluation<br>• Report Design | **30**<br>**20** | | |
| Final Presentation: | | **40** | |
| • Presentation – video | **60** | | |
| • Q&A | **40** | | |

## 5.1 Mark Variation Policy

**The team has the option to apply a mark variation policy. However, if team members have not engaged in the preparation and delivery of an assignment element, they are automatically given 0 marks as determined by the Team Coach. This will not impact the marks of other team members.**

Mark variation can apply to various elements of Team Company performance and engagement, including completing assignments, contribution to the strategy and achieving targets, projects/ventures, etc. Agree the terms as soon as possible, so that all Team Members have clarity on expectations for performance, engagement and contribution as a Team.

*Mark Variation Policy decisions:*

You may propose to increase or decrease an individual's mark by up to 20%, however ensure that the increases and decreases balance each other. For example, Team Members A, B and C each have their mark increased by 5% due to their higher-than-average contribution, whereas Team Member D has their mark reduced by 15% due to a significantly lower-than-average contribution. The reasons for mark alterations should be supported by the terms within the mark variation policy, as agreed by the Team Company before their contribution took place.

- The process should be fully documented with notes, emails and other appropriate documentation.
- The process should be carried out ethically and professionally, with all parties involved informed both **verbally and in writing**. Considerations of equity and fairness must be at the forefront of your discussions.
- Ensure that your Team Coach is aware of your decisions, they have the discretion to override the decision of the Team Company if they feel that the process has not been fair and robust.

**The training session that follows every Team Company Report submission must be used to finalise mark variation decisions. One team member is to email a link to the mark variation proposal (located on MS Teams) to the Module Leader and Team Coach by 12:00 on the Wednesday following the presentation, with all team members copied in, using UWE email addresses only.**

Team Companies should ensure that their Mark Variation Policies do not penalise team members with personal circumstances that may impact on attendance, which have been agreed and communicated with their Team Coach.

**Personal circumstances** refer to situations in which you would be **eligible for reasonable adjustments** to learning and/or assessments according to UWE regulations:
- A long-term illness or impairment where a doctor's note has been provided to the disability team or other UWE services.
- For Team Entrepreneurs who have disclosed a disability to the university, a flare-up of an ongoing disability.

- If you or your partner has given birth during the 2 weeks prior to the date of a Team Company presentation or report, or if the due date falls on the week of a report deadline or presentation. The same applies for maternity-related appointments for yourself or your partner during this period.
- If you have caring responsibilities for a disabled person as defined in the UWE guidance.

You must communicate personal circumstances to your Team Coach as early as possible and discuss with them how to communicate your circumstances to your Team Company to the level of detail you feel comfortable in sharing.

## 5.2    Assignment Brief 1: Strategy Presentation

| Assignment | Strategy Presentation |
|---|---|
| **Submission Deadlines** | **Strategy Presentation**<br>   • **Slide Deck & Registration Form: 14:00 Monday 3 November 2025**<br>   • **Presentations in Training Session: w/c Monday 3 November 2025**<br>**WAYA 1**<br>   • **Presentation and Q&A: 13:30-15:30 Monday 10 November 2025**<br>*NOTE*<br>*You can **NOT** use the +48h Late Submission Window. Nor can Reasonable Adjustments be applied.*<br>*See "Exclusion" section in Late submission window - Assessment support options \| UWE Bristol* |
| **PebblePad Templates** | PebblePad "TE - 2025-26 - Y3 - RaLO3 - TC Reports" |
| **Submission on Atlas** | "Y3 – RaLO TC Reports" assignment within the "TE: Team Company Assignments (Year 3 - 2025-2026)" workspace in Atlas |
| **Assessment Weighting** | 30% |
| **Marks and feedback** | 20 working days after assessment deadline |

### 5.2.1    Why this Assignment?

As you start your third year as a Team Company, you need to revisit and reaffirm what your team stands for and produce plans for your final year on the programme. At the end of year 2 you captured some learning points from dialogues and activities carried out in your sessions.

The Strategy Presentation is the opportunity to detail your plans and organise your resources (time, space, workforce, competencies and money). In doing so, you should consider the individual objectives of team members. The activities you ran to review and approve your Initial Learning Contracts has provided your team with data useful for reviewing your strategy. This report will align individual ambitions with the team's Mission, Vision and Values.

Within year 3 your Team Company should be more focused on interacting with businesses and organisations that are part of a wider network, beyond the programme and the Business School on campus.

The content of your Strategy Presentation will require you to recognise, select and use appropriate methods for communication within the team, including the use of coaching and mentoring skills and sophisticated negotiation skills (Module Learning Outcome 1).

The presentation will require you to communicate effectively to selected and invited external audiences at the WAYA (Module Learning Outcome 2).

Having clear plans for how your team projects and ventures will help your team to reach both targets and objectives is the foundation to developing both high performing ventures and teams (Module Learning Outcome 4).

By presenting your plans and participating fully in the community event, you are contributing to developing and sustaining an effective learning community (Module Learning Outcome 5) as you will role model behaviours expected of Team Companies in year three.

### 5.2.2   What Do You Need to Know to do this Assignment?

As a Team Company, consult your Team Coach to plan sessions that will help the team formalise its strategy. The Team should also be prepared to share documents and discuss progress with the Module Leader during the year.

Use models and frameworks to facilitate activities within Training Sessions to get all members' input and buy-in. We encourage you to complete a Pre-Project Review for this assignment as it is effectively a complex project for which you need to coordinate time and resources.

Update the Team Company Registration Form to reflect changes and to restate all the areas of operation of your Team Company.  Under Policies and Procedures, in addition to others you may have, you are specifically required to include your Equity Diversity and Inclusion, Sexual Harassment and Wellbeing policies and procedures. You can draw on these resources to help.

Allow plenty of time to prepare for your presentation. If needed, book extra sessions in advance in training session rooms or use the TE Hub. Your Team Coach may or may not participate in extra sessions, therefore attendance, outcomes and decisions must be clearly captured and communicated.

**Every Team member must link a copy of the presentation slides and registration form to the PebblePad template for assessment in advance of the deadline. Ensure that the final version of the slides is read by all members and that a copy is kept in your Team Company MS Team files.**

When you have shared the slides and delivered your presentation within the Training Session and presented and discussed at the WAYA, do a Post-Project Review to capture achievements and improvements made and needed for future presentations and reports.

### 5.2.3   Assignment Instructions

This assignment requires the whole team to present a professional **Strategy Presentation** to their Team Coach and Module Leader during a Training Session, which will be live-assessed.  The assessors will ask to view supporting evidence as specified in the marking criteria and may ask questions to clarify elements presented.  The presentation includes key aspects of the strategy, targets, and plans, as well as governance records and marketing links, refer to the marking criteria below for specific requirements.

During the first WAYA, the whole team will present their Mission, Vision and Values, expressing who you are as a team, before breaking into smaller groups to dive deeper with the TE community into

your targets, how they will be achieved and how you will know you've succeeded.   This will be live-assessed.


Mark Variation applies to this assignment and should be used to track the contribution of team members to this assignment and the creation of the strategy, refer to the Mark Variation guidance for further information.

### 5.2.4   Overview of the Process
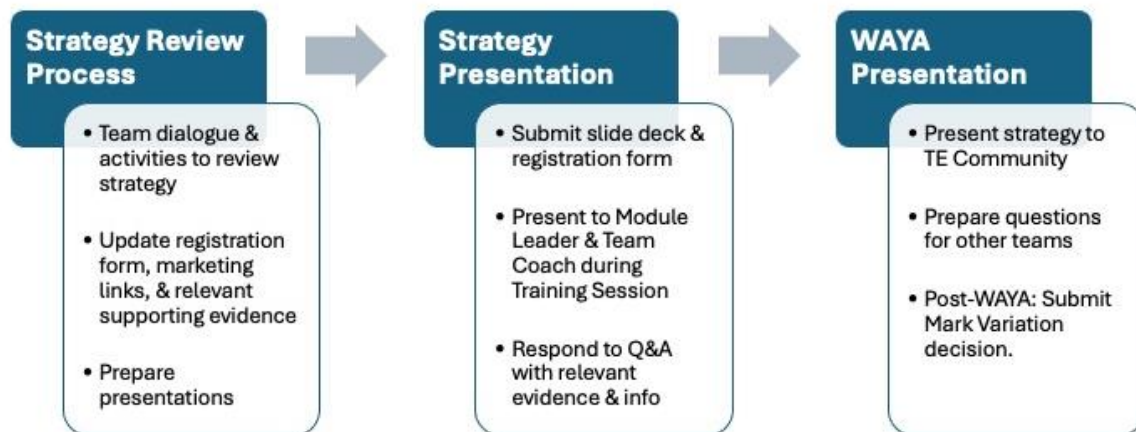


### 5.2.5   Format and Submission

Your **Strategy Presentation** should be no longer than **20 minutes**. Please **allow 60 minutes** within the allocated Training Session, to allow time for the presentation, Q&A, and evidence review. All the team must have a part to play in presenting key aspects and answering questions from the Team Coach and Module Leader (assessors).

The assignment submission takes the form of the slide deck for the Strategy Presentation. Each team member uses one template to submit all assignments throughout the year, it is in Pebblepad resources, "TE - 2025-26 - Y3 - RaLO3 - TC Reports".  Share it once with Atlas to the workspace "TE: Team Company Assignments (Year 3 - 2025-2026)", and then upload submissions and save changes throughout the year to the correct section of the same template.

The **Team Company Registration Form** should be completed using the template provided on Teams. This must be submitted as a link on the template mentioned above, "TE - 2025-26 - Y3 - RaLO3 - TC Reports". Include a link in each team member's Pebblepad template and check what's linked to is shared and accessible.

Your **Team Company page** should be hosted on the TE website under the Team Company page. Ensure that you share information that is relevant to an external audience. If you are using a third-party platform, this should be linked to the TE website in the Team Company section and should be accessible until the end of August 2026.

All the team must have a part to play during the WAYA. Your **WAYA Presentation** should be 5 **minutes** during which you should share your Mission, Vision and Values for the year, showcasing who you are as a team.  It should be suitable for the TE Community. Before the WAYA you should nominate team members able to discuss each of your targets during an interactive session across teams to explore

what your targets are, how you are planning to achieve them and how you will know when you've succeeded.  Following this process you will reconvene as a team to share learning, and be prepared to share 3 key team learnings from this process with the TE community.

Before submitting your work, please ensure that:

- You have proof-read the presentation thoroughly to ensure it is presented appropriately and reads as "one voice".
- You have addressed all the required elements of the assessment and the marking criteria.
- The submission is in the correct format and submitted to the correct location on Atlas.
- All team members presenting have memorised their part and can deliver them without reading off their phone, laptops or notes.

### 5.2.6   What Do You Evidence?
Ensure all records are accessible to your Team Coach and the Module Leader on MS Teams.

The process of reviewing your strategy should be documented in your MS Teams space and in your Registration Form. This will include Training Session notes and links to other relevant documentation such as team decision logs and other records.

Any supporting documents that inform your targets/goals, as well as templates and processes to monitor progress towards targets/goals, which should all be stored on MS Teams.

### 5.2.7   Marking Criteria
In the table on the following pages you will find the marking criteria for this assessment. All the modules explain what is expected of you to reach a range of marks. The 3 categories defined are Marginal Fail, Good and Exceptional.

Do note that the following table is indicative, there are no absolutes in the programme and the items always require a certain amount of interpretation by the marker(s). All markers are supported by the module leaders to ensure that the marking criteria are correctly interpreted and to ensure consistency. In the case of Running a Learning Organisation, each Team Company's submission is moderated by the Module Leader to ensure the marking has been fair and consistent.

| Strategy Presentation (50%) | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| % | 100-70% | | | 69-40% | | | 39-0% | | |
| **Strategy, Targets and Plans** (70%) | • A comprehensive overview of the process followed to review the strategy, with rationale for 'why this approach to our strategy review' is in the presentation.<br>• Detailed evidence of review and planning sessions is included in the Registration Form and/or MS Teams space.<br>• Strategic plans are aligned to the team's revisited Mission, Vision and Values and the team has effectively communicated its purpose.<br>• Goals and targets are:<br> o Ambitious and have been evaluated against previous achievements.<br> o Based on clearly identified issues within the team.<br> o Based on an analysis of external business opportunities/threats.<br> o Informed by critical evaluation of input from the Module Leader.<br>• Detailed plans include activities through the year, with several clear milestones and consideration of resources (e.g. money, people, knowledge) to meet all objectives. | | | • A clear summary of the process followed to review the strategy, with rationale for 'why this approach to our strategy review' in the presentation.<br>• Evidence of review and planning sessions is included in the Registration Form and/or MS Teams space.<br>• There is alignment between the team's Mission, Vision and Values and its plans.<br>• Goals and targets address key elements (see "Excellent to Outstanding" column on left), but may be 'over or under' ambitious.<br>• Plans include activities through the year, with milestones to meet all objectives.<br>• The templates that will be utilised to monitor progress towards goals/targets are accessible on MS Teams. | | | • There is only evidence of one relevant activity in a Training Session and the process of reviewing the strategy is not adequately explained.<br>• Goals and targets address only issues within the team but do not respond to external business opportunities, and/or do not build on the previous year's performance.<br>• The links between the team's Mission, Vision and Values and plans are vague or omitted.<br>• There is no evidence that the team has reviewed its Mission, Vision and Values since year 2.<br>• The plans are incomplete or vague and/or there are no milestones set.<br>• There are no templates for monitoring progress towards goals/targets on MS Teams. | | |

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| | • The templates that will be utilised to monitor progress towards goals/targets are accessible on MS Teams. | | |
| **Commun-ication**<br><br>(30%) | • The presentation is professional both in appearance and content, with a clear structure and effective use of images/graphs.<br>• Responds effectively to Q&A, with all team members demonstrating a thorough understanding of the strategy.<br>• Requested evidence was accessible and clearly aligned to the strategy. | • The presentation is reasonably professional with some level of structure.<br>• Responds well to Q&A, with most team members demonstrating some understanding of the strategy.<br>• Requested evidence was mostly accessible and aligned to the strategy. | • The presentation lacks professionalism and structure.<br>• The team struggled to respond to Q&A effectively.<br>• Requested evidence was not available. |

| *WAYA Participatoin (30%)* | 1st<br>90-100%<br>Outstanding | 1st<br>80-89%<br>Exceptional | 1st<br>70-79%<br>Excellent | 2.1<br>60-69%<br>Good | 2.2<br>50-59%<br>Adequate | 3rd<br>40-49%<br>Weak | Marginal fail<br>35-39%<br>Poor | Fail<br>15-34%<br>Very poor | Fail<br>0-14%<br>No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| **%** | 100-70% | | | 69-40% | | | 39-0% | | |
| **Effective and Engaging Presen-tation and Discussion** | • The whole team was present* and proactive during the WAYA.<br>• Presenters were not reading off devices or notes and had memorised their part, and were on time (5 mins)<br>• Team target representatives found creative and engaging ways to interact with their peers during exploration of targets.<br>• The team communicated key learnings around their targets and how they were going to implement the learning. | | | • More than 80% of the team was present* and active during the WAYA.<br>• Those presenting were not reading off devices or notes and had memorised their part and were on time (5 mins).<br>• Team target representatives interacted with their peers during exploration of targets.<br>• The team communicated key learnings around their targets but lacked clarity on how they would implement their learning. | | | • Approximately half the team were present and active during the WAYA, but did not stay for the duration of the event or were late.<br>• Most presenters read off their phones/notes and/or the presentation was too short or long.<br>• Team target representatives did not interact with their peers during exploration of targets.<br>• The team lacked clarity on key learnings around their targets and/or | | |

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| *Excluding those with personal circumstances agreed and communicated with the Module Leader as defined under the Mark Variation guidance. | | | | | | how they would implement their learning | | |

| *Marketing links (10%)* | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| % | 100-70% | | | 69-40% | | | 39-0% | | |
| **Professional Team Page and Social Media links** | • A Team Page hosted on the TE website with links to one or more social media account which is designed to showcase the team activities and interact with several audiences (detailed in the presentation). <br> • The Team Page includes key information such as: <br>  o What the team offers and how this might benefit clients or customers <br>  o Team projects and key learning gained from them <br>  o Team members' profiles (e.g. role within the team, ventures that they run etc.) <br>  o A call to action and info on how to contact the team <br> • The appearance of all web pages and social media accounts is visually consistent with the presentation. <br> • The text is appropriate for external audiences, using engaging language without jargon. | | | • A Team Page hosted on the TE website with a link to at least one social media account, showcasing all current team projects. <br> • One element of key information (see Exceptional descriptor to the left) is missing. <br> • The appearance of web pages and social media accounts is visually consistent with the presentation. <br> • The text is appropriate for external audiences, avoiding the use of jargon. <br> • All team members are featured on the webpage, either their role in the Team Company or their ventures are featured. | | | • The Team Page includes few design features and a lack of team branding. <br> • There are inconsistencies in the style of writing and/or design. <br> • There is incomplete information e.g. current projects or other key information is missing. <br> • The page is not suitable for an external audience and there is little consideration given for promoting the team to external stakeholders and providing a call to action. | | |

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|---|---|---|---|
| | • Photos of team members are professional and use a consistent style/format. | | |

| Registration Form (10%) | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| **%** | 100-70% | | | 69-40% | | | 39-0% | | |
| **Updated and Complete Registration** | • Comprehensive and accurate registration information with a clear log of changes, with links to meeting records accessible by all assessors. | | | • Key changes from last academic year have been captured and information is up-to-date and accurate. | | | • The registration form has not been updated since last academic year and/or some information is out of date or incorrect. | | |

### 5.2.8   How to Use this Assignment Smartly!

The presentation can be used and revised during the progress period. Record key changes to your strategy in a change log and use the registration information to capture key updates including important updates on your webpage.

Ensure that there is effective coordination of work within the team so that all information aligns. This assignment is about charting the year ahead more than reflecting on last year's learning. Issues identified should inform plans and goals, as well as values.

### 5.2.9   Assessment Offences

UWE Bristol's UWE's Assessment Offences Policy requires that you submit work that is entirely your own and reflects your own learning, so it is important to:

- Ensure you reference all sources used, using the UWE Harvard and the guidance available on UWE's Study Skills referencing pages.
- Avoid copying and pasting any work into this assessment, including your own previous assessments, work from other students or internet sources
- Develop your own style, arguments and wording, so avoid copying sources and changing individual words but keeping, essentially, the same sentences and/or structures from other sources
- Never give your work to others who may copy it
- If an individual assessment, develop your own work and preparation, and do not allow anyone to make amends on your work (including proof-readers, who may highlight issues but not edit the work)

**When submitting your work, you will be required to confirm that the work is your own,** and text-matching software and other methods are routinely used to check submissions against other submissions to the university and internet sources. Details of what constitutes plagiarism and how to avoid it can be found on UWE's Study Skills pages about avoiding plagiarism. To appeal offences, further detail can be found here.

## 5.3   Assignment Brief 2: Team Company Progress Reports

| Assignment | Team Company Progress Reports |
|---|---|
| **Submission Deadlines:** | **WAYA 2**<br>• **Participation: 13:30-15:30 Monday 8 December 2025**<br>• **PPP Report: 14:00 Friday 12 December 2025**<br>**Strategy Checkpoint**<br>• **Checkpoint Report: 14:00 Monday 26 January 2026**<br>• **Presentation in Training Session: w/c Monday 26 January 2026**<br>**WAYA 3**<br>• **Participation: 13:30-15:30 Monday 23 February 2026**<br>• **PPP Report: 14:00 Friday 27 February 2026**<br>**If Mark Variation is applicable for any assignments, email an MS Teams link to Module Leader and Team Coach by 12:00 on the Wednesday following the Report submission, unless otherwise indicated by the Module Leader.**<br>*NOTE*<br>*You can **NOT** use the +48h Late Submission Window. Nor can Reasonable Adjustments be applied.*<br>*See "Exclusion" section in* Late submission window - Assessment support options \| UWE Bristol |
| **PebblePad Template** | N/A (Available in Teams) |
| **Submission Locations** | "Progress Report [Month]" assignment within the "TE: Team Company Assignments (Year 3 - 2025-2026)" |
| **Assessment Weighting** | 30% |
| **Marks and feedback** | 20 working days after assessment deadline |

### 5.3.1   Why this Assignment?

There are two different types of progress reporting which provide an opportunity for Team Members to build skills. As you report on progress, you demonstrate how you are creating and contributing to high performing ventures (Module Learning Outcome 4) from having identified complex problems and innovative and creative solutions (Module Learning Outcome 6). This enables you to contribute to the learning community effectively (Module Learning Outcome 5). As you work as a team you support, enable and mobilise each other to achieve ambitious goals in a variety of contexts and relationships. By presenting your progress to TEs, Team Coaches and other guests, and by updating your Team Company web pages, you will develop your abilities in communicating effectively to external audiences in a variety of settings (Module Learning Outcomes 1 and 2).

The *"Where Are You At? (WAYA)"* is an opportunity to review progress as a Team Company with the wider TE community, creating shared learning and accountability between your team and its stakeholders.

The **PPP reporting process** for WAYA 2 and WAYA 3 enables you to identify, brainstorm, and move forward with an aspect of your strategy, related to the WAYA topic provided.  The WAYAs will involve interactive activities so that you leave with outcomes and insights to inform a way forward.

The **Strategy Checkpoint** provides an update on all aspects of your strategy and enables you to ensure you are 'on the right track' as a Team Company. If your team created a meaningful strategy and plans at the start of the year and worked effectively together since then, it is likely that your strategy won't change too much. However, if the initial review and planning or the implementation of your plans was not effective, your team might have to adjust its strategy during the year.

### 5.3.2  What Do You Need to Know to do this Assignment?

You need to know how to track and measure performance and report your progress by utilising appropriate models and frameworks. You will need to ensure your Team Company is operating effectively to meet the expectations of a range of stakeholders.

### 5.3.3  Assignment Instructions

**PPP Report** - WAYA 2 and WAYA 3 involve reviewing an aspect of your progress as a Team Company in relation to the topic and guidelines provided for each WAYA. The WAYAs are assessed, and involve engaging with the whole TE community to address a challenge you are facing as a Team Company, followed by documenting the process in a 'Prepare-Participate-Practice' (PPP) Report, using the template provided.

- Prepare – Prepare your Team Company's information according to the topic and requirements specified for the WAYA, e.g. a challenge you are facing in reaching targets/goals.
- Participate – The whole team must participate in the WAYA, contributing to and engaging with other Team Companies, to address the topic provided. Professional facilitation techniques will enable everyone to be involved in creating positive outcomes for all teams.
- Practice – Based on the Team Company's feedback and insights gained from the WAYA, you will create an implementation plan to improve your Team Company's performance.

**Strategy Checkpoint** – Submit a brief report using the template provided for an update on progress towards your strategy, according to the marking criteria. Ensure you include the following:

- Demonstrate that you have interacted with external organisations and are developing innovative solutions to complex problems (through team projects and/or ventures led by team members).
- Evaluate what is working well, what is not working well and what your team should prioritise going forward
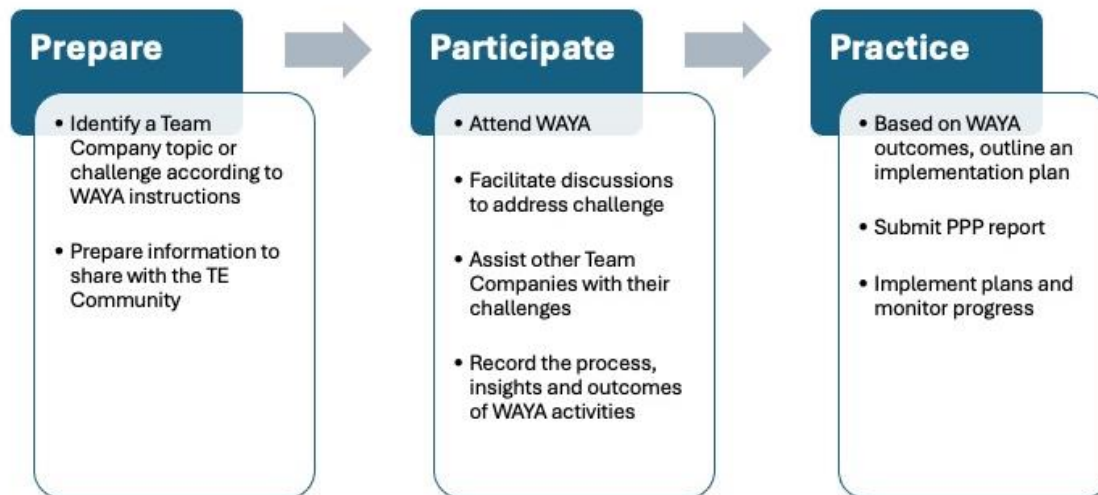
Then, in a Training Session present your update to the Module Leader and your Team Coach, with supporting evidence, ensuring all team members are present.

**Mark Variation applies to this assignment, please read the guidance for more information and attend the module briefings and workshops.**
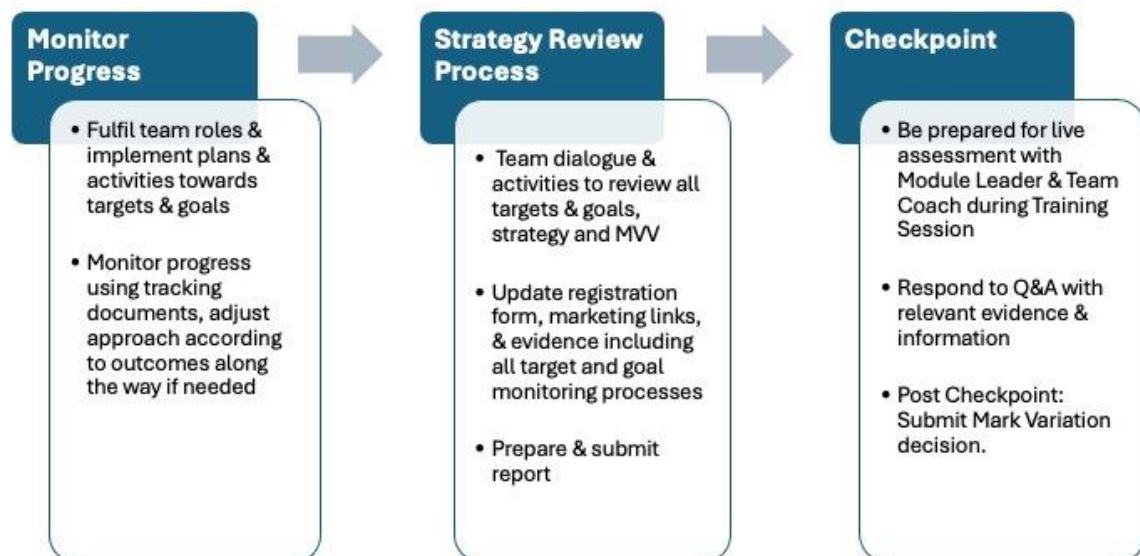
### 5.3.4    Overview of the Process

**PPP Reports**

| Prepare | Participate | Practice |
|---|---|---|
| • Identify a Team Company topic or challenge according to WAYA instructions<br><br>• Prepare information to share with the TE Community | • Attend WAYA<br><br>• Facilitate discussions to address challenge<br><br>• Assist other Team Companies with their challenges<br><br>• Record the process, insights and outcomes of WAYA activities | • Based on WAYA outcomes, outline an implementation plan<br><br>• Submit PPP report<br><br>• Implement plans and monitor progress |

**Strategy Checkpoint**

| Monitor Progress | Strategy Review Process | Checkpoint |
|---|---|---|
| • Fulfil team roles & implement plans & activities towards targets & goals<br><br>• Monitor progress using tracking documents, adjust approach according to outcomes along the way if needed | • Team dialogue & activities to review all targets & goals, strategy and MVV<br><br>• Update registration form, marketing links, & evidence including all target and goal monitoring processes<br><br>• Prepare & submit report | • Be prepared for live assessment with Module Leader & Team Coach during Training Session<br><br>• Respond to Q&A with relevant evidence & information<br><br>• Post Checkpoint: Submit Mark Variation decision. |

### 5.3.5    Format and Submission

**Ensure that the team completes the report at least 24 hours before the submission deadline, so that every team member has time to submit the report online.**

For all reports, **submit a link** to the document (using the templates provided and ensuring it is accessible to markers) to the *"*Strategy Checkpoint *[Month]"* assignment within the *"TE: Team Company Assignments (Year 3 - 2025-2026)"* workspace on Atlas.

Before submitting your work, please ensure that:

- You have proof-read your work thoroughly to ensure it is presented appropriately.
- You have addressed all the required elements of the assessment and marking criteria.
- The submission is in the correct format and any links included in your report are accessible.

### 5.3.6   What Do You Evidence?

Ensure all evidence is accessible to the Team Coach and Module Leader.

- Links to Pre/Interim/Post Project Reviews of team projects and ventures.
- Links to governance documents kept on your MS Teams space, if there have been key updates (e.g. changes to the team contract or organisational structure).
- Key changes logged in the Team Company Registration Form.
- Records used to monitor progress towards targets/goals.

### 5.3.7   Marking Criteria

In the table on the following pages you will find the marking criteria for this assessment. All the modules explain what is expected of you to reach a range of marks. The 3 categories defined are Marginal Fail, Good and Exceptional.

Do note that the following table is indicative, there are no absolutes in the programme and the items always require a certain amount of interpretation by the marker(s). All markers are supported by the module leaders to ensure that the marking criteria are correctly interpreted and to ensure consistency. In the case of Running a Learning Organisation, each Team Company's submission is moderated by the Module Leader to ensure the marking has been fair and consistent.

### 5.3.8   How to use this Assignment Smartly!

Use the WAYAs and Strategy Checkpoint to review your performance thoroughly during the year. Ensure you track performance throughout the year, using the Strategy Checkpoint as a significant feedback opportunity to ensure you are on the 'right track' according to your strategy.

### 5.3.9   Assessment Offences

UWE Bristol's [UWE's Assessment Offences Policy](#) requires that you submit work that is entirely your own and reflects your own learning, so it is important to:

- Ensure you reference all sources used, using the [UWE Harvard](#) and the guidance available on [UWE's Study Skills referencing pages](#).

- Avoid copying and pasting any work into this assessment, including your own previous assessments, work from other students or internet sources
- Develop your own style, arguments and wording, so avoid copying sources and changing individual words but keeping, essentially, the same sentences and/or structures from other sources
- Never give your work to others who may copy it
- If an individual assessment, develop your own work and preparation, and do not allow anyone to make amends on your work (including proof-readers, who may highlight issues but not edit the work) and

**When submitting your work, you will be required to confirm that the work is your own,** and text-matching software and other methods are routinely used to check submissions against other submissions to the university and internet sources. Details of what constitutes plagiarism and how to avoid it can be found on UWE's Study Skills pages about avoiding plagiarism. To appeal offences, further detail can be found here.

| *PPP Reports (30%)* | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| % | 100-70% | | | 69-40% | | | 39-0% | | |
| **Preparation for WAYA** (30%) | • Team Company information is comprehensively prepared and communicated according to requirements specified for the WAYA. | | | • Team Company information is prepared and communicated according to requirements specified for the WAYA. | | | • Team Company information is partially/not prepared and communicated according to requirements specified for the WAYA | | |
| **Participation at WAYA** (30%) | • The whole team is present* for the entire WAYA event, all team members are engaged in facilitation activities and roles are shared out appropriately between team members. • The team is actively engaged in the WAYA by responding to and asking insightful questions, and giving constructive feedback to other teams. *Excluding those with personal circumstances (as defined under the Mark Variation guidance) who have communicated and agreed their absence with the Team Coach and Module Leader in advance. | | | • The majority of the team (at least 80%) are present* for the entire WAYA event. • The team is actively engaged in the WAYA by responding to and asking some questions to other teams and/or providing feedback. | | | • Half of the team (or fewer) are present for the entire WAYA event. Those who are absent have not communicated a valid reason in advance. • The team is not actively engaged in the WAYA in relation to questions and feedback. | | |
| **Practice after the WAYA** (40%) | • A critical evaluation of the whole process undertaken by your team (Prepare, Participate, Practice). • A comprehensive implementation plan specifies the Team's next steps, based on thorough critical evaluation of the insights gained from the WAYA session, to improve the Team Company's performance relevant to the WAYA theme/topic of discussion. | | | • An evaluation of the whole process undertaken by your team (Prepare, Participate, Practice). • An implementation plan outlines the Team's next steps, based on critical evaluation of the insights gained from the WAYA session, to improve the Team Company's performance relevant to the WAYA theme/topic of discussion. | | | • An evaluation of the whole process undertaken by your team (Prepare, Participate, Practice) is not evident. • An implementation plan is omitted, or briefly mentions the Team's next steps, based on little/no critical evaluation of insights gained from the WAYA session. Or the plan does not align to the WAYA theme/topic. | | |

| Strategy Checkpoint (40%) | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| **%** | 100-70% | | | 69-40% | | | 39-0% | | |
| **Updated records and strategy (40%)** | • Key changes to the strategy are clearly presented with a logical rationale. Several changes are a result of identifying new opportunities through interactions with external stakeholders, enabling more ambitious goals and targets to be set.<br>• Team Company records are accessible on MS Teams and robustly track performance against all targets/goals, to clearly drive performance aligned to the team's Mission, Vision and Values.<br>• The Team Company Registration Form and any other records (e.g. mark variation policy) are up-to-date and clearly used as live documents which capture key changes in the Team Company's governance (e.g. organisational structure).<br>• Marketing links are up-to-date and highlight current team activities and projects/ventures for an external audience. | | | • Aspects of the strategy are presented showing adjustments to address internal issues and/or respond to external opportunities.<br>• Team Company records are accessible on MS Teams and track performance against all targets/goals, aligned to the team's Mission, Vision and Values.<br>• The Team Company Registration Form and any other records (e.g. mark variation policy) are up to date with evidence of review since the last report.<br>• Marketing links are up-to-date and highlight most team activities and projects/ventures for an external audience. | | | • There is limited evidence presented that the team is using its strategy to enhance team performance.<br>• Team Company records track only one or two areas of performance and/or there is a lack of clarity in how performance is measured.<br>• The Team Company Registration Form and/or other records are not up-to-date and there is limited evidence that they have been reviewed since the last report.<br>• Marketing links are not up-to-date and/or are not suitable for an external audience. | | |
| **Progress evaluation (40%)** | • Evidence demonstrates that the team is progressing against all targets and/or strategic goals set at the start of the year. One or two targets or goals are | | | • Evidence demonstrates that the team is progressing against nearly all target and/or strategic goals set at the start of the year. No more than one goal/target has been lowered. | | | • Evidence demonstrates that the team is making some progress against one or two targets or goals set at the start of the year. | | |

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| | exceeded and the team has set new/stretch goals.<br>• There is evidence that the team has utilised a theory/framework effectively to evaluate progress, and facilitation of several engaging activities in training sessions to analyse issues and create solutions. | • There is evidence of evaluation of progress using one tool effectively and this has been used to facilitate activities in Training Sessions. | • The majority of targets and goals have been lowered due to lack of progress.<br>• The evaluation of progress lacks the use of frameworks and there is a lack of evidence of Training Session activities taking place. |
| **Commun-ication**<br><br>**(20%)** | • The presentation is professional both in appearance and content, with a clear structure and effective use of images/graphs.<br>• Responds effectively to Q&A, with all team members demonstrating a thorough understanding of the strategy.<br>• Requested evidence was accessible and clearly aligned to the strategy. | • The presentation is reasonably professional with some level of structure.<br>• Responds well to Q&A, with most team members demonstrating some understanding of the strategy.<br>• Requested evidence was mostly accessible and aligned to the strategy.<br>• | • The presentation lacks professionalism and structure.<br>• The team struggled to respond to Q&A effectively.<br>• Requested evidence was not available. |

### 5.4 Assignment Brief 3: Team Company Annual Report

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|---|---|
| **Assignment Name** | Team Company Annual Report |
| **Submission Deadlines:** | **Report - 14:00 Friday 8 May 2026**<br>**Video - 12:00 Monday 11 May 2026**<br>**Recognition Day and Q&A - 09:30 Thursday 14 May 2026**<br><br>**If Mark Variation is applied, email MS Teams link to Module Leader and Team Coach by 14:00 on Thursday 14 May 2026.**<br>*NOTE:*<br>*You can **NOT** use the +48h Late Submission Window. Nor can Reasonable Adjustments be applied.*<br>*See "Exclusion" section in* Late submission window - Assessment support options | UWE Bristol |
| **PebblePad Template** | "TE - 2025-26 - Y3 - RaLO3 - TC Reports" |
| **Submission Locations** | "Team Company Annual Report" assignment within the "TE: Team Company Assignments (Year 3 - 2025-2026)" workspace on Atlas |
| **Assessment Weighting** | 40% |
| **Marks and feedback** | 20 working days after final assessment deadline |

#### 5.4.1 Why this Assignment?

This is to be recognised for your achievements as a team this year. How will you inspire your audience to remember you and why should they keep in touch with you? What projects will continue? Which ones will be passed on to the TE community? This is the opportunity to capture why your team has worked so well and to be recognised for it.

#### 5.4.2 What Do You Need to Know to do this Assignment?

For this assignment you will need to record a video presentation. As UWE students you have access to software to create videos that can be viewed by professional audiences. Similarly, your report should be of a professional standard showcasing your achievements as a team and explaining the impact you have had.

Mark variation applies to this assignment – check the guidance.

#### 5.4.3 Assignment Instructions

This assignment is in three parts:

1. An Annual Report
2. A Video Presentation
3. The organisation of a Recognition Day event and Q&A with the rest of the TE community

*Annual Report (for external audience)*

This is a group assignment undertaken by your Team Company focused on the quality of deliverables and team performance, for an external audience. Your mentor will review the final report and provide feedback as a representative of an external audience.

The assignment requires the production of a report which critically reviews the implementation of the plans set out in the Team Company Strategy and any amendments to these that have been made throughout the year. The report should include a thorough analysis of how your Team Company has implemented its strategy throughout the year, as well as key issues and challenges that you have faced. As this is external-facing, the emphasis is on team performance towards targets that align your mission and vision.

*Final Presentation (for internal audience)*

Key team learning aligned to the Annual Report will be presented to the TE community in a 10-minute recorded video presentation, followed by a Q&A session at the Year 3 Recognition Day. The video presentation should be of a high quality and should make effective use of the 5 Es to reflect honestly on the key learning you have gained in pursuit of your strategy as a Team Company. This is your final presentation on TE – what do you want to be remembered for as a Team Company? What learning would be useful to pass onto the rest of the community?
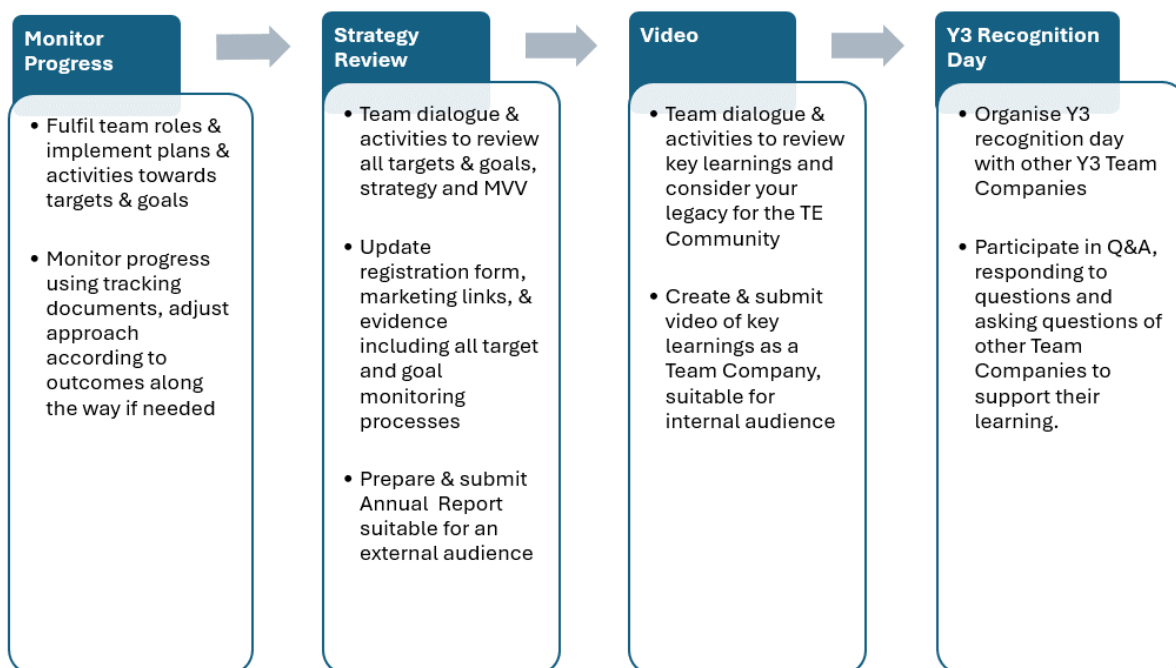
*Y3 Recognition Day*

You will be expected to proactively contribute to and co-organise the Year 3 Recognition Day with the Module Leader and the other Year 3 Team Companies, creating an event which is engaging and valuable for the whole TE community.

During the Q&A, the whole team should be prepared to answer questions about key learnings with insight and honesty, and also to ask questions of other teams that invite them to deeply reflect on their learning experiences.

This is a chance to celebrate your 3 years on TE with the rest of the community, recognising your achievements and learning. How would you like to do this during Recognition Day?

### 5.4.4   Overview of the Process

| Monitor Progress | Strategy Review | Video | Y3 Recognition Day |
|---|---|---|---|
| • Fulfil team roles & implement plans & activities towards targets & goals<br><br>• Monitor progress using tracking documents, adjust approach according to outcomes along the way if needed | • Team dialogue & activities to review all targets & goals, strategy and MVV<br><br>• Update registration form, marketing links, & evidence including all target and goal monitoring processes<br><br>• Prepare & submit Annual Report suitable for an external audience | • Team dialogue & activities to review key learnings and consider your legacy for the TE Community<br><br>• Create & submit video of key learnings as a Team Company, suitable for internal audience | • Organise Y3 recognition day with other Y3 Team Companies<br><br>• Participate in Q&A, responding to questions and asking questions of other Team Companies to support their learning. |

### 5.4.5  Format and Submission

*Annual Report*

Submit a PDF document to the *"Team Company Annual Report"* assignment within the *"TE: Team Company Assignments (Year 3 – 2025-2026)"* workspace on Atlas by **14:00 Friday 8 May 2026**.

The document should not exceed 6,000 words and should include visual information and appendices to demonstrate your performance against goals and targets. It might be structured similarly to your strategy report and should be designed to a professional standard which represents your Team Company's brand.

As it is an external-facing report, ensure that links to other documents are accessible by your mentor who will provide feedback to the assessors.  Remember to update your Registration Form and Social Media links to reflect your current status and activities as a Team Company.

*Video Presentation*

Your video should be shared to the UWE Team Academy site on MS Teams by **12:00 on Monday 11 May 2026**. Remember that video rendering can take some time so ensure you allow plenty of time for this before the deadline. Ensure that your video is accessible to the TE community – we recommend uploading the video to YouTube for this purpose. The total running time of all video content should not exceed 10 minutes.

*Team Company Registration Form* and *Team Page*

Your Registration Form and Team Page are not directly assessed for this assignment but should still be updated (including version control) to reflect any key changes to the team.

Before submitting your work, please ensure that:

- You have proof-read your work thoroughly to ensure it is presented appropriately.
- You have addressed all the required elements of the assessment.
- You have addressed each of the marking criterion.
  The submission is in the correct format and all links are accessible.

### 5.4.6  What Do You Evidence?

Evidence can include:

- Photos of activities in Training Sessions with a written and dated description.
- Training Session notes – ensure these include:
  - Date of session
  - Full name of team members in attendance and any members or staff or externals
  - The aim of the meetings, decisions made, and points discussed.
  - For externals, ensure that you provide relevant details (full name, job title, organisation they represent).
- You may include graphs and tables to evidence progression of performance
- Any significant organisational structure changes should be recorded (e.g. in the Team Company Registration Form).
- Any major updates to the content of your Team Page should be recorded in your Registration Form.
- Team projects and ventures should be evidenced with Pre, Interim and Post Project Reviews.
- Databases, or equivalent, to capture business development activities.
- Records of financial performance (e.g. profit and loss accounts, balance sheets and cash flow forecasts) – these should be included for each team venture as well as the overall Team Company.
- Records/documentation measuring impact in relation to your Sustainability Target.
- Other relevant Team Company records, such as attendance trackers, mark variation policy/tracker, team contracts, Team Coach contract etc.

Important: please refer to the information provided by the Module Leader throughout the year that clarifies the expectation of the module.

### 5.4.7  Marking Criteria

In the table on the following pages you will find the marking criteria for this assessment. All the modules explain what is expected of you to reach a range of marks. The 3 categories defined are Marginal Fail, Good and Exceptional.

Do note that the following table is indicative, there are no absolutes in the programme and the items always require a certain amount of interpretation by the marker(s). All markers are supported by the module leaders to ensure that the marking criteria are correctly interpreted and to ensure consistency. In the case of Running a Learning Organisation, each Team Company's submission is moderated by the Module Leader to ensure the marking has been fair and consistent.

| Annual Report (60%) | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| % | 100-70% | | | 69-40% | | | 39-0% | | |
| Team perfor-mance (50%) | • All targets and goals have been met or exceeded with a clear explanation of how the Team Company implemented its strategy successfully and how its activities aligned to its Mission, Vision and Values.<br>• The report clearly outlines how business activity, including projects/ventures led by individuals, contributed effectively to team performance.<br>• Specific data is included to evidence team performance, with links to records which clearly indicate robust systems for measuring performance against targets/goals. | | | • Most targets and goals have been met with a clear explanation of how the Team Company implemented its strategy and how its activities aligned to its Mission, Vision and Values.<br>• The report outlines how business activity, including projects/ventures led by individuals, contributed effectively to team performance.<br>• Specific data is included to evidence team performance, with links to records which indicate systems for measuring performance against targets/goals. | | | • Some targets and goals have been met but there is a lack of explanation of how the team implemented its strategy and how its activities aligned to the Mission, Vision and Values.<br>• The report is lacking in specific data on business activity (team projects/ ventures led by team members) and there is limited evidence of systems being implemented effectively to measure performance against all targets and goals. | | |
| Analysis and evaluation (30%) | • There is evidence that the team has used evaluation tools/frameworks effectively with in-depth articulation of challenges.<br>• The team facilitated several engaging activities in training sessions to analyse issues, challenges and achievements, articulating its own role in managing these.<br>  o **Challenges** include external factors (business, market trends, programme, and university contexts). | | | • The team has used one tool/framework to identify and explain issues and challenges.<br>• There is evidence of challenges and issues being identified and discussed in Training Sessions.<br>• Most challenges relate to the programme / university context rather than external factors. Issues relate to internal factors such as team behaviours (e.g. leadership, structure, roles, communication). | | | • No evidence that a tool has been used to identify issues. The team did not reach new in-depth conclusions.<br>• There is limited evidence of team discussion and dialogue in Training Sessions to analyse issues and challenges.<br>• The report explains that most issues relate to team members' behaviours | | |

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| | <ul><li>**Issues** may be more internal such as team behaviours (e.g. leadership, structure, roles, communication) and drawing conclusions that are fair and balanced (positive and negative).</li></ul><ul><li>There are links between different factors (e.g. values, behaviours, roles) and useful comparisons with previous years to demonstrate the evolution of the Team Company.</li></ul> | <ul><li>There are useful comparisons with previous years to demonstrate the evolution of the Team Company.</li></ul> | <ul><li>or is caused by the programme / university.</li><li>The team does not identify the root cause of issues and challenges and/or take ownership for its role in managing these.</li></ul> |
| **Report Design (20%)** | <ul><li>The report is of a professional standard both in appearance and content, with a clear structure and effective use of formatting.</li><li>The report contains unique branding consistently (not based on pre-made templates) and profiles the team members.</li><li>The visual information enhances written content, several creative infographics are used throughout to present results in an engaging and impactful way.</li><li>The report is external-facing and could be understood by externals who do not know the team.</li><li>The document is engaging to read and easy to navigate with no contradictions or errors.</li></ul> | <ul><li>A well-structured professional report with one tone-of-voice, a contents page, cover page, page numbers and formatted sections.</li><li>Some element of branding is present, e.g. adaptation of an existing template, and the report includes outlines of team members.</li><li>Visual information highlights most results, with some infographics conveying elements of the team's performance.</li><li>The report is external-facing and could be mostly understood by externals who do not know the team.</li><li>The text has only a few small errors, no contradictions and consistent formatting used throughout. The document is easy to read.</li></ul> | <ul><li>The report lacks structure and the formatting is inconsistent.</li><li>The content of the report is text-heavy with only a few images/graphs included which do not communicate results clearly.</li><li>Profile photos of team members are unprofessional, i.e. not suitable for business audience.</li><li>The report could not be understood by an external audience.</li><li>There are many contradictions in the writing and/or errors, such as typos and grammatical mistakes.</li></ul> |

| Final Presen-tation (40%) | 1st 90-100% Outstanding | 1st 80-89% Exceptional | 1st 70-79% Excellent | 2.1 60-69% Good | 2.2 50-59% Adequate | 3rd 40-49% Weak | Marginal fail 35-39% Poor | Fail 15-34% Very poor | Fail 0-14% No meaningful attempt |
|---|---|---|---|---|---|---|---|---|---|
| % | 100-70% | | | 69-40% | | | 39-0% | | |
| Presen-tation of key learnings for internal audience (60%) | • The video content is 10 mins, aligns with the report, conveying significant team learning effectively for an internal audience. <br> • The video makes effective use of each of the 5 Es. There is an effective balance between engaging delivery and informative content. | | | • The video content is 10 mins, mostly aligns with the report, conveying key team learning effectively for an internal audience. <br> • The video makes use of some elements of the 5Es but may be stronger in one or two aspects (e.g. entertainment may have been prioritised over education or vice versa). | | | • The video is too long or too short and includes few/no learnings points. <br> • The video does not show consideration for the 5Es and/or does not effectively balance the different elements. | | |
| Q&A and Y3 Recognition Day (40%) | • The Team has been proactive in planning, organising and delivering activities for the Recognition Day that provided valuable learning and experience to all present. <br> • The whole Team Company is present* for the Q&A and the majority of team members participated actively in answering and asking questions. <br> • Their handling of the questions was professional, providing specific examples | | | • The Team has helped in the planning and delivered activities or positively contributed to the event. <br> • The majority of the team is present* for the Q&A, and mostly engages with answering and asking questions. <br> • Responses to questions from the audience provide some examples and several team members respond to questions. | | | • There is limited evidence that the team has contributed or participated in making the event a valuable experience for all present. <br> • Only half of the team (or less) are present for the Q&A event. Those who are absent have not communicated a valid reason in advance. <br> • Responses to questions from the audience lack specific examples or show a | | |

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| | and insights and showing unity and alignment across the team.<br><br>*Excluding team members with personal circumstances which prevent their attendance and have been communicated and agreed with the Team Coach and Module Leader in advance. See the Mark Variation [guidance](guidance) for details on personal circumstances. | | | lack of alignment and unity across the team. |

### 5.4.8 Assessment Offences

UWE Bristol's UWE's Assessment Offences Policy requires that you submit work that is entirely your own and reflects your own learning, so it is important to:

- Ensure you reference all sources used, using the UWE Harvard and the guidance available on UWE's Study Skills referencing pages.
- Avoid copying and pasting any work into this assessment, including your own previous assessments, work from other students or internet sources
- Develop your own style, arguments and wording, so avoid copying sources and changing individual words but keeping, essentially, the same sentences and/or structures from other sources
- Never give your work to others who may copy it
- If an individual assessment, develop your own work and preparation, and do not allow anyone to make amends on your work (including proof-readers, who may highlight issues but not edit the work)

**When submitting your work, you will be required to confirm that the work is your own,** and text-matching software and other methods are routinely used to check submissions against other submissions to the university and internet sources. Details of what constitutes plagiarism and how to avoid it can be found on UWE's Study Skills pages about avoiding plagiarism. To appeal offences, further detail can be found here.

## 5  UWE Resources and Regulations

*What do I do if I am concerned about completing this assessment?*

UWE Bristol offer a range of Assessment Support Options that you can explore through this link, and both Academic Support and Wellbeing Support are available.

For further information, please see the Academic Survival Guide and the resources in the Study Skills site.

*How do I avoid an Assessment Offence on this module?*

It is important to be aware of University policies and regulations regarding Assessment Offences. The following links may be helpful.

- UWE policies: Policies - Structure and governance | UWE Bristol
- Academic regulations: Academic regulations and procedures - Academic information | UWE Bristol
- Assessment integrity and offences: https://www.uwe.ac.uk/study/academic-information/assessments/academic-integrity
- Applying for Reasonable adjustments: https://www.uwe.ac.uk/life/health-and-wellbeing/get-disability-support/reasonable-adjustment
- Academic appeals: https://www.uwe.ac.uk/study/academic-information/academic-appeals/about-the-academic-appeals-process

Use the support above if you feel unable to submit your own work for this module.