



**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 we did and what we found out about our target market, including **who** is going to buy our product/service and **why**.

SCORE	DESCRIPTION
Insufficient	Students did <b>little or no</b> market research. 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 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. 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 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. The jury should be convinced that their chosen method and sample size was fit for purpose. 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**

2. These are our three 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.
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.

3. **Our competitive advantage** - This is **how we are going to be better than our competitors** and **why customers will choose us, based on our market research:**

SCORE	DESCRIPTION
Insufficient	Students have <b>not stated</b> what their competitive advantage is, or they have stated a competitive edge that is <b>unconvincing</b> .
Sufficient	Students have <b>clearly stated a 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

4. **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

5. **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.

6. **Our business team structure** - Here is a **diagram** explaining **how our business is student-led** and **how we will divide roles and responsibilities between team members**.

SCORE	DESCRIPTION
Insufficient	Students have <b>not described</b> their business team structure, or have done so in a way that 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. <b>Students</b> (as much as possible) <b>staff the business</b> .
Exceptional	Students have clearly described their business team structure in <b>detail</b> and stated if members are teachers/students. <b>A diagram of the business structure is included</b> . <b>Students</b> (as much as possible) <b>staff the business</b> and <b>students' involvement is not just limited to production</b> .

## Section F: Marketing & Sales Plan

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

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> .
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> . In addition, the plan shows a high level of awareness of their target market and some <b>innovative</b> promotional techniques.

### Section G: Appendix – Students in Action

Please find in this space 3 pictures (when possible) that clearly show our involvement as students in our business planning activities (or if that’s not possible, we will share quotes from team members). 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	<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. Costs
3. Profit

SCORE	DESCRIPTION
Insufficient	Students have listed <b>little or no information</b> in the Income, Costs and Profit sections, or they have listed <b>invalid</b> information. Overall, 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 and Profit sections. The <b>figures are reasonable</b> given the nature of the business and size of the school. Overall, there is evidence to suggest that the business has the <b>potential to 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 and Profit sections. Overall, evidence suggests that the business has the <b>strong potential to 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)

- a) Equipment & Supplies Start-Up
- b) 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 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 Start-Up Budget calculations. They have given a <b>realistic explanation</b> of how they will raise their Start-Up capital (if applicable).
Exceptional	All calculations in the Start-Up Budget must be <b>correct</b> and <b>realistic</b> . 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 1-7 of the 'Students' and Teachers' Improvement on Skills' section on the last page.