



BRONZE

BUSINESS PLAN ACHIEVEMENT CRITERIA
BRONZE LEVEL

Please use your judgement to score each question ‘Insufficient’, ‘Sufficient’ or ‘Exceptional’ based on the descriptions given. Where an answer appears to fall into more than one category, please choose the option which is the best possible fit.

Section B: Market Research and Target Market

1. Here is a description of the Market Research done by us, including how many people we spoke to.

SCORE	DESCRIPTION
Insufficient	Students did little or no market research.
Sufficient	Students conducted some market research and provided an explanation of what they did, how they did it and how many people they spoke to.
Exceptional	Students conducted structured and well thought out market research. They have explained clearly and in detail how they did this and how many people they spoke to. The jury should be convinced that their chosen method and sample size was fit for purpose.

2. These are the results of our Market Research, including who is going to buy our product/service and why they will buy it.

SCORE	DESCRIPTION
Insufficient	Students showed little or no results of their market research. There is a limited understanding of their customer base and no obvious evidence of a market for the product or service.
Sufficient	Students have presented some market research results. This has given them a basic understanding of their customer base. There is evidence of a small market for the product or service.
Exceptional	Students have presented clear, detailed market research results. They have a good understanding of their customer base and there is clearly a considerable market for their product or service. Students have demonstrated a high level of analysis .

Section C: Competitors and Competitive Advantage

3. These are our main competitors and their strengths and weaknesses.

SCORE	DESCRIPTION
Insufficient	Students have filled in only limited information in the Competitor table. They display little or no understanding of their competitors' strengths and weaknesses.
Sufficient	Students have filled in most of the information in the Competitor table. They have a reasonable understanding of their competitors' strengths and weaknesses.
Exceptional	Students have completed the Competitor table in detail . They have demonstrated an excellent understanding of their competitors' strengths and weaknesses.

4. Our competitive advantage - This is why we are going to be better than our competitors:

SCORE	DESCRIPTION
Insufficient	Students have not stated what their competitive advantage is, or they have stated a competitive edge which is unconvincing .
Sufficient	Students have clearly stated a convincing competitive advantage.
Exceptional	Students have clearly stated what their competitive advantage is and this is convincing . It is clear that students have really analysed and used the results of their competitor research .

Section D: SWOT Analysis

5. This is our SWOT Analysis.

SCORE	DESCRIPTION
Insufficient	Students have failed to complete the SWOT analysis, or have answered partially . They have a very limited understanding of the Strengths, Weaknesses, Opportunities and Threats relating to their business.
Sufficient	Students have completed each section of the SWOT analysis. They have a basic understanding of the Strengths, Weaknesses, Opportunities and Threats relating to their business.
Exceptional	Students have completed each section of the SWOT analysis in detail with precise statements . They have a clear and realistic understanding of the Strengths, Weaknesses, Opportunities and Threats to their business. In addition, they have thought creatively about opportunities and shown some level of innovation .

Section E: Operational Plan

6. These are the one-off tasks we will need to do to actually start up our business:

SCORE	DESCRIPTION
Insufficient	Students have failed to identify any steps needed to start their business, or their understanding of what they need to do is limited .
Sufficient	Students have identified the key steps needed to start their business. Students have mentioned tasks related to at least two different areas of their business e.g. production (sourcing supplies and equipment), setting up financial systems etc.
Exceptional	Students have a logical and comprehensive list of steps needed to start their business. Students have mentioned specific tasks related to at least three different areas of their business e.g. production, marketing and finances.

7. These are the daily, weekly and monthly tasks we need to do to actually run our business:

SCORE	DESCRIPTION
Insufficient	Students have not identified any ongoing tasks needed to run their business, or their understanding of the tasks is limited . It seems unlikely that the school will be able to implement the business successfully.
Sufficient	Students have a basic list of daily, weekly and monthly tasks which covers all key areas of the business (production, marketing, sales and finances). The tasks appear to be feasible . It is likely that they will be able to implement their business successfully.
Exceptional	Students have written a comprehensive list of daily, weekly and monthly tasks that is very likely to be implemented successfully. They have a realistic idea of how long these tasks will take and have assigned responsibilities appropriately.

8. Our business team structure - Here are the names and positions of the business team members with a reference if they are teachers/students and a diagram of our business team structure (when possible).

SCORE	DESCRIPTION
Insufficient	Students have not described their business team structure, or have done so in a way which is not clear . There is considerably more opportunity for student involvement in the staffing of the business.
Sufficient	Students have clearly described their business team structure and stated if members are teachers/students. They may also have included a diagram. The business is staffed by students (as much as possible) .
Exceptional	Students have clearly described their business team structure in detail and stated if members are teachers/students. A diagram of the business structure is included . The business is staffed by students (as much as possible) and students' involvement is not just limited to production .

Section F: Marketing & Sales Plan

9. These are our 4 P's (Product, Price, Place, Promotion) including why we have come to these decisions.

SCORE	DESCRIPTION
Insufficient	Students demonstrate little understanding of the 4 P's. Answers given are either short with little explanation or are unclear/unrealistic . The reasoning given for the decisions made is not convincing .
Sufficient	Students demonstrate a good understanding of the 4 P's. Answers given are clear, realistic and detailed for all 4 P's. The reasoning given for the decisions made is convincing .
Exceptional	Students demonstrate an excellent understanding of the 4 P's. Answers given are clear, realistic and detailed for all 4 P's. The reasoning given for the decisions made is very convincing . In addition, the plan shows a high level of awareness of their target market and some innovative promotional techniques.

Appendix Section: Students in Action

Please find in this space 3 pictures (when possible) that clearly show our involvement as students in our business planning activities. We may also include here evidence of our business planning activities e.g. our market research questionnaire and our Profit Share Agreement.

SCORE	DESCRIPTION
Insufficient	No photos or any other evidence (e.g. student quotes) provided.
Sufficient	Some photos or other evidence provided (e.g. student quotes) that demonstrates student involvement in business planning activities.
Exceptional	Photos or evidence provided (e.g. student quotes) demonstrates student involvement across a range of business planning activities .

Financial Plan

1. Income
2. Costs
3. Profit

SCORE	DESCRIPTION
Insufficient	Students have listed little or no information in the Income, Costs and Profit sections, or they have listed invalid information. Overall, there is little or no evidence that the business plan is financially viable .
Sufficient	Students have listed appropriate information in all Income, Costs and Profit sections. The figures are reasonable given the nature of the business and size of the school. Overall, there is evidence to suggest that the business has the potential to be profitable . There may be some omissions or minor errors in their calculations.
Exceptional	Students have listed appropriate information in all Income, Costs and Profit sections. Overall, evidence suggests that the business has the strong potential to be profitable . All calculations must be correct and appear realistic . Further, this information should be consistent with details in the Business Plan e.g. products for sale, sales price, materials etc.

Start Up Budget a), b), c)

- a) Equipment & Supplies Start-Up
- b) Equipment we don't need to buy as we own/have access to:
- c) We will get the Start-Up capital needed for our business by:

SCORE	DESCRIPTION
Insufficient	Students have made major omissions or errors in their Start-Up Budget calculations. In addition, they have not explained how they will raise the Start-Up capital needed for their business or the explanation provided is unrealistic .
Sufficient	Students may have made some omissions or minor errors in their Start-Up Budget calculations. Students may have listed the equipment they don't need to buy (if applicable). They have given a realistic explanation of how they will raise their Start-Up capital (if applicable).
Exceptional	All calculations in the Start-Up Budget must be correct and realistic . Students have a clear and comprehensive understanding of the Equipment & Supplies Start-Up which they already have access to or need to buy. Further, all Start-Up Equipment and Supplies mentioned in the business plan have been included.

Students' and Teachers' Improvement on Skills

All schools must complete questions 1-6 of the 'Students' and Teachers' Improvement on Skills' section on the last page.