

|                             |                          |
|-----------------------------|--------------------------|
| <b>Centre name:</b>         | <b>Centre number:</b>    |
| <b>Candidate name:</b> Dave | <b>Candidate number:</b> |

| Strand    | (a) | (b) | (c) | (d) | (e) | (f) | Total |
|-----------|-----|-----|-----|-----|-----|-----|-------|
| Guidance  | NG  | LG  | NG  | NG  | LG  | NG  |       |
| Centre    |     |     |     |     |     |     |       |
| Moderator | 2   | 6   | 4   | 4   | 6   | 4   | 26    |

| The Enterprise Proposal - a first look  |   |
|---|---|
| <p>Does the proposal link to the following:</p> <ul style="list-style-type: none"> <li>• The promotional website</li> <li>• Three promotional items produced by the student</li> <li>• The team's collection of documents including those produced by the student</li> <li>• The financial model for the chosen enterprise (with added costs for advertising etc)?</li> </ul> <p>If not, can you find the evidence elsewhere?</p> | <p>Yes, although it is just another web page within the eportfolio with a series of links in a frame, including some unnecessary evidence.</p> <p>It does not take the audience through the proposal.</p> |
| <p>Do you get a clear sense of who the team is and what the enterprise is about without looking for other evidence?</p>   | <p>Yes, it is very clear.</p>   |
| <p>Is there enough information in the proposal to convince you that the enterprise would work? Do you get a 'Dragon's Den' feel for the proposal?</p>   | <p>The lack of research into the idea makes unconvincing.</p> <p>It is more of a justification for what they have done rather than a 'support us' proposal. There is no 'dragon's den' feel to it.</p>    |

| Project management - a first look   |   |
|---|---|
| <p>Looking at the team plan, is it clear that the team planned to work collaboratively?</p> | <p>Yes, it is clear that all team members were involved.</p>  |
| <p>Is it clear who will do what and when?</p>   | <p>Not entirely. The plan has been customised for Dave.</p> <p>Each candidate seems to have produced their own version of the final plan - a shame they didn't include all of them - it might have helped get more of a feel for the team working together.</p> |

| <b>Project management - a first look</b>                                  |                      |
|---|----------------------|
| <b>Is the contribution of this particular student clearly identified?</b> | Yes.                 |
| <b>Has the student kept a diary up-to-date throughout the project?</b>    | Yes.                 |
| <b>Will it help you to make judgements on the student's work?</b>         | To some extent, yes. |

| <b>Strand (b) Investigate a business opportunity</b>  |  |
|---|--|
| <b>Initial discussions</b>  |  |
| Is it clear what initial discussions took place, what decisions were made and why? Is it clear which idea the student will investigate?   | The diary entry on 9 <sup>th</sup> January says what decisions were made, but doesn't say what else was discussed or why the decisions were made.  |
| <b>Individual market research</b>   |  |
| Has the student produced an individual mind map for their allocated idea? Does it include the areas listed in the brief and shown in the outline mind map?<br>How well does it explore the idea?  | Yes and it is clear to read. It includes costs, legal constraints, materials, audience and people in detail.<br>There is a good attempt to identify factors to be investigated.  |
| How well has the student used appropriate sources and/or the mind map to explore the idea? Is there enough information about costs and other issues such as people, food/drink, tickets, materials, legal issues, etc?<br>How reliable is the information gathered? | There is evidence of research into potential numbers, and it is good to see evidence of use of some appropriate websites.<br>Some research can be inferred from the contents of spreadsheet.<br>Dave has listed the sources of the information he uses in several documents.<br>Some interviews were carried out, but it is not clear how/if Dave used this information.<br>There is insufficient evidence of reliable information having been gathered. There are detailed costs listed, but there is no back up evidence to say where these came from for most of the entries. |
| What evidence is there of market research amongst the student's age group? Has the student found out what they think, what they would pay, when the event should be held etc?   | A questionnaire has been used to find out if the disco would be a success and it explores a number of relevant issues.<br>Dave has prepared a report (on spreadsheet page) which has more comments on his survey results.<br>He attempts to justify the fact that his ticket price is much greater than people were prepared to pay and makes a few other sensible comments to help support his idea.<br>It is good to see that some 'real' research has been done into whether it is a good idea or not.  |
| <b>Individual modelling</b>   |  |
| Is there a spreadsheet model? Does it include the data and formulae given in the design?  | Yes, it is based on the given design.  |

| <b>Strand (b) Investigate a business opportunity</b>  |   |
|---|---|
| <b>Has the student added other data/formulae to enhance the model? Are all the data and formulae valid?</b>                       | <p>Dave has added other costs and income which are appropriate and has listed most of the sources, although it is unclear why he chose particular options which are not always supported by his survey results.</p> <p>The majority of people in the survey said they would pay £4 or less, but this is not reflected in the cost of tickets in the spreadsheet. However, Dave says in his report that he had to increase the charge because of event costs.</p>  |
| <b>Does the model allow a user to ask appropriate 'what if' questions? Is it possible to make decisions based on the results?</b> | <p>Assuming that 'number attending' and 'cost of tickets' are variables, then 'what-if' questions can be asked.</p> <p>It is impossible to be sure that reliable decisions can be made without explanations for some of the figures.</p> <p>Dave does not appreciate the purpose of the spreadsheet as a model; he declares his profit at a fixed sum of £690 for the 95 people attending. He has worked out the costs (with all his decisions) then seen there is a profit so decided it would work.</p> <p>No evidence of any 'what ifs' shown.</p> |
| <b>What has the student done to make it easy for others to use (such as formatting, cell protection, messages)?</b>               | <p>Little has been done - currency with 2 decimals, bold subheadings.</p> <p>It is not possible to tell from the pdf whether there is any cell protection.</p>  |
| <b>How effectively has the model been tested?</b>   | Some testing can be inferred.   |
| <b>And finally</b>  |   |
| <b>To what extent did the student's research help the team make a decision?</b>   | <p>The team was apparently pleased with Dave's costings.</p> <p>There is a lack of evidence to support the information he gave them.</p>  |
| <b>Is it clear what discussions took place and what decision was made?</b>  | The diary states that they all looked at each team member's model and says why Karen's idea was chosen.   |
| <b>What evidence is there of this student's contribution to the team's discussions?</b>   | There is a mention of Dave showing his model to the team and listening to them.   |

| <b>Strand (b) Investigate a business opportunity</b>  |   |
|---|---|
| <b>To what extent does the student's diary help to tell complete the picture at this stage? Does it include comments from the team on the model and other research? Does it include feedback offered to other team members?</b> | <p>Dave's diary is not very detailed and doesn't tell us very much about what was said.</p> <p>There are some simple reasons given for the final decision, but little else.</p> <p>There is no evidence of any feedback, only that Dave was happy with everyone's costings.</p> |
| <b>Has the student independently gone beyond the basic requirements of the brief in order to enhance the outcomes?</b>  | <p>Dave has included a number of additional factors in his model, but there is a lack of supporting evidence for the selection of data. There is a strong feeling that he did some useful research but missed out vital evidence to show what he has found.</p>                 |
| <b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>   | <p>Limited guidance.</p>  |
| <b>What degree of awareness of context and purpose is demonstrated (limited, some, reasonable, good)?</b>   | <p>Some-reasonable.</p>   |

Dave has generated some information for use in team discussions. He carried out a useful survey to find out what people want and has made some use of it.

Some interviews are detailed and a number of sources are given, but there is little other evidence to support the selection of some of the data used in his model.

His model does go some way towards providing useful information.

He had limited guidance for some aspects of the work.

He achieves 6 marks in this strand.

| <b>Strand (c) Create a corporate image</b>   |  |
|--|--|
| <b>Individual corporate identity</b>   |  |
| <b>What evidence is there of a team discussion to agree some principles? Is it clear what they are? If not, is it clear why not?</b>   | There is a document which shows the different ideas and the agreed company name and strapline, but little to explain the final decision.<br><br>Dave states that the agreed strapline is 'Not just a memory on the night but a memory for life'.   |
| <b>Has the student designed a corporate identity that includes a logo and the agreed name and strapline?</b>   | Yes.   |
| <b>Has the student annotated their design to explain their decisions?</b>  | Yes, there are a couple of comments but they are not particularly helpful.   |
| <b>How effective was testing? Has feedback been taken into account?</b>  | There is no evidence of feedback on Dave's design.   |
| <b>Agreed identity and documents</b>   |  |
| <b>Is there evidence that the team discussed all the designs? To what extent did this student contribute to the outcome?</b><br><b>Is the final agreed corporate identity clear?</b><br><b>Is it clear who was allocated each document template?</b> | There is a document which sets out each team member's design and states that Ricky's was chosen.<br><br>It is clear that the team misunderstood the requirements and each team member went off to design both the ticket and a set of business cards.<br><br>No one seemed to produce a complete letterhead. |
| <b>Is there a complete set of documents as required: a letterhead, a ticket and a business card for each team member?</b>  | Dave has submitted a business card for each team member and a ticket, using the agreed logo, but with variations on the wording of the strapline.<br><br>He has not submitted a letterhead although he has included Ricky's design for the agreed ID.  |
| <b>Individual document(s)</b>  |  |
| <b>Has the student individually produced their allocated document? Does it use the agreed corporate identity? Are the contact details correct?</b>   | Yes, but see above.<br><br>The ticket does not include contact details. The business cards only include a mobile number. The individual letterhead does not include contact details - there may be confusion between an example of the ID and a complete letterhead. The strapline is inconsistent.          |

| <b>Strand (c) Create a corporate image</b>  |  |
|---|--|
| <b>Are the documents fit for purpose? Do they contain all necessary info? Do they incorporate any other/ features you would expect to see in that type of document?</b> | The ticket contains details of location, time and cost and uses the agreed logo. There are several proofreading errors.<br><br>The business cards are quite good, using the agreed logo, and are consistent with the ticket, apart from the strapline. |
| <b>And finally</b>  |  |
| <b>To what extent does the student's diary help to complete the picture at this stage?</b>  | The diary does not help at this stage.   |
| <b>To what extent did the student contribute to the work of the team?</b>   | Apart from agreeing an ID, due to a misunderstanding, Dave has worked independently to produce his own documents.  |
| <b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>   | No guidance.   |
| <b>What degree of awareness of the objectives of the enterprise is demonstrated (limited, some, reasonable)?</b>  | Some.  |

Dave would obviously have benefited from more guidance to encourage him (and the rest of the team) to meet the specified requirements. However, he has produced a design for a corporate ID that demonstrates some awareness of audience and purpose and has contributed to the production of two business documents for the enterprise, even though this has not involved collaborative working as intended. The letterhead is missing.

He achieves 4 marks in this strand.

| <b>Strand (d) Promote a product or service</b>   |   |
|--|---|
| <b>Promotional website</b>   |   |
| <b>Is there a promotional website with four pages?</b>   | Yes.  |
| <b>Is there sufficient information about the event? Does it have contact details? Is it clear how to buy a ticket or get more information?</b> | It promotes a company running events, not the 'Class of 2006' enterprise (prom).<br>It includes contact details for the team members and information about the company, but nothing about the planned event.  |
| <b>Does the website reflect the agreed corporate identity?</b>   | Yes, it incorporates the logo and colour scheme.  |
| <b>How effective was testing? For functionality? For usability and impact? Is the site consistent?</b>   | Functional testing can be inferred as all the links work, but it is unlikely that the team sought feedback from good test users, since the website does not meet the requirements.  |
| <b>How well does it promote the enterprise?</b>  | It doesn't, other than to draw attention to the name.   |
| <b>Does the storyboard indicate who would do what?<br/>Has the work been distributed between the team? What has this student contributed?</b>  | There is a storyboard for three of the four pages. It is not clear here or in the diary who was to work on each page although it says this was decided.<br>It is unclear what Dave contributed, but he says that they each did one page each in his review. |
| <b>To what extent has this student contributed to the development of the website?<br/>Does the diary tell the story?</b>                       | We can only assume that the team worked together as suggested in the diary.<br>The diary does not help much.  |
| <b>Promotional materials</b>   |   |
| <b>Has the student produced three promotional items?</b>   | Yes.  |
| <b>Are the items appropriate for the target audience?</b>  | Yes.  |
| <b>Is there enough information? Does it tell you where to buy a ticket and how much it would cost? Are the contact details accurate?</b>       | No, there is no contact information on the adverts or the information point and no indication of where to purchase a ticket.<br>Venue, times and costs are clear and there is information about entertainment.  |

| <b>Strand (d) Promote a product or service</b>  |  |
|---|--|
| <b>Promotional website</b>  |  |
| <b>How effective was testing? For accuracy? For impact?</b>   | Limited testing can be inferred, but there are proofreading errors and vital information is missing.<br><br>The design is quite attractive, but there is no evidence of feedback from appropriate test users.<br><br>The strapline is inconsistent and is missing (as is the logo) from the screen-based advert.<br><br>The colour scheme is inconsistent for the newspaper advert and the on-screen advert.<br><br>A good test user should have pointed out that vital information - where to buy a ticket - was missing. |
| <b>Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use third party material?</b> | There are only a few images which are not from primary sources. One is acknowledged on the info point but there is no information about the others.<br><br>It is not clear whether permission has been gained.   |
| <b>And finally</b>  |  |
| <b>Are the promotional items consistent with each other and with the agreed identity?</b>   | No.  |
| <b>To what extent has this student contributed to the marketing of the enterprise?</b><br><br><b>How well does the diary help to tell the story?</b>      | Dave has contributed some items which vary in their usefulness.<br><br>He appears to have worked with the team to create the website.<br><br>The diary does not help.  |
| <b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>   | Yes.   |
| <b>What degree of SoAP is demonstrated (limited, some, reasonable, good)?</b>   | Some for audience, limited for purpose.  |

Dave has produced some promotional materials that demonstrate some awareness of audience, although after reading the content of all three items and the website we have no idea how/where to purchase a ticket.

He appears to have contributed to the development of a website for the enterprise that demonstrates limited awareness of purpose.

He achieves 4 marks in this strand.

| <b>Strand (a) Plan and manage the project</b>                                      |   |
|--|---|
| <b>Initial team plan</b>   |   |
| Did the team start with an up-front plan?  | Yes.  |
| Have all the main tasks been identified?   | Yes.  |
| Have main tasks been broken down into sub-tasks?                                   | No.   |
| Are tasks/sub-tasks in a logical order?  | Those included, yes.  |
| Does the plan differentiate between individual and team work?                      | Yes.  |
| Have both individual tasks and team tasks been allocated times? Are they sensible? | Only in terms of days, no detailed timings given.           |
| Has any time been allowed in case things go wrong?                                 | No.   |
| Have interim checkpoints been identified and have they been used?                  | No.   |
| Do you think the initial plan has been agreed with 'line manager'?                 | Unlikely.   |
| <b>Tracking and monitoring - some of these may be evidenced in the diary</b>       |   |
| How well has the plan been used to track progress?                                 | Not well, but there isn't enough detail to facilitate this. |
| Is there any evidence of monitoring (identifying and dealing with problems)?       | No.   |
| Has the plan been altered to take account of changing circumstances?               | No.   |
| Has the plan been used throughout the project?                                     | Yes.  |
| Is there anything to suggest that the team managed their time efficiently?         | No.   |
| <b>Individual project diary</b>  |   |
| Has the student kept a diary throughout the project?                               | Yes.  |

| <b>Strand (a) Plan and manage the project</b>  |  |
|--|--|
| <b>Is it clear what went well and not so well during the project - in relation to both individual and team work?</b> | No, it is a simple narrative.  |
| <b>Does it fill in the gaps to give a picture of what was going on within the team and on the project?</b>           | To some extent, in places, it gives an indication of what was happening, but not of the outcomes or the reasons for decisions. There is little about teamwork. |
| <b>And finally</b>   |  |
| <b>How well do the plan and diary 'tell the story' of the project?</b>   | Not well at all.   |
| <b>What did the student contribute to planning, tracking and monitoring?</b>   | No idea.   |
| <b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>            | Yes.   |

The team would have benefited from more guidance to produce a workable plan at the outset that was detailed enough to allow useful tracking throughout.

Dave has used his diary to record comments about what was done, but he should have been encouraged to include more detail that would track and communicate his progress, albeit difficult without a workable plan.

He achieves 2 marks in this strand.

| <b>Strand (e) Use an eportfolio to present an enterprise proposal</b>   |   |
|---|---|
| <b>The enterprise proposal</b>  |   |
| Is there a link to the complete proposal?   | Yes.  |
| Is the proposal the main focus of the eportfolio? Does it 'hit you in the face'?                                | No.   |
| Is the proposal clear - do you know what the enterprise is about?   | It is clear what the enterprise is about, although the proposal is more of a collection of evidence - a subset of the eportfolio. |
| <b>The eportfolio</b>   |   |
| How easy is it to find the way into the eportfolio?<br>How easy is it to navigate and locate items of evidence? | It's easy to access and to navigate.  |
| Does it conform to the technical specification - size and file formats?   | Yes.  |
| Is the layout clear?  | Yes.  |
| Do all the links work? Are there links to all the required evidence?  | All the links work and all required evidence is accessible, apart from the letterhead.  |
| Are the font and colour scheme conducive to on-screen viewing?  | Yes.  |
| Do the context pages 'fill in the gaps', i.e. tell us things we can't infer by looking at the evidence?         | Each context page offers a simple statement of what to expect.  |
| What can you infer about the effectiveness of testing?  | It is functional, so some testing can be inferred.  |
| <b>And finally</b>  |   |
| Did the student work independently? If not, how much guidance was needed (limited or significant)?              | Limited guidance.   |
| What degree of SoAP is demonstrated (limited, some, reasonable)?  | Some.   |

Dave has produced a basic eportfolio that includes the enterprise proposal and allows access to most of the required evidence using the Moderator's Toolkit. He could have made better use of the context pages to introduce the evidence and to present the enterprise proposal.

He achieves 6 marks in this strand.

| <b>Strand (f) Carry out an end of project review</b>  |  |
|---|--|
| <p><b>Does the review include some relevant comments about the enterprise proposal?</b></p> <p><b>Are there any evaluative comments/valid suggestions for improvements?</b></p> | <p>Dave has not understood the significance of the proposal, but has suggested improvements to individual aspects, a few of which are quite sensible, whilst others are too vague.</p> |
| <p><b>Does the review include comments about the student's investigations and their own performance?</b></p>  | <p>Yes, there are a few reasonable comments.</p> <p>Dave says that he did not contribute much to the team.</p>   |
| <p><b>How well has the student reviewed the performance of the team and their contribution to it?</b></p>   | <p>Some simple comments, not always realistic - he says that the team didn't really get started, but then gives 9/10 for team work!</p>  |
| <b>And finally</b>  |  |
| <p><b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b></p>  | <p>Yes.</p>  |

Dave has made some comments about the enterprise proposal and limited comments on the underlying processes. He has made some suggestions for improvement.

He achieves 4 marks in this strand.