



**BSBMGT517**  
**Manage operational plan**

**Assessment Tool**

**STUDENT COPY**

<b>Student Name:</b>	
<b>Student ID No:</b>	

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## How Do I Use This Book?

*Your assessor will go through this handbook and the assessment activities with you in detail, before the assessment process begins.*

***This Handbook is divided into two sections:***

- **Section 1 -The introduction –** which provides general information about the unit(s) of competency you, will be assessed in.
- The **second section** contains specific detailed information of the assessment component activities. You will need to complete each assessment activity completely and to the required standard explained to you by your trainer and in this handbook in order to achieve competence in this assessment process

Welcome to your assessment on the following unit(s) of competency

## Assessment Resource Summary

<b>Unit Details</b>	BSBMGT517 Manage operational plan	
<b>Assessment Type</b>	This is a <b>summative assessment</b> , which requires each student being able to practice prior to undertaking this assessment	
<b>Assessment Methods</b>	<b>Case study/Research/Project</b>	<b>Assessment 1</b> <i>Case study/research – create an operational plan</i>
	<b>Role Play</b>	<b>Assessment 2</b> <i>Role Play No 1</i>
	<b>Role Play</b>	<b>Assessment 3</b> <i>Role Play No2 Monitor and review operational performance</i>
	<b>Written Assessment</b>	<b>Assessment 4</b> <i>(Written Assessment)</i>

## Unit Summary

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Code	Title	Unit Sector
BSBMGT517	Manage operational plan	Management and Leadership – Management

<b>*Prerequisite Unit</b>	Nil
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# General Instructions to Student

Please read all the information before you proceed to complete the assessment tasks. If you do not understand any part of these instructions, please ask your trainer/assessor.

## **Objective of Assessment**

The primary objective of assessment is to support and encourage your learning. Assessment results give the assessor an indication of how well you have learnt in class and or areas you may need extra support with. The assessments are intended to be equitable, fair and flexible. All the information, skills and knowledge being assessed by the assessments have been based on theory, practical and skills delivered by your trainer/assessor during classes, and or during self-directed study and meet the requirements of the unit of competency.

## **Assessment Feedback and Support throughout the Assessment Process**

Students are encouraged to reflect on key observations and issues encountered during their studies to encourage learning. Knowing what you understand or have mastered and identifying where you need to improve the critical skills for successful learning.

Your assessor will give you feedback throughout the duration of the unit you are studying and after assessment results. The feedback given to you will always be to support your achievements and to monitor your progress throughout your studies.

## **Reasonable Adjustment or Special Needs**

In the situation where you or your assessor feel that extra support needs to be given, your assessor will organise a time to meet with you and discuss the options available to you. Your assessors aim is to ensure the successful completion of your course with the least amount of difficulty.

Reasonable adjustment will be provided for students with a disability or learning difficulty according to the nature of the disability or difficulty. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment.

In assessing the competence of individuals, assessors must provide for reasonable adjustments to ensure the assessment principles of fairness and flexibility are addressed. However, assessors must be confident that reasonable adjustments do not compromise the outcomes of the unit and the integrity of the qualifications and Statements of Attainment issued as certification of achievement.

### Achieving a Satisfactory Result and Reassessment

This qualification is based on Competency based training.

There are two outcomes for each assessment task level:

**S (S) = Satisfactory**

**Or: (NS) = Not Satisfactory** (requires more training and experience or evidence to complete the assessment).

You must achieve a satisfactory result for all components of the unit tasks to be deemed overall **Competent (C)** in this unit.

- Should you not be successful in your attempt your assessor will provide directive feedback to guide to success in your second attempt; i.e. reassessment.
- You will be given two (2) re-assessment opportunities of which one will be at no cost to you but the second one will incur a fee. Please refer to the fee schedule located on the website.
- Assessment reasonable adjustment may be exercised by your assessor at their discretion.

### Appeal an Academic Decision

Where a student does not agree with the Assessors decision they should first discuss the issue with the assessor and try to reach an understanding of the decision and a way forward to get the issue resolved.

If this informal approach does not lead to a satisfactory result for the student and he/she believes is unfair, then they may ask for another trainer/assessor to objectively re-mark their submission.

If the result and feedback from the 2<sup>nd</sup> re-marking is consistent with the first marking – yet the student still wishes to pursue the matter further - they may then lodge an appeal following the College's Complaints and Appeals process. Please refer to the Victorian College of Education Complaints and Appeals Policy for further details.

### Cheating and Plagiarism

**Victorian College of Education will not tolerate Cheating and plagiarism from any student.** Evidence of plagiarism and cheating are treated on a case by case basis and consequences for students engaging in such practices may include being deemed **Not Yet Satisfactory** in the assessment or **Not Yet Competent** in the unit or exclusion from the course If you are caught cheating, you will be required to re-enrol in the unit which will incur a fee. Please refer to the schedule of fees on the VCEA website.

### Submitting Assessment Tasks

You must submit all assessment tasks together with the provided cover sheet. Work submitted without a coversheet will be returned unmarked. **ALL** tasks must be completed in legible English. It is preferable that tasks are typed where this is not possible or where room is provided on a paper for short answers, you must write clearly.

#### Cover sheets

Student must submit a completed coversheet with all assessments tasks, ensuring the student declaration section is signed. Assessment cover sheets are available from the front office.

#### Due dates

Submissions must be made by the due date. Late submissions will be treated as reassessment unless the student gets the pre-approval from the trainer.

#### Referencing

Students should follow the Harvard style of referencing on all assignments, reports and project submitted.

### Student Access to Records

Students have the right to access current and accurate records of their participation and results at any time. Students can see their results by requesting the information from their trainer/assessor or can request a copy of records by contacting student administration.

### Due Date and Extensions

Submit the task before or on due date. If you need extensions consult your trainer/assessor. Remember extension is a mutual agreement between you and your trainer/assessor and this can be obtained if the need is genuine or under compassionate circumstances. You will be required to submit your request for extension in writing to your trainer and attach any supporting documents.

# General information on Assessment Methods

Assessment tasks may be structured with any combination of

- a) Written tasks assignment/projects.
- b) open book tests
- c) closed book exams
- d) role plays,
- e) Practical demonstrations.

Each unit will clearly show

1. How many tasks there are
2. What the nature of the task is – (see above)

You must complete all of these units and **gain a satisfactory result in all tasks in order to be deemed competent in the unit.**

## Written Tasks

- Ensure you are clear on the topic. If you are unsure please ask questions to your trainer/assessor.
- If it is an **open book test:** -You will have to bring your own books for reference
  
- If this is a **closed book exam** – **No books or smart phones** will be allowed on your desk.
- Ensure you know what date and what time the test will start and what the duration is allowed to complete the test.
- In your responses please ensure you print clearly
- **In order to achieve satisfactory, ALL questions MUST be answered CORRECTLY**
- Use a pen. Assessments written in pencil or red pen will not be accepted.
- If your writing is illegible your trainer may request, you to type your written task. You will then need to sign the student declaration of authenticity. Your trainer at their discretion may also quiz you with verbal questions for deeming authenticity.
- Ask your assessor if you do not understand a question. Whist your assessor cannot tell you the answer, he/she may be able to re-word the question for you.
- Do not talk to your classmates. If you are caught talking, you will be asked to leave and your assessment will not be marked.
- Do not cheat. Anyone caught cheating will automatically be marked **Not Satisfactory (NS)** for this assessment. There are **NO EXCEPTIONS** to this rule.

# Learner Declaration

I understand what is required to be completed in this assessment. I have been fully informed and I am confident to proceed.

Learner Name:	Learner Signature:	Date:

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# Assessment 1 – Case Study – Operational Plan

This task requires you to assume the role of 'Operations and Finance Manager' for King Edward VII College and liaise with the CEO to discuss and then develop an operational plan.

Remember an operational plan is **NOT a business plan but is a plan that explains how aspects of the business plan will operate**. It goes deeper into far more details.

Operational planning takes the broad strategies and objectives outlined in the strategic business plan, turns them into specific tasks and allocates the people and other resources of the organisation to get them done.

For this task you will be using a case study scenario. You will need to read the background information. Follow the instructions for part 1 and part 2 which will assist you in preparing your operational plan.

**Please read the following scenario.**

## Case Study:

*King Edward VII College has been operating for five years. The College is based in Melbourne CBD and offers a range of courses in management, marketing, human resources and international business and currently has around 500 students enrolled across all its courses. Courses are offered at all levels from Certificate II to Graduate Diploma. The College is very popular due to its competitive pricing structure, innovative teaching methods and state of the art facilities.*

*The College currently employs 24 staff members that include the CEO, a Marketing Manager and Marketing Assistant, Human Resources Manager, Operations and Finance Manager, Administration Manager, Office Assistant, Receptionist, Academic Manager, Student Services Officer and approximately 14 trainers.*

*Due to the success of the College, the College plans to establish two additional campuses, one in Brisbane and one in Sydney. The plan is for the Brisbane campus to commence operating in January 2016 and Sydney in April 2016. Ideally, campuses will be located close to the CBD and a maximum rental budget of \$500,000 per annum in Sydney and \$400,000 in Brisbane has been allocated.*

*Regarding staffing at each campus, it is anticipated that initially each campus will require a receptionist, student services officer and 4 trainers. The receptionist and student services officer positions will be permanent, full-time staff and the 4 trainers will be contract staff.*

## Plan and Manage Resource Acquisition

*This section has three (3) parts that must be completed.*

### Part 1 - Review the human resources requirements.

In line with the HR policies and procedures you will need to liaise with the CEO and the Human Resource Manager in writing to ensure that the **required staff are recruited** as follows:

Request for approval of the positions required for the expansion as per the scenario information.

Your details must include:

Timelines for recruitment, the location of the positions and whether the College's name should be included in the recruitment advertisement. Remember that the College needs to protect their intellectual property for this expansion project.

**Create a short List /table or report of how many staff you will need to recruit to fulfil the strategic plan contained in the case study scenario. Include all the above details.**

*You will then use this information when you create your operational plan.*

### Part 2 -Review the King Edward VII College Purchasing Requirements

Imagine that you have recently developed a purchasing policy in preparation for the expansion of the College. To ensure the administration team, **procure the equipment for the new campuses** in accordance with the new policy, **send a memo or email** to the administration team outlining:

- The purpose of the purchasing policy and the need to ensure that all purchases are made accordingly.
- You should summarise the key messages of the policy as per the purchasing principles.
- The required information for purchase of equipment for new campuses as follows:
  - Description of equipment required,
  - Quantity/(number) and type to be made as per existing campus (see list provided by your assessor)
  - Required timelines for the purchase of the equipment.
  - Names of suppliers
  - Requirement to receive and approve quotes as per purchasing policy.

*You will then use this information when you create your operational plan.*

The **Equipment requirements** for both Sydney and Brisbane campuses are as follows:

- 8 telephones
- 10 staff computers
- 20 student computers
- 4 printers
- 2 scanners
- 4 iPads
- 10 staff desks and office chairs
- 50 student desks (2 seaters)
- 100 student chairs
- 100 pens (with College logo)
- 50 packs A4 paper
- 10 staplers

*Ensure your communications are clear and concise.*

### **Part 3 - Intellectual Property Rights and Responsibilities**

Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services.

For this section you will need to review the 2 policies (HR and purchasing) as per part 1 and 2. You notice that there is no clear guidelines or policy for intellectual property rights and responsibilities.

- a) Write a short paragraph as to what your new policy for King Edward college will be.
- b) Describe at least 2 strategies that you plan to incorporate or implement these rights and responsibilities into both the purchasing procedures and recruiting procedures.

When you have completed your response – **enter this into your new operational plan in Section 6**

Using the above scenario, it is now time to **prepare your operational plan** of the 2 new campuses.

If you have not prepared an operational plan you may use the template included in this assessment booklet.

Ensure you complete each section with as much detail as possible.

Include each of the headings below in your **Operational Plan**

The headings below can be used as a checklist to make sure that all major areas have been considered.

## Service delivery Plan

Covers service delivery to centre participants and internal services. Can include:

- Whole of organisation work plan
- Individual or team work plans
- Individual project plans

## Financial Plan

Can include:

- Annual budget
- Cash flow projection
- Cash management plan

## Human Resources Plan

Can include:

- Any proposed staff/volunteer changes
- Professional development plan (including management committee, staff, volunteers)

## Physical Resources Plan

This is often included in the financial plan, but in larger organisations can be recorded separately. Can include:

- Asset replacement/purchase
- Purchase or lease of building/vehicles
- Capital works

## Information Technology Plan

Can be included in physical resources plan or as part of financial plan but as IT often plays a significant role in administration and services offered, it might be worth considering it separately.

## Time Plan

This might be as simple as a calendar on the wall which details all major events and deadlines but allows all staff, management committee and volunteers a sense of what will be happening and when.

# Operational Plan Template

ACTIVITY DURATION	
Activity Start Date:	Activity End Date:

ACTIVITY/PROJECT SUMMARY
<p><i>Write a general description of the activity to be achieved contained in the case study</i></p>

GOALS
<p><i>What are the goals of objective of the activity? Be specific – use the SMART goal criteria. Include your Key Performance Indicators to measure your success and outcome.</i></p>

## 1. Swot Analysis of Proposed Activity

(Write at least 3 items in each of the boxes below)

<p style="text-align: center;"><b>Strengths</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Weaknesses</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
<p style="text-align: center;"><b>Opportunities</b></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Threats</b></p> <p>1.</p> <p>2.</p> <p>3.</p>

## 2. MANAGEMENT & ORGANISATION

*Include details of CEO / key management personnel (especially key staff involved)*

## OPERATIONAL PLAN

### 3. HUMAN RESOURCES

*Enter the information you created in PART 1 here*

**4.EQUIPMENT/RESOURCES**

Enter the information you created for PART 2 here:

**5.Estimated Budget**

<b>Description</b>	<b>\$ Estimated Amount</b>
<b>Expenses</b>	
<i>Using the case study and information estimate the various costs for the activity/project.</i>	
e.g. Recruitment	
Number of new staff -total yearly salaries	
Equipment	
Materials	
Travel	

**6. Intellectual Property Rights and Responsibilities**

*Enter your policy for intellectual property rights and responsibilities from part 3.  
Describe 2 strategies that you utilise for incorporating*

**7.Key performance Indicators**

*Describe the exact measurement tools you utilise to measure and monitor your strategic plan.*

*Use the goals and objective from the from to the template. Break it down into smaller components and add specific details to each.*

Task /Description	KPI	Milestone/Date to be achieved



## 10. Risk Management

Department \_\_\_\_\_

Date \_\_\_\_\_

### Details of the Risk:

#### Location of the hazard


#### Description of the Risk:


1 What is the likeliness of the risk to occur:

- Almost Certain
- Likely
- Possible
- Unlikely
- Rare

2 If the risk was to occur what would be the consequences of it occurring:

- Negligible
- Minor
- Moderate
- Major
- Severe

3 Using the included **Risk Matrix** chart and your responses from questions 1 and 2, what would you rate your overall risk as:

- Low
- Medium
- High
- Very High

**Risk Matrix Chart**

Likelihood	Consequences				
	Negligible	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	High	Very High	Very High
Likely	Medium	Medium	High	High	Very High
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium	High

4 **Recommended Action to be taken**

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5 **What specific steps will you take to manage this risk**

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## 11. RELEVANT LAWS, POLICY AND STANDARDS.

*Name the exact laws that relate directly to the project/activity in the case study.*

*Demonstrate compliance with relevant laws, policy and standards, including requirements from both KING EDWARD VII COLLEGE and external organisations.*

*Demonstrate that this activity complies with the KING EDWARD VII COLLEGE policies on **Intellectual Property** (where applicable)*

**12. CONTINGENCY PLAN**

Develop a contingency plan for **AT LEAST THREE** of the below scenarios:

- Workforce shortage – unable to recruit enough workers
- Workplace shortage – the company would need more space than available
- Technological (software or hardware) failure – the company cannot use any electronic device
- Equipment failure – the equipment, like cars, refrigeration systems, heating/cooling system, do not work etc.,
- Missing equipment – required equipment does not arrive on time but marketing has commenced
- Budget blow out – more money is spent setting up the business than budgeted

3 Contingency Plans	Alternative Plan
1	
2	
3	

# Assessment 1 – Assessor Checklist

## Assessor Use ONLY

This checklist is to be used when assessing the students in this task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

This checklist is to be used when assessing the students in this task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

### Assessor Instructions

<b>Student Name:</b>	
<b>Student ID No:</b>	

Did the student:	Satisfactory	Comments
Did the student complete Part 1 – Reviewed the HR policies and reviewed the case study information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the student create a list of required Human resources that matched the project/strategic plan given in the case study?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the student review the purchasing policies?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the student create a table/list or report that included a detailed list of equipment or resources needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
List of resources and equipment required features including: <ul style="list-style-type: none"> <li>• Description</li> <li>• Estimated price</li> <li>• Quantity</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the student submit a draft version of the operational plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the operational plan matching to the case study scenario	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are all sections of the operational plan completed adequately with enough detail?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Does the operational plan include a	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has the student developed and implemented the operational plan using a variety of information sources and consultation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the operational plan include specific key performance indicators?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the operational plan include monitoring processes?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the operational plan feature contingency plans?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the operational plan feature a plan on how they will communicate effectively with relevant stakeholders to explain the plan and supporting information, seeking approvals, negotiate variations and engaging work teams?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has the student communicated effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has the student developed and implemented strategies to achieve the operational plan within the organisation's policies, practices and procedures including: <ul style="list-style-type: none"> <li>Recruiting, inducting and developing personnel</li> <li>Acquiring physical resources and services</li> <li>Protecting intellectual property</li> <li>Making variations to the plan</li> <li>Monitoring and documenting performance.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Develop and/or implement consultation processes as an integral part of the operational planning process	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure the operational plan includes key performance indicators to measure organisational performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Develop and implement contingency plans for the operational plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Obtain approval for the plan from relevant parties and explain the plan to relevant work	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**Assessor Use ONLY**

**Assessor Comments**

**Assessor:** I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
\_\_\_\_\_ Date:                    / \_\_\_\_ / \_\_\_\_

**Result: Satisfactory | Not Satisfactory | Not Assessed**

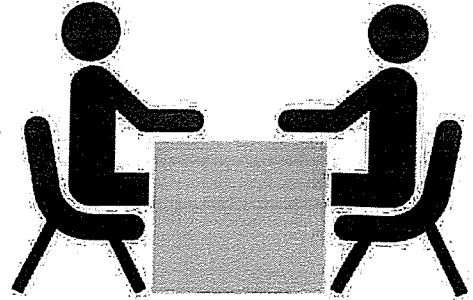
## Assessment 2 -Role Play

Now that you have created your operational plan to achieve strategic goals you will now perform a role play to demonstrate your skills in communicating effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage your work teams.

For the role play – prepare all your documents and have a copy printed for the 'Stakeholder'.

You will explain your plan and how you will achieve the overall goal of the objective.

The stakeholder may have questions for you or may ask you to adjust your plan. You will need to cover contingency planning for some areas to ensure you have covered your risk whilst still achieving the result.



In your role play you must cover these main areas:

- recruiting, inducting and developing personnel
- acquiring physical resources and services
- protecting intellectual property
- making variations to the plan
- monitoring and documenting performance

You may perform the role play with your trainer/assessor or with a colleague in which case you may need to take turns playing the 'Operations Manager' and the stakeholder.

# Assessment 2 – Observation Checklist

## Assessor Use ONLY

*This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.*

*Please complete below*

Student Name:	
Student ID No:	

Did the student	Satisfactory	Comments
<ul style="list-style-type: none"> <li>Participate in the role play as Operations manager of the college delivering an information session on the operations plan</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>Applied the operational plan to the scenario appropriately</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>All participants were provided with a copy of the Operational Plan' as well as any other learning material if required.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>Communicated effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Developed and implemented strategies to achieve the operational plan within the organisation's policies, practices and procedures including:</p> <ul style="list-style-type: none"> <li>• recruiting, inducting and developing personnel</li> <li>• acquiring physical resources and services</li> <li>• protecting intellectual property</li> <li>• making variations to the plan</li> <li>• monitoring and documenting performance.</li> </ul>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Offered contingency plans where applicable</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Made suggestions for amendments where applicable.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Conducted a professional role play</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

<p><b>Student Declaration:</b> I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.</p>	<p>Name: _____ Signature: _____                  _____ Date:                    / ___ / __</p>
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**Assessor Use ONLY**

<b>Assessor Comments</b>
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<b>Assessor:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback	Name: _____ Signature: _____ _____ Date:                    / ____ / ____
--	--

**Result: Satisfactory | Not Satisfactory | Not Assessed**

## Assessment 3 -Role Play No 2

### Monitor and review operational performance

**Scenario:**

*Imagine you are reviewing the company's performance for the two new sites for six months from July to December 2016.*

*You will be provided with a profit and loss account for review, which you will be required to analyse and provide a report to the CEO outlining performance in relation to the budget.*

*You have also been asked to review costs associated with electricity, office supplies and water as a means of assessing the company's use of resources.*

*Based on the performance of the company, you will also be required to seek a variation to the Operational Plan to recruit two new Academic Managers, one for each campus. This is because the higher than expected student numbers led to a lack of time for the existing Academic Manager to manage all three campuses.*

1. Analyse the information provided in the interim Profit and Loss Account including:
  - Calculation of net profit or loss for each campus
  - Calculation of variances between actuals and budgeted expenses – noting that variances of up to and including 10% are acceptable and do not need to be reported

**COMPLETE ALL AREAS HIGHLIGHTED IN YELLOW.**
2. Based on your analysis of the profit and loss account, develop a short report to send to the CEO that:
  - a) Outlines financial performance based on the figures in the profit and loss account
  - b) Identifies variances higher than 10%
  - c) Compare the performance of each campus
  - d) Recommends solutions in relation to expenditure items where variances are higher than 10%
  - e) Seeks a variance to the original operational plan – due to the large number of enrolments – to recruit two new Academic Managers, one for each campus

Ensure your report is structured in a logical format that makes use of headings. You may also include graphs and charts to visually represent your data. Submit your report to your assessor.

3. Based on your review of the expenditure on energy usage as documented in the profit and loss account, you are required to develop and send a memo to all staff about effective and economical use of

resources. The purpose of the memo is to coach staff in using resources wisely and so you should include at least 10 simple actions that all staff can follow to conserve energy.

***For the role play you will negotiate the recommendations for a variation in the Operational Plan.***

Meet with the CEO (your assessor) to discuss your variation recommendation of employing two Academic Managers.

The purpose of this meeting is to use your skills to gain approval for the variation from the CEO (your assessor). This means that you will need to demonstrate a range of high-level communication and interaction skills such leadership, influence, negotiation and collaboration. You may decide how to present this information to gain the approval. You will have 10 minutes to do so. Ensure that you decide with your assessor for access to any type of equipment for your meeting. Based on your meeting with the CEO, your assessor will approve the variation to the operational plan.

<b>Profit and Loss – six months to Dec 16 – Year 1</b>			
<b>SYDNEY</b>			
<b>Description</b>	<b>Budget</b>	<b>Actuals</b>	<b>Variance (+/-)</b>
Sales /Income:	\$450,000	\$475,000	
<b>Expenses</b>			
Electricity and gas	\$1,500	\$3,000	
Internet	\$1,000	\$1,100	
Office supplies	\$700	\$1,200	
Rent	\$225,000	\$220,000	
Stationery	\$800	\$1,300	
Wages and salaries	\$115,000	\$117,000	
Superannuation expense	\$15,000	\$16,000	
Travel and accommodation	\$2,500	\$2,700	
Water	\$2,000	\$2,600	
Work cover insurance	\$900	\$900	
Total expense	\$363,400		
<b>Net Profit</b>	<b>\$86,600</b>		

<b>Profit and Loss – six months to Dec 16 – Year 1</b>			
<b>BRISBANE</b>			
<b>Description</b>	<b>Budget</b>	<b>Actuals</b>	<b>Variance (+/-)</b>
Income/Sales	\$350,000	\$410,000	
Expenses			
Electricity and gas	\$1,200	\$2,800	
Internet	\$1,100	\$1,100	
Office supplies	\$650	\$1,300	
Rent	\$185,000	\$190,000	
Stationery	\$700	\$1,250	
Wages and salaries	\$115,000	\$117,000	
Superannuation expense	\$15,000	\$16,000	
Travel and accommodation	\$2,100	\$2,300	
Water	\$1,900	\$2100	
Work cover insurance	\$870	\$870	
Total expense	\$323,520		
Net Profit	\$26,480		

# Assessment 3 – Observation Checklist

## Assessor Use ONLY

*This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.*

*Please complete below*

<b>Student Name:</b>	
<b>Student ID No:</b>	

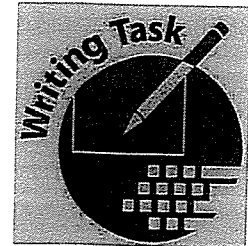
Did the student	Satisfactory	Comments
<ul style="list-style-type: none"> <li>Participate in the role play as Operations manager of the College delivering a review of the previously implemented operations plan</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>Applied the operational plan to the scenario appropriately</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>All participants were provided with a copy of the Operational Plan/Profit and Loss report/Variance report as well as any other reference material if required.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>• Identifies and extracts relevant information from a range of complex texts</li> <li>• Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Communicated effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Developed and implemented strategies to achieve	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Offered contingency plans where applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Made suggestions for amendments where applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Conducted a professional role play	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Student Declaration:</b> I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.</p>	<p>Name: _____</p> <p>Signature: _____ Date: _____</p> <p>_____ / _____ / _____</p>
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# Assessment 4 – Written Assessment

Please follow the instruction as outlined in section 1 of this assessment booklet.



<b>Student Name:</b>	
<b>Student ID No:</b>	

## Questions

<b>1</b>	Why is it important to develop an Operational Plan for a business?
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<b>2</b>	List FOUR (4) Key Result Areas on which a business should focus.
<ul style="list-style-type: none"><li>•</li></ul>	
<b>3</b>	Explain in detail what actions you would take if customers started complaining about the quality of your product. Include production, distribution, and marketing and customer satisfaction considerations in your answer.

4	What regulatory requirements are relevant when developing an operational?
5	Explain how you would recruit select and induct the right staff according to your organisational policies and procedures?
6	Write a definition of a ' <i>Contingency Plan</i> '

<b>7</b>	How does a business go about protecting brand names, trademarks and intellectual property?
<b>8</b>	With whom should the operational plan be shared? List all stakeholders who need to be aware of the operational plan.
<ul style="list-style-type: none"><li>•</li></ul>	

9	Explain the purpose of key performance indicators.
10	What financial data will you require to effectively monitor the implementation of your operational plan?
11	How could you measure if your business plan was successful? Include at least FOUR (4) <i>Key Performance Indicators (KPIs)</i> you would use to measure success.
12	How would you ensure that all staff members are using every resource safely and economically according to organisational policies and procedures?
13	What is the SIPOCC model and how is it used to develop an operational plan?

<b>14</b>	How would you utilise the goals and objectives of a business plan in establishing your operation plan?
<b>15</b>	Explain the purpose of a budget
<b>16</b>	Outline the information that is usually included in an Operational Plan.

17	Explain a typical process for developing an operational plan.
18	Outline a typical budgeting process.
<ul style="list-style-type: none"> <li>•</li> </ul>	
19	Discuss the concept of a balanced scorecard as an alternative approach to measuring business performance through key performance indicators (KPI's)

<p><b>20</b></p>	<p>Explain the concept of benchmarking as a way of assessing business performance.</p>
Empty response area for question 20	
<p><b>21</b></p>	<p>Outline the aim and scope of the Fair Work Act 2009.</p>
Empty response area for question 21	
<p><b>22</b></p>	<p>Provide a definition of a PCBU and outline their key responsibilities.</p>
Empty response area for question 22	

<p><b>Student Declaration:</b> I declare that the work submitted is my own and has not been copied or plagiarised from any person or source.</p>	<p>Name: _____</p> <p>Signature: _____</p> <p>Date: ____/____/____</p>
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**Assessor Use Only**

<b>Comments</b>			
<b>Result</b> <i>(Please Circle)</i>	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Incomplete</b>
<p><b>Assessor:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback</p>	<p>Name: _____</p> <p>Signature: _____</p> <p>Date: ____/____/____</p>		

