

<b>Centre name:</b>	<b>Centre number:</b>
<b>Candidate name:</b> Alex	<b>Candidate number:</b>

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	3	1	4	4	5	2	19

The Enterprise Proposal - a first look	
<p><b>Does the proposal link to the following:</b></p> <ul style="list-style-type: none"> <li>• The promotional website</li> <li>• The promotional pack of three items</li> <li>• The team's set of documents using the agreed corporate ID</li> <li>• Financial information including the model for the chosen product with added costs for advertising etc?</li> </ul> <p>If not, can you find the evidence elsewhere?</p>	<p>The proposal links to the promotional pack, documents and supporting evidence and to the website.</p> <p>The model has been included (it happened to be the one Alex did), but it hasn't been updated with additional costs such as advertising.</p> <p>All evidence found easily.</p>
<p><b>Do you get a clear sense of who the team is and what the enterprise is about without looking for other evidence?</b></p>	<p>There is a brief introduction to the team on the home page and the purpose of the enterprise is clear - selling T-shirts.</p>
<p><b>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?</b></p>	<p>No, the proposal is just a link to the various pieces of evidence.</p> <p>There is no sense of a coherent whole, an explanation as to why the product is being sold or anything to persuade us to back it.</p>

Project management - a first look	
<p><b>Looking at the team plan, is it clear that the team planned to work collaboratively?</b></p>	<p>Yes. The plan differentiates between individual and team tasks, with notes to say who did what for the individual tasks.</p> <p>Alex's diary also shows that they worked as a team.</p>
<p><b>Is it clear who will do what and when?</b></p>	<p>Yes - notes on plan state this clearly.</p>
<p><b>Is the contribution of this particular student clearly identified?</b></p>	<p>Yes, again the notes are useful for this and the diary states what Alex did.</p>

<b>Project management - a first look</b>	
<b>Has the student kept a diary up-to-date throughout the project?</b>	Yes and useful comments have been made that help to clarify how the team worked and Alex's contribution.
<b>Will it help you to make judgements on the student's work?</b>	Yes. It gives us a feel for the whole project.

## Strand (b) Investigate a business opportunity

### 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?</b>	<p>The diary gives some information about who is going to research what, but there are no minutes or an explanation of what was discussed or how the team came up with the shortlist.</p> <p>Context pages are very brief and uninformative.</p> <p>It is clear that Alex was to investigate T-shirts.</p>
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### Individual market research

<b>Has the student produced a mind map for their allocated idea? How well does it explore the idea?</b>	<p>There are some useful headings and it is possible to make out some useful ideas.</p> <p>It does not identify important factors such as competition, legalities etc just - colour, price, printing (not costs - just layout), types and sizes.</p> <p>There is nothing to show that any feedback was sought or given on the mind map.</p>
<p><b>How well has the student used appropriate sources to research factors such as costs, suppliers, competitors, legal issues, health and safety issues, etc?</b></p> <p><b>How reliable is the information gathered?</b></p>	<p>Alex gives the T-shirt factory website as a source and two catalogues, but there are no other sources mentioned and it is not clear what information was gathered from these sources.</p>
<b>What evidence is there of market research? Has the student found out what potential customers think, what they would pay, etc?</b>	<p>Alex has included a team questionnaire that was used to help decide on the most popular product to sell. This was done after the spreadsheet model had already been produced- see diary notes.</p> <p>The questionnaire asks how much potential customers would be willing to pay for the above, but there's no way of knowing whether it refers to the chosen product.</p> <p>Charts have been produced to show findings.</p> <p>It would appear that three products were equally popular and it is not clear why T-shirts were chosen .</p>

<b>Strand (b) Investigate a business opportunity</b>	
<b>Individual modelling</b>	
<b>Is there a spreadsheet model? Are the formulae valid and accurate?</b>	There is only a very simple spreadsheet that does not allow any modelling to be carried out.
<b>Does the model reflect the student's research? Is it complex enough to mirror reality - does it take all key factors into account?</b>	N/A - see above
<b>Does it allow a user to ask appropriate 'what if' questions? Can they explore different options? Is it safe to make decisions based on the information it generates?</b>	N/A - see above
<b>How easy is the model for others to use? Have appropriate formatting features been used?</b>	N/A - see above
<b>How robust is it? Have cells been protected? Have steps been taken to reduce input errors?</b>	N/A - see above.
<b>How effectively has the model been tested?</b>	N/A - see above
<b>And finally</b>	
<b>To what extent will the student's research help the team make an informed decision?</b>	To a limited extent - the survey results could be used to inform the discussions.
<b>Are there minutes of the formal meeting? Is it clear what discussions took place, what decision was made and why? Are you convinced that the decision was sound?</b>	Yes (in the corporate ID section). The minutes state what was done and what was decided, but lack detailed information about why T-shirts were chosen or why other options were rejected.
<b>What evidence is there of this student's contribution to the team's discussions?</b>	The minutes give a little information about what was discussed.
<b>To what extent does the student's diary help to 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>	The diary helps to some extent, but it doesn't shed any light on the reason for choosing the T-shirt option or provide any useful information about the feedback Alex received from other team members.
<b>Did the student need guidance?</b>	No significant guidance.

<b>Strand (b) Investigate a business opportunity</b>	
<b>What degree of awareness of context and purpose does the student demonstrate (limited, some, good, sound, astute)?</b>	Limited.

Alex's contribution to the decision making process is minimal. Neither his research nor his 'model' give the team useful information to help them make an informed decision.  
He achieves 1 mark 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 for the enterprise? Is it clear what they are?</b>	No evidence at all. Team members appear to have gone off and done their 'own thing' after deciding on the T-shirt option ( see diary - 27 <sup>th</sup> Feb).  According to the plan they couldn't agree anything beforehand.
<b>Has the student designed a corporate identity that includes a logo, name and strapline? Does it adhere to the agreed principles?</b>	Yes, Alex has come up with his own design.
<b>Has the student annotated their design to explain their decisions? Is it clear how the design reflects the purpose and values of the enterprise?</b>	There are no annotations or explanations.
<b>How effective was testing? Has feedback been taken into account?</b>	Testing can be inferred from the quality of the design but there is nothing in the diary to indicate that test users were involved. There is a comment in the review about feedback from people in his class.
<b>Agreed identity and documents</b>	
<b>Is there evidence of team discussion to finalise the corporate identity? To what extent did this student contribute to the outcomes?</b>  <b>Is the final agreed corporate identity complete - logo, name, strapline, colour scheme, font, contact details etc?</b>  <b>Is it clear who was allocated each document?</b>	There is evidence in the plan notes and the diary that some discussion took place, but no explanation of the decision is given.  The team decided to use Alex's logo along with some bits of Jamie's.  The plan/diary make it clear who was responsible for which documents.
<b>Has the student produced their allocated document(s)?</b>	Yes, business card and letterhead. They contain accurate details and use the agreed identity.
<b>Is there a complete set of documents as required: letterhead, invoice, compliments slip, receipt, business card, agenda?</b>  <b>Does each document use the agreed corporate identity? Are the contact details correct?</b>	Yes, all present.

<b>Strand (c) Create a corporate image</b>	
<b>Individual document(s)</b>	
<b>Are the documents fit for purpose? Do they contain all necessary info? Do they incorporate the features you would expect to see in that type of document?</b>	Yes. Testing can be inferred as all match - font, colours and are consistent.
<b>And finally</b>	
<b>To what extent does the student's diary help to tell complete the picture at this stage?</b>	It helps! The diary and the plan together give a clear sense of collaboration and team work.
<b>To what extent did the student contribute to the work of the team?</b>	Alex contributed well to ensure consistent outcomes.
<b>Did the student need guidance?</b>	No significant guidance.
<b>What degree of awareness of the objectives and values of the enterprise does the student demonstrate (limited, some, good, sound)?</b>	Good.

Alex has developed a professional corporate identity and has produced documents that are fit for purpose. However, he has not explained his design decisions, nor is there any evidence of the team discussing and agreeing a set of principles at the outset.

An explanation for the selection of the chosen ID is not provided.

Alex achieves 4 marks for this strand.

<b>Strand (d) Promote a product or service</b>	
<b>Promotional website</b>	
<b>Is there a promotional website with at least four pages?</b>	Yes.
<b>How well does it promote the enterprise?</b>	<p>The website is well thought out and uses the corporate ID effectively. It provides enough information to enable someone to know exactly what is being sold, how much, what it looks like and where they can get it from.</p> <p>The enlarged images for different styles of T-shirts are particularly effective.</p>
<b>Is there sufficient information about the product? Are there contact details? Is it clear how to buy/sign up for the product and how to get more information?</b>	There is a contact page, plus a price page and the contact details are consistent with the business documents.
<b>Does the website reflect the agreed corporate identity?</b>	Yes, very much so. The team has used the logo as a background - similar shapes and same colour. It looks good.
<b>What can you infer about the effectiveness of testing? Was it tested for functionality, for usability and impact? Is it consistent?</b>	The website works and looks good. It is well-presented and makes effective use of thumbnails, with working enlargements. No scrolling is necessary. However, proofreading errors let it down.
<b>Does the storyboard indicate who is supposed to do what?</b>  <b>Has the work been distributed between the team?</b>	<p>Yes. Alex did the template (diary entry 2<sup>nd</sup> March) and completed a page - home page. He also linked them together.</p> <p>The team included a template in the storyboard and provided enough information about each page to enable it to be produced.</p>
<b>To what extent has this student contributed to the development of the website?</b>  <b>Does the diary tell the story?</b>	<p>There is evidence of a strong contribution from Alex. He created the template and home page and then helped some of the others with their pages. He also linked the pages together.</p> <p>The diary doesn't add a great deal, although it does give a feel for what went on.</p>
<b>Promotional pack</b>	
<b>Has the student produced a promotional pack of three items?</b>	Yes, flyer, car sticker and packaging.
<b>Is the target audience clearly identified?</b>	Yes.

<b>Strand (d) Promote a product or service</b>	
<b>Promotional website</b>	
<b>Are the items appropriate for the target audience?</b>	Yes.
<b>Is there enough information? Are the contact details accurate?</b> <b>Do the items clearly have a common purpose?</b>	All three products are well designed and reasonably consistent.  Flyer - who it is for, what it is and where to get more information - website. Also gives price.  Car sticker - where to get more information (web address); it's a T-shirt, what it looks like. Price is not there, but this can be found on the website.  Packaging is good. It makes it clear that it is for a T-shirt, gives web address.
<b>What can you infer about the effectiveness of testing? Was it tested for accuracy, for impact?</b>	All items look good, so effective testing can be inferred.
<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>	No clear evidence of appropriate permissions for images taken from the internet having been granted.
<b>And finally</b>	
<b>Are the items in the pack consistent with each other and with the agreed identity?</b>	Yes very much so.
<b>Are the items in the pack and the website complimentary? Do they work as a coordinated marketing strategy?</b>	The products are clearly a set with a common purpose. They complement each other. However, the target audience is not clear.  The packaging is very effective, as everyone will see the bag with the T-shirt in will be curious to know more!
<b>To what extent has this student contributed to the marketing of the enterprise and to the work of the team?</b> <b>How well does the diary help to tell the story?</b>	Alex has done well - his items are suitable and well thought out and he has made a major contribution to the enterprise website.  The diary entry for 6 <sup>th</sup> March is particularly relevant - Alex realised that he had done something wrong so told the rest of the team so they wouldn't make the same mistake.  By this stage there is a strong sense of team spirit.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.

<b>Strand (d) Promote a product or service</b>	
<b>Promotional website</b>	
<b>What degree of SoAP is demonstrated (limited, some, good, sound, astute)?</b>	Some.
Alex's work is generally excellent. Unfortunately he has not adhered to legal requirements so is restricted to 4 marks in this strand.	

<b>Strand (a) Plan and manage the project</b>	
<b>Initial team plan</b>	
<b>Did the team start with an up-front plan?</b>	Yes.
<b>Have all the main tasks been identified? Have main tasks been broken down into sub-tasks? Are they in a logical order?</b>	Yes, although there is no suggestion that the end-of-project review needs to be included in the eportfolio before final testing.
<b>Does the plan differentiate between individual and team work?</b>	Yes and even states who is doing what.
<b>Have both individual tasks and team tasks been allocated times? Are they sensible?</b>	Mostly, some are quite short considering the amount of work that went into it. 1 hour to get the eportfolio sorted - creating pages etc. However, many tasks included draft then feedback then completion.
<b>Has any contingency time been built into the plan?</b>	No, but there is plenty of time allocated to testing and corrections.
<b>Have interim checkpoints been identified and have they been used?</b>	No.
<b>Do you think the initial plan has been agreed with 'line manager'?</b>	Possibly.
<b>Tracking and monitoring - some of these may be evidenced in the diary</b>	
<b>How well did the team use the plan to track progress?</b>	This is well done, the comments along with the diary does this well.
<b>Is there evidence of monitoring (looking ahead, anticipating and dealing with problems)?</b>	There is little evidence of monitoring. Drew (another team member) took some work home to finish - results from questionnaire.
<b>Has the plan been altered to take account of changing circumstances?</b>	No, all dates and times are the same as the initial plan and there are no comments to say that extra time was taken.
<b>Has the plan been used throughout the project?</b>	Yes.
<b>Is there anything to suggest that the team managed their time efficiently?</b>	Only that they did what they were supposed to do on time.
<b>Individual project diary</b>	
<b>Has the student kept a diary throughout the project?</b>	Yes and it is interesting.

<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>	Not a lot appears to have gone wrong, but Alex has commented on problems that occurred when producing the promotional materials.
<b>Does it fill in the gaps to give a picture of what was going on within the team and on the project?</b>	The diary gives a clear impression of both team and individual work.  Alex could have included more about why things happened and decisions made.
<b>And finally</b>	
<b>How well do the plan and diary 'tell the story' of the project?</b>	Fairly well.
<b>What did the student contribute to planning, tracking and monitoring?</b>	The team got together to do the team plan and Alex's name is mentioned in the comments as completing work, so we can assume he was involved.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.

Alex does not appear to have used the plan to monitor progress.  
His diary does provide some useful information but lacks details on decision making.  
He achieves 3 marks in this strand.

<b>Strand (e) Use an eportfolio to present an enterprise proposal</b>	
<b>The eportfolio proposal</b>	
<b>Is there a link to the complete proposal?</b>	Yes.
<b>Is the proposal the main focus of the eportfolio? Does it 'hit you in the face'?</b>	Although there is a link to the proposal, there are also links to the relevant sections alongside it, as well as links to supporting evidence. The proposal page includes the same links as well.
<b>Is the proposal clear - do you know what the product is?</b>	Not immediately. Once you have explored all the materials then yes, but the proposal does not have a 'Dragon's Den' feel to it.  Alex takes you through the investigations before any final outcomes.
<b>The eportfolio</b>	
<b>How easy is it to find the way into the eportfolio? How easy is it to navigate and locate items of evidence?</b>	Easy.
<b>Is the layout clear? Does it make the most of available screen space?</b>	Each page is consistent and links are also consistent on each page.
<b>Does it conform to the technical specification - size and file formats?</b>	Yes..
<b>Do all the links work? Are there links to all the required evidence?</b>	Yes.
<b>Is the evidence well presented?</b>	Yes - consistent and easy to read.
<b>Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?</b>	Yes.
<b>Do the context pages 'fill in the gaps', i.e. tell us things we can't infer from looking at the evidence?</b>	Context pages are variable, but in the main are simple narrative and do not add very much to the overall picture.
<b>What can you infer about the effectiveness of testing? Did it go beyond checking functionality?</b>	The eportfolio works, but pages are text-heavy and there is no attempt other than through the use of colours to enhance the user experience.  The proposal is 'lost' as just another link and doesn't 'hit the moderator in the face'.  Effective testing should have flagged this up.

<b>Strand (e) Use an eportfolio to present an enterprise proposal</b>	
<b>And finally</b>	
<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, good, sound)?</b>	Good (not sound as the proposal is not given pride of place in the eportfolio)

Alex has produced an eportfolio that allows access to all the evidence and makes some use of the medium to present achievements, but fails to give pride of place to the enterprise proposal. He achieves 5 marks in this strand.

<b>Strand (f) Carry out an end of project review</b>	
<p><b>How well has the student reviewed the project outcomes, i.e. their enterprise proposal?</b></p> <p><b>Is it evaluative or merely a narrative 'I did this, then I did that.....'?</b></p> <p><b>How realistic is it? How close is it to your view of the project?</b></p>	<p>Alex has reviewed his promotional materials, but not the overall proposal - some confusion here.</p> <p>There are some valid evaluative comments.</p> <p>Alex review is generally realistic and is corroborated by information in the plan and the diary.</p>
<p><b>How well has the student reviewed the performance of the team and its impact on the project outcomes?</b></p> <p><b>Is it evaluative or merely a narrative 'We did this, then we did that.....'?</b></p>	<p>There are some good comments about how the team worked together, how they made sure that they were not too dependent on one another and helped one another out. Alex also talks about catching up. He says he found the diary useful and was sure the others did too.</p> <p>There is some degree of evaluation in these comments.</p>
<p><b>How well has the student reviewed their own performance, both as an individual and as a team member?</b></p>	<p>Alex has made some good points.</p>
<p><b>Is feedback from reviewers included? And, if so, does the student reflect on what was said?</b></p>	<p>Yes, quite a few times and Alex has responded to it.</p>
<p><b>Are suggestions for improvement specific or vague? Are they valid? Are there suggestions for improvement for the enterprise materials and for own/team performance?</b></p>	<p>There are some specific suggestions for improvements.</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>

Alex has not made evaluative comments on the quality of the proposal, but he has included comments on various aspects of the project, including the products. He has included some feedback but not really taken account of it.

He achieves 2 marks in this strand.