



**BUSINESS PLAN ACHIEVEMENT CRITERIA**  
**SILVER 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 <b>little or no</b> market research.
Sufficient	Students conducted <b>some</b> market research and provided an explanation of what they did, how they did it and how many people they spoke to.
Exceptional	Students conducted <b>structured</b> and <b>well thought out</b> market research. They have explained clearly and in <b>detail</b> how they did this and how many people they spoke to. You 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 <b>little or no</b> results of their market research. There is a <b>limited understanding</b> of their customer base and <b>no obvious evidence of a market</b> for the product or service.
Sufficient	Students have presented <b>some</b> market research results. This has given them a <b>basic understanding</b> of their customer base. There is evidence of a <b>small market</b> for the product or service.
Exceptional	Students have presented <b>clear, detailed</b> market research results. They have a <b>good understanding</b> of their customer base and there is clearly a <b>considerable market</b> for their product or service. Students have demonstrated a <b>high level of analysis</b> .

### 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 <b>limited information</b> in the Competitor table. They display <b>little or no</b> understanding of their competitors' strengths and weaknesses.
Sufficient	Students have <b>filled in most</b> of the information in the Competitor table. They have a <b>reasonable</b> understanding of their competitors' strengths and weaknesses and have <b>described</b> on what basis they will be competing with them on.
Exceptional	Students have <b>completed</b> the Competitor table in <b>detail</b> . They have demonstrated an <b>excellent</b> understanding of their competitors' strengths and weaknesses and have <b>clearly described</b> on what basis they will be competing with them on.

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

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

### Section D: SWOT Analysis

5. This is our SWOT Analysis:

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

**Section E: Operational Plan**

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

SCORE	DESCRIPTION
Insufficient	Students have failed to identify any steps needed to start/develop their business, or their understanding of what they need to do is <b>limited</b> .
Sufficient	Students have identified the <b>key steps</b> needed to start/develop their business. Students have mentioned tasks related to <b>at least two different areas of their business</b> e.g. production (sourcing supplies and equipment), setting up financial systems etc.
Exceptional	Students have a <b>logical</b> and <b>comprehensive</b> list of steps needed to start/develop their business. Students have mentioned specific one-off tasks related to <b>at least three different areas of their business</b> 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 <b>not identified</b> any ongoing tasks needed to run their business, or their understanding of the tasks is <b>limited</b> . It seems <b>unlikely</b> that the school will be able to implement the business successfully.
Sufficient	Students have a <b>basic list</b> of daily, weekly and monthly tasks which covers all key areas of the business (production, marketing, sales and finances). The tasks appear to be <b>feasible</b> . It is <b>likely</b> that they will be able to implement their business successfully.
Exceptional	Students have written a <b>comprehensive list</b> of daily, weekly and monthly tasks that is <b>very likely</b> to be implemented successfully. They have a <b>realistic</b> 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 our organogram:**

SCORE	DESCRIPTION
Insufficient	Students have <b>not described</b> their business team structure, or have done so in a way which is <b>not clear</b> . There is considerably <b>more opportunity for student involvement</b> in the staffing of the business.
Sufficient	Students have <b>clearly described</b> their business team structure and stated if members are teachers/students. They have <b>included an organogram</b> . The business is <b>staffed by students (as much as possible)</b> and they hold <b>specialised roles in clearly defined departments</b> .

Exceptional	Students have clearly described their business team structure in <b>detail</b> and stated if members are teachers/students. They have <b>included an organogram</b> . The business is <b>staffed by students</b> (as much as possible) and <b>not just limited to production</b> . Students hold <b>senior positions</b> in <b>clearly defined departments</b> .
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**Section F: Marketing & Sales Plan**

9. These are our 4 P's (Product, Price, Place, Promotion) and an explanation of what is new/has changed (if needed):

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

**Section G: Risk Assessment**

10. This is our Risk Assessment Table with the risks we identified that could affect our school business and how we will overcome them:

SCORE	DESCRIPTION
Insufficient	Students have <b>failed to complete</b> the Risk Assessment Table, or have only answered <b>partially</b> . They have a <b>very limited understanding</b> of the risks facing their school business and how to overcome them.
Sufficient	Students have <b>completed each section</b> of the Risk Assessment Table. They have a <b>basic understanding</b> of <b>some risks</b> facing their school business and how to overcome them.
Exceptional	Students have completed each section of the Risk Assessment Table in <b>detail</b> . They have a <b>clear and realistic understanding</b> of <b>various risks</b> facing their business and how to overcome them. In addition, they have given consideration to <b>all processes across the business</b> and both <b>current</b> and <b>future</b> risks.

**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 other evidence of our business planning activities e.g. our market research questionnaire and our Profit Share Agreement:

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

**Financial Plan**

1. Income
2. Direct Costs
3. Gross Profit
4. Indirect Costs
5. Net Profit

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

**Start Up Budget a), b), c), d)**

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

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