



BUSINESS PLAN ACHIEVEMENT CRITERIA GOLD 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 A: Our Business Details

For data capture and context-setting only.

Section B: Market Research and Target Market

- Here is a description of the Market Research we did and what **new** information we found out about our target market, including **who** is going to buy our product/service and **why**.

SCORE	DESCRIPTION
Insufficient	You are not convinced that students have carried out adequate market research. Students show little or no results of any market research. There is a limited understanding of their customer base and no obvious evidence of a market for the product or service; conclusions appear to be based on assumptions or subjective statements .
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. Students have presented some useful market research results . This has given them a good understanding of their customer base. There is evidence of a reasonable market for the product or service.
Exceptional	Students conducted structured and well thought out market research using two or more different market research techniques (e.g. surveys and focus groups). They have presented clear, detailed results demonstrating a high level of analysis . They have explained clearly and in detail 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. They have an excellent understanding of their customer base and there is clearly a large market for their product or service.

Section C: Competitors and Competitive Advantage

- These are our three main competitors and their strengths and weaknesses:

SCORE	DESCRIPTION
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Insufficient	Students have filled in only limited information in the Competitor table. Or, they have completed the table but with an insufficient level of detail , implying little/no understanding of their competitors' strengths and weaknesses
Sufficient	Students have completed the Competitor table. They have a reasonable understanding of their competitors' strengths and weaknesses and have described on what basis they will be competing with them on.
Exceptional	Students have completed the Competitor table in detail . They have demonstrated an excellent understanding of their competitors' strengths and weaknesses and have clearly described on what basis they will be competing with them on.

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 not stated what their competitive advantage is, or they have stated a competitive edge which is unconvincing/unrelated to their market research.
Sufficient	Students have clearly stated what their competitive advantage and their reasoning is convincing .
Exceptional	Students have clearly explained what their competitive advantage is and their reasoning is convincing . It is clear that students have really analysed and used the results of their market research .

Section D: SWOT Analysis

4. 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 correctly . They have a good understanding of several Strengths, Weaknesses, Opportunities and Threats relating to their business.
Exceptional	Students have completed each section of the SWOT analysis correctly and 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

5. 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 students will be able to implement the business successfully.
Sufficient	Students have a clear list of daily, weekly and monthly tasks which covers all key areas of the business (production, marketing, sales and finances). The plan appears 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.

6. This is how we will use the business as an example in different subjects:

SCORE	DESCRIPTION
Insufficient	Teachers do not plan to use the school business as a live example in at least three different subject areas.
Sufficient	Students explain how teachers plan to use the school business as a live example in three or more different subject areas.
Exceptional	Students explain how teachers plan to use the school business as a live example in more than three different subject areas consistently throughout the school term/year.

7. **Our business team structure** – Here is a **diagram** explaining **how our business is student-led** and **how team members will rotate positions around the business**. We have included the **name, gender and year group** of each student to show that our business is inclusive of a range of students

SCORE	DESCRIPTION
Insufficient	Students have not shown/described their business team structure, or have done so in a way which is not clear . The business does not appear to be student-led. There is no evidence that every student will hold at least two different positions in the business in the next year.
Sufficient	Students have clearly shown their business team structure and stated if members are teachers/students. They have included an organogram . The business is staffed by students (as much as possible) in clearly defined departments . It is clear that every student will hold two or more different positions in the business in the next year.

Exceptional	Students have clearly shown their business team structure and stated if members are teachers/students. They have included an organogram . The team involves 45 or more students from two (or more) year groups . The business is staffed by students (as much as possible) and they hold senior positions in clearly defined departments . It is clear that every student will gain diverse experience by holding two or more different positions in the business in the next year.
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8. This is how we plan to mentor new students this year, in order to prepare them to join the business team next year:

SCORE	DESCRIPTION
Insufficient	There is no clear/convincing plan for recruiting and supporting new students to join the team.
Sufficient	There is a simple plan in place for recruiting and supporting new students to join the team.
Exceptional	There is a comprehensive and creative plan in place for inspiring and supporting new students to join the team.

Section F: Marketing & Sales Plan

9. Based on the results of our Market Research and Competitor Analysis, this is a breakdown of our 4 P's (Product, Price, Place, Promotion) and how they will help us reach our target market:

SCORE	DESCRIPTION
Insufficient	Students demonstrate little understanding of the 4 P's. Answers given are either short and generic , with little explanation , or unclear/unrealistic . The reasoning given for the decisions made is not convincing .
Sufficient	Students demonstrate a good understanding of each of the 4 P's. Answers given are clear and realistic . The reasoning given for the decisions made is convincing . The plan is appropriate for the business type and target market and logical considering the results of their market research and competitor analysis.
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 . Students demonstrate a high level of awareness of their target market and have utilised the results of their market research and competitor analysis results to develop an innovative, well-reasoned plan. Students plan to sell outside of the school grounds .

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 failed to complete the Risk Assessment Table, or have provided vague or overly simplistic information . They have a very limited understanding of the risks facing their school business and how to overcome them.
Sufficient	Students have completed each section of the Risk Assessment Table for at least three risks . They have a good understanding of some risks facing their school business and have identified simple, realistic and appropriate mitigation strategies to overcome them. They have given consideration to the majority of processes across the business and both current and future risks.
Exceptional	Students have completed each section of the Risk Assessment Table for at least three risks . They have an excellent understanding of several risks facing their business and have identified detailed, convincing and appropriate mitigation strategies to overcome them. They have given consideration to all processes across the business and both current and future risks.

Section H: Networking & Learning Opportunities

11. This is how, and how often, we plan to connect (in person, online or by phone) with other schools running school businesses and what we hope to learn from networking with other entrepreneurial schools:

SCORE	DESCRIPTION
Insufficient	Students do not describe any plan to connect with other schools running a school business, or they plan to do so in a way which seems unlikely to lead to any meaningful sharing of knowledge and experience between students which would help develop their skills or school business.
Sufficient	Students describe their plan to connect (in person, online or by phone) with one other school running a school business on a one-to-one basis, at least once per term . They have clear objectives which will support them to exchange knowledge and share their experiences with a view to furthering the development of their skills and school business .
Exceptional	Students describe their plan to connect (in person, online or by phone) with one (or more) other school running a school business, more than once per term . They have clear objectives which will support them to exchange knowledge and share their experiences with a view to furthering the development of their skills and school business .

Section I – Appendix: Students in Action

Please find in this space:

1. **Three pictures** that clearly show our involvement as students in our business planning activities
2. A copy of **our timetable** showing times in the week allocated for us to work on our school business
3. **Profit Share Agreement**, completed and signed

SCORE	DESCRIPTION
Insufficient	Of the list of three pieces of evidence required, 0-2 different pieces of evidence have been provided.
Sufficient	Of the list of three pieces of evidence required, all 3 pieces of evidence have been provided: <ul style="list-style-type: none"> • The three photos clearly show student involvement in business planning activities • And the timetable clearly shows that there is time allocated in the school day for students to work on the business, and/or • And students have agreed and documented how to spend their profit. At least 25% will be re-invested in the business and the remainder will be used towards an educational/social purpose
Exceptional	Of the list of three pieces of evidence required, 4 or more different pieces of evidence have been provided: <ul style="list-style-type: none"> • The three photos clearly show student involvement across a range of business planning activities • And the timetable clearly shows that there is time allocated in the school day for students to work on the business • And students have agreed and documented how to spend their profit. At least 25% will be re-invested in the business and the remainder will be used towards an educational/social purpose

Financial Plan

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

SCORE	DESCRIPTION
Insufficient	Students have listed little or no information in the Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections, or they have listed invalid information. There is little or no evidence that the business plan is financially viable .
Sufficient	Students have listed appropriate information in all Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections. The figures are reasonable given the nature of the business and size of the school. There is evidence to suggest that the business will be profitable . There may be some omissions or minor errors in their calculations.
Exceptional	Students have listed appropriate information in all Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections. Evidence suggests that the business will 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) **Equipment & Supplies Start-Up Budget**
- b) **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. They have given a realistic explanation of how they will raise their Start-Up capital (if applicable).
Exceptional	All calculations in their Start-Up Budget must be correct and realistic. 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.