



**SILVER**

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

SCORE	DESCRIPTION
Insufficient	Students showed <b>little or no</b> results of any 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 and have presented <b>clear, detailed results</b> . 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. 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 and have <b>described</b> on what basis they will be competing with them.

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.
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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 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 market 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 each section</b> 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 <b>completed each section</b> 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 that covers <b>all key areas of the business</b> (production, marketing, sales and finances). The plan appears 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 team members will rotate positions around the business**.

SCORE	DESCRIPTION
Insufficient	Students have <b>not shown/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 shown</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 <b>clearly shown</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</b> (as much as possible) and <b>not just limited to production</b> . Students hold <b>senior positions in clearly defined departments</b> .

### Section F: Marketing and Sales Plan

7. **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**

8. 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 <b>and</b> 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 <b>and</b> 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.

**Section H: 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 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) **Equipment & Supplies Start-Up Budget**
- 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	<b>All calculations</b> in their Start-Up Budget must be <b>correct and 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.