

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

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	NG	NG	NG	NG	NG	NG	
Centre							
Moderator	3	3	4	4	4	3	21

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>• 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 a presentation which allows access to all the items listed.</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>It is clear by the end of the presentation that the products are coloured wigs, but it is not really clear why.</p> <p>James, Marissa and I are mentioned but it's not clear at this stage who 'I' is.</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>No, there is insufficient information about background research or financial modelling.</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. All team members are mentioned.</p>
<p>Is it clear who will do what and when?</p>	<p>Yes.</p>
<p>Is the contribution of this particular student clearly identified?</p>	<p>Yes.</p>
<p>Has the student kept a diary up-to-date throughout the project?</p>	<p>It was kept up until the last promotional item, just lacks the final stages of completion.</p>

<b>Project management - a first look</b>	
<b>Will it help you to make judgements on the student's work?</b>	Yes.

<b>Strand (b) Investigate an enterprise opportunity</b>	
<b>Initial discussions</b>	
<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>	It is not clear what discussions took place, but it is clear which idea each member was to investigate, with Iain and Conner changing their ideas to something 'easier'.
<b>Individual market research</b>	
<b>Has the student produced a mind map for their allocated idea? How well does it explore the idea?</b>	Iain has produced a mind map showing a number of factors he should investigate/take into account.
<b>How well has the student used appropriate sources to research factors such as costs, suppliers, competitors, legal issues, health and safety issues, etc?  How reliable is the information gathered?</b>	Iain has included some information about costs in his model and presentations, but there is no evidence of the information gathering process other than details of the sources.  Some of it is quite convincing, but it is impossible to establish its reliability.
<b>What evidence is there of market research? Has the student found out what potential customers think, what they would pay, etc?</b>	Iain says that he carried out interviews and has listed them in his sources table, but he has not included the evidence.
<b>Individual modelling</b>	
<b>Is there a spreadsheet model? Are the formulae valid and accurate?</b>	There is a spreadsheet model that takes a number of factors into account.  It is, however, very confusing, and doesn't distinguish well between profit for each key-ring and total profit. It also assumes that they will sell 350. This is more than one per pupil in the year group!
<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>	Although there is insufficient supporting evidence, the model reflects the information Iain says he has found and this is explained in his presentation to the team.  The model allows additional factors to be taken into account based on sales and number purchased.
<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>	Although it is impossible to tell exactly which cells hold variable data due to the pdf format, the model certainly allows some 'what if' questions to be asked.

<b>Strand (b) Investigate an enterprise opportunity</b>	
<b>How easy is the model for others to use? Have appropriate formatting features been used?</b>	There is no evidence to show that anything has been protected or anything done to reduce input errors.  Some simple formatting has been carried out - currency (not all currency cells have been formatted), colour coding for income and expenditure. IF statements generate appropriate messages.
<b>How robust is it? Have cells been protected? Have steps been taken to reduce input errors?</b>	No evidence.
<b>How effectively has the model been tested?</b>	Some testing can be inferred as the spreadsheet is quite complex but appears to be functional, if complicated to use.
<b>And finally</b>	
<b>To what extent did the student's research help the team make an informed decision?</b>	Although there is insufficient evidence of Iain's research, his presentation and model should have helped the team to make a decision.  The minutes show that Iain provided this information to the team.
<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, but they lack detailed information about why the decision was made.  There is some suggestion that market research supported the decision, but there's no evidence of this.
<b>What evidence is there of this student's contribution to the team's discussions?</b>	The only information about Iain's contribution are in the minutes.
<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 does not help to complete the picture, other than to explain the effect of Conner's absence.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>What degree of awareness of context and purpose is demonstrated (limited, some, good, sound, astute)?</b>	Some.

Iain's research should have helped the team to make a decision, in that he has produced a spreadsheet model that generates some reliable information and allows the team to ask some 'what if' questions. However, he has not provided sufficient details about the information gathered or its reliability.

He achieves 3 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 for the enterprise? Is it clear what they are?</b>	There is only a brief mention of a discussion and no information about any agreed principles or why they were chosen.
<b>Has the student designed a corporate identity that includes a logo, name and strapline? Does it adhere to the agreed principles?</b>	Iain has produced a letterhead that includes a logo and a name. There is no separate strapline, but Iain explains that he decided to incorporate the slogan in the logo.  There is no way of knowing whether it conforms to the agreed principles. In fact, it's questionable if there were any.
<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>	Yes, Iain has annotated his design with helpful comments.
<b>What can you infer about the effectiveness of testing? Has feedback been taken into account?</b>	There is no evidence of testing or feedback.
<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>	The diary simply mentions that there was a unanimous decision to use Marissa's design.  The final address is the one that Iain had on his original letterhead. James didn't use it but Marissa did.  The final identity is complete and the plan clearly states who is to produce each document.
<b>Has the student produced their allocated document(s)?</b>	Iain has produced the agenda and receipt, plus Conner's invoice (see diary).
<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>	The set is complete, using the agreed identity and contact details.

<b>Strand (c) Create a corporate image</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>	<p>Most of the documents are fit for purpose.</p> <p>The invoice includes VAT and allows space for a number of different items even though there is no evidence that more than one product will be available.</p> <p>The receipt is good.</p>
<b>And finally</b>	
<b>To what extent does the student's diary help to complete the picture at this stage?</b>	There are some helpful comments about how the team worked together to produce a consistent set of documents, including dealing with Conner's absence.
<b>To what extent did the student contribute to the work of the team?</b>	Iain has clearly contributed well to the work of the team by creating an additional document using the agreed identity and there is evidence of communications in the diary.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.
<b>What degree of awareness of the objectives and values of the enterprise does the student demonstrate (limited, some, good, sound)?</b>	Some/good.

Iain demonstrates some awareness of the requirements in his original design for a corporate ID and has contributed to the set of documents by producing three documents which incorporate the agreed identity.

Some testing can be inferred, but there is no evidence that Iain has received feedback from others other than mention of teamwork in the diary.

The lack of evidence of initial discussions to agree any principles and of reasons for the final agreed corporate identity restricts the mark to 4.

<b>Strand (d) Promote a product or service</b>	
<b>Promotional website</b>	
Is there a promotional website with at least four pages?	Yes.
How well does it promote the enterprise?	It does quite a good job, but lacks images.
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?	It has prices and contact details, but gives no indication of what the product would look like.
Does the website reflect the agreed corporate identity?	Yes.
What can you infer about the effectiveness of testing? Was it tested for functionality, for usability and impact? Is it consistent?	The site is fully functional and consistent so some testing can be inferred, but usability testing should have picked up on the lack of product information.  There is no image indicated on the storyboard either.
Does the storyboard indicate who is supposed to do what?  Has the work been distributed between the team?	Yes, each team member was to produce one page.  Iain was allocated the home page.
To what extent has this student contributed to the development of the website?  Does the diary tell the story?	The plan indicates that the team worked well together, with each team member completing their allocated task.  The diary supports this by explaining how the team helped one another to improve their pages and ensure consistency.
<b>Promotional pack</b>	
Has the student produced a promotional pack consisting of three items?	Yes.
Is the target audience clearly identified?	Yes.
Are the items appropriate for the target audience?	Yes.

<b>Strand (d) Promote a product or service</b>	
<p><b>Is there enough information? Are the contact details accurate?</b></p> <p><b>Do the items clearly have a common purpose?</b></p>	<p>There are no contact details on the T-shirt.</p> <p>Details on the information point are correct.</p> <p>On the flyer, students are told to go to the concourse, but there are no days or times given.</p> <p>The logo is a strong visual link, but the product is not clear.</p> <p>We have no idea what the wig looks like.</p>
<p><b>What can you infer about the effectiveness of testing? Was it tested for accuracy, for impact?</b></p>	<p>Iain mentions feedback he received on his leaflet and action taken.</p> <p>There is a spelling error on the T-shirt and formatting and grammar errors in the information point.</p> <p>Although the contact details are correct on the information point, there is no information about the product or what it looks like.</p> <p>Testing should have picked up on the lack of information about the product and the fact that it is unrealistic to give away a free printed T-shirt with each wig for only £5.</p>
<p><b>Has the student taken the intended purpose/context of each item into account and gained permission where necessary to use third party material?</b></p>	<p>Apart from the T-shirt, all other images are from primary sources.</p>
<b>And finally</b>	
<p><b>Are the items in the pack consistent with each other and with the agreed identity?</b></p>	<p>Yes.</p>
<p><b>Are the items in the pack and the website complementary? Do they work as a coordinated marketing strategy?</b></p>	<p>It is clear that the intention is to produce a set with a common purpose in that the T-shirt draws attention, the flyer tells them where to find the product and the information point attempts to give more information, but they fall short of the mark.</p> <p>There are some good explanations for the designs in a separate presentation.</p>
<p><b>To what extent has this student contributed to the marketing of the enterprise and to the work of the team?</b></p> <p><b>How well does the diary help to tell the story?</b></p>	<p>Iain appears to have contributed fully to the work of the team.</p> <p>He explains how he gave and received feedback, but does not provide any evidence of this or of action taken as a result.</p>

<b>Strand (d) Promote a product or service</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, astute)?</b>	Some.

Iain has produced a set of promotional materials that demonstrate some awareness of audience and purpose. He has also contributed to the development of a promotional website that has a strong selling ethos, but lacks images.

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? Have main tasks been broken down into sub-tasks? Are they in a logical order?	Most have been identified - the proposal and review are missing.
Does the plan differentiate between individual and team work?	Yes.
Have both individual tasks and team tasks been allocated times? Are they sensible?	Yes.
Has any contingency time been built into the plan?	Yes.
Have interim checkpoints been identified and have they been used?	No.
Do you think the initial plan has been agreed with 'line manager'?	Yes.
<b>Tracking and monitoring - some of these may be evidenced in the diary</b>	
How well did the team use the plan to track progress?	Very well.
Is there evidence of monitoring (looking ahead, anticipating and dealing with problems)?	Yes, there are a few comments on the plan. Conner's absence was dealt with and the team completed all tasks whether he was there or not. Iain did some extra work to make up for Conner's absence.
Has the plan been altered to take account of changing circumstances?	Yes, where necessary although the use of contingency time meant that few changes were necessary.
Has the plan been used throughout the project?	Yes.
Is there anything to suggest that the team managed their time efficiently?	Yes.
<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>	It has some good comments about how well the team worked together and how they dealt with Conner's absence.  It does not give much information about what took place during discussions or of action taken as a result of feedback.
<b>Does it fill in the gaps to give a picture of what was going on within the team and on the project?</b>	It helps in some respects, particularly in terms of collaborative working.
<b>And finally</b>	
<b>How well do the plan and diary 'tell the story' of the project?</b>	The team plan is helpful; the diary adds some of the missing information.
<b>What did the student contribute to planning, tracking and monitoring?</b>	Iain has used his diary to keep track and there is limited evidence of monitoring in the diary.
<b>Did the student work independently? If not, how much guidance was needed (limited or significant)?</b>	Yes.

Iain has independently made use of the plan and diary to track and communicate progress. There is limited evidence of monitoring.  
He achieves 3 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'?	There is a clear link to the proposal at the top - it would have helped if the adjacent link to contents actually went to a separate page.
Is the proposal clear - do you know what the product is?	It is clear by the end of the presentation that the products are coloured wigs, but it is not really clear why.  The proposal mentions 'our college year group', but it is not clear that the focus is the Class of 2006.
<b>The eportfolio</b>	
How easy is it to find the way into the eportfolio? How easy is it to navigate and locate items of evidence?	It is easy to find the evidence.
Is the layout clear? Does it make the most of available screen space?	It is not very clear; it uses one very long contents page which involves considerable scrolling.  Viewers are likely to end up with a lot of separate windows open.
Does it conform to the technical specification - size and file formats?	Yes.
Do all the links work? Are there links to all the required evidence?	Yes, it all works and all required evidence is included.
Is the evidence well presented?	Not as well as it might be. The enterprise proposal reads more as a presentation of evidence to the moderator.  There are some helpful comments to introduce items on the contents page, but no sense of this being the focus of the project.  There is certainly no 'dragon's den' feel, although the front screen is good with the direct link to the proposal.
Are the font and colour scheme conducive to on-screen viewing? Are the fonts resizable?	The colour scheme is uninspired, particularly given the fun nature of the enterprise but it works ok on screen and the fonts are resizable.
Do the context pages 'fill in the gaps', i.e. tell us things we can't infer from looking at the evidence?	There are no context pages, just the table of contents with some brief comments.

<b>Strand (e) Use an eportfolio to present an enterprise proposal</b>	
<b>What can you infer about the effectiveness of testing? Did it go beyond checking functionality?</b>	Although the eportfolio is fully functional, it is unlikely that testing went beyond this.  Usability/impact testing should have alerted Iain to the shortcomings of the user interface and to the fact that the proposal lacks focus.
<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>	Some.

Iain has produced a basic eportfolio that includes the enterprise proposal and allows access to all of the required evidence using the Moderator’s Toolkit. It does not make much use of the medium to present achievements.

Iain has included some comments on what was done.

He achieves 4 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>Iain has made some brief comments about the proposal as a whole.</p> <p>There is a lot of narrative about process, which adds little to the information in other parts of the eportfolio.</p> <p>Iain appears to have opted for quantity rather than quality! There is very little evaluation.</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 a number of positive comments about team work and how it ensured that the project was completed.</p>
<p><b>How well has the student reviewed their own performance, both as an individual and as a team member?</b></p>	<p>There are some comments about Iain’s own performance and his contribution to the team.</p>
<p><b>Is feedback from reviewers included? And, if so, does the student reflect on what was said?</b></p>	<p>There is very little on this, mostly comments about ‘positive feedback from my team members’.</p> <p>Iain hasn’t reflected on the quality of feedback or whether he asked the right people.</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 good 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>

Although Iain has commented on the enterprise proposal and on the underlying processes, his comments are largely narrative; there is limited evaluation. He has not incorporated feedback from reviewers, but he has made some sensible suggestions for improvements in the final column of the review document.

He achieves 3 marks in this strand.