

BSBMGT571 Manage operational plan

Assessor and Marking Guide

V2.0_August 2018

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UNIT OVERVIEW

BSBMGT517 Manage operational plan

UNIT DESCRIPTION

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.

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop operational plan	<ul style="list-style-type: none">1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers1.2 Develop and/or implement consultation processes as an integral part of the operational planning process1.3 Ensure the operational plan includes key performance indicators to measure organisational performance1.4 Develop and implement contingency plans for the operational plan1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams
2. Plan and manage resource acquisition	<ul style="list-style-type: none">2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services

<p>3. Monitor and review operational performance</p>	<p>3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation</p> <p>3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups</p> <p>3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements</p>
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ASSESSMENT EVIDENCE

To achieve competency in this unit a student must demonstrate their ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

PERFORMANCE EVIDENCE

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
 - resource requirements
 - key performance indicators
 - monitoring processes
 - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
 - recruiting, inducting and developing personnel
 - acquiring physical resources and services
 - protecting intellectual property
 - making variations to the plan
 - monitoring and documenting performance.

KNOWLEDGE EVIDENCE

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes
- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

ASSESSMENT CONDITIONS

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

ASSESSMENT MAPPING

BSBMGT517 Manage operational plan

		Assessment Tasks	
Element	Performance Criteria	1. Case Study / Scenario / Role Play	2. Written Test
1. Develop operational plan	1.1	Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers	Step 1 Step 2 Step 3 Q4
	1.2	Develop and/or implement consultation processes as an integral part of the operational planning process	Step 1 Step 2 Step 4 -
	1.3	Ensure the operational plan includes key performance indicators to measure organisational performance	Step 3 Q8,9,10,12-14
	1.4	Develop and implement contingency plans for the operational plan	Step 3 -
	1.5	Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required	Step 3 Step 4 Step 5 Q4,5,6,11
	1.6	Obtain approval for the plan from relevant parties and explain the plan to relevant work teams	Step 4 Step 5 -
2. Plan and manage resource acquisition	2.1	Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures	Step 5 Step 6 -
	2.2	Develop and implement strategies to ensure that physical resources and	Step 5 Step 6 Q5

		services are acquired in accordance with the organisation's policies, practices and procedures		
	2.3	Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services	Step 5 Step 6	Q6
3. Monitor and review operational performance	3.1	Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets	Step 5 Step 6 Step 7	-
	3.2	Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance		Q7,8,9,10,11
	3.3	Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation	Step 7	-
	3.4	Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources	Step 5 Step 6 Step 7	-
	3.5	Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups	Step 4 Step 5 Step 6	-
	3.6	Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements	Step 4 Step 5 Step 6	-
Performance evidence	Evidence of the ability to:			
	<ul style="list-style-type: none"> develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes: <ul style="list-style-type: none"> resource requirements key performance indicators monitoring processes contingency plans 			
			Step 1 – Step 7	-
			Step 1 – Step 7	-
			Step 1 – Step 7	-
		Step 1 – Step 7	-	

	<ul style="list-style-type: none"> communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams 	Step 1 Step 2 Step 4 – Step 7	-
	<ul style="list-style-type: none"> develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including: <ul style="list-style-type: none"> recruiting, inducting and developing personnel acquiring physical resources and services protecting intellectual property making variations to the plan monitoring and documenting performance. 		
	o recruiting, inducting and developing personnel	Step 1 – Step 7	-
	o acquiring physical resources and services	Step 1 – Step 7	-
	o protecting intellectual property	Step 1 – Step 7	-
	o making variations to the plan	Step 1 – Step 7	-
	o monitoring and documenting performance.	Step 1 – Step 7	-
Knowledge evidence	To complete the unit requirements safely and effectively, the individual must:		
	• describe models and methods for operational plans	-	Q2,3
	• explain the role of an operational plan in achieving the organisation's objectives	-	Q1
	• explain budgeting processes	-	Q7-11
	• list alternative approaches to developing key performance indicators to meet business objectives	-	Q12-14
	• outline the legislative and regulatory context relevant to the operational plan of the organisation	-	Q5,6
	• outline the organisation's policies, practices and procedures that directly relate to the operational plan.	-	Q4
Assessment Conditions	Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:		
	• relevant legislation and regulations	✓	-
	• workplace documentation and resources	✓	-
	• case studies and, where possible, real situations	✓	-
	• interaction with others.	✓	-

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

BSBMGT517 Manage operational plan			
		Assessment Tasks	
Skill	Description	1. Case Study / Scenario / Role Play	2. Written Test
Reading	<ul style="list-style-type: none"> Identifies and extracts relevant information from a range of complex texts Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan 	Step 1 Step 2	-
Writing	<ul style="list-style-type: none"> Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience 	Step 3 Step 5 Step 6 Step 7	-
Oral Communication to:	<ul style="list-style-type: none"> Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders Confirms understanding through questioning and active listening 	Step 1 Step 2 Step 4 Step 6 Step 7	-

Numeracy	<ul style="list-style-type: none"> • Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan 	Step 5	-
Navigate the world of work	<ul style="list-style-type: none"> • Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment • Appreciates the implications of legal responsibilities with specific reference to health and safety 	Step 3 Step 5 Step 6 Step 7	-
Interact with others	<ul style="list-style-type: none"> • Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion 	Step 1 Step 2 Step 4 Step 5 Step 6 Step 7	-
Get the work done	<ul style="list-style-type: none"> • Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as required to assist in the development and planning phase • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions 	Step 1 – Step 7	-

IMPORTANT ASSESSMENT INFORMATION

ASSESSMENT GUIDELINES

The assessment activities in this assessor and marking guide assess all the elements, performance criteria, performance and knowledge evidence, foundation skills and assessment conditions of the unit of competency BSBMGT517 Manage operational plan.

This booklet is to be used in conjunction with the unit's Student Assessment Guide.

THE ASSESSMENT PROCESS

This Assessor and Marking Guide provides you with information regarding the assessment tasks for the unit BSBMGT517 Manage operational plan

Assessment tasks are due at the date you specify to the students and in accordance with the College's Policies and related procedures.

Student responses to the assessment activities may be drawn from:

- The theory/ information contained in the workbook
- Additional reading and research
- Practical experience

As part of the assessment process, all Students must abide by any relevant assessment policies as provided to them. If the student feels they are not yet ready to be assessed or this assessment is unfair, they should be offered the opportunity to discuss all options that are available to them to complete the assessment.

COMPETENCY ASSESSMENT

To be assessed as competent students must, under the guidance of qualified Trainer/Assessors, provide evidence which demonstrates that they can perform to the necessary standard. An assessment of competence requires students to consistently and over time demonstrate the skills, attitude and knowledge that enable confident completion of workplace tasks in a variety of situations.

In judging evidence, the Trainer/Assessor must ensure that the evidence is:

- **Authentic:** the student's own work and the declaration of authenticity is signed
- **Valid:** directly related to the unit of competency
- **Reliable:** is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
- **Current:** reflects the student's current capacity

- **Sufficient:** Students are required to complete both written assessments and practical tasks. Assessments require, according to the specifications in the unit, that evidence is captured over a period of time and in a variety of different means. The assessment mapping ensures that all aspects of competency have been satisfied.

AQF SPECIFICATIONS FOR ASSESSMENTS

This assessment is set in accordance with the criteria for AQF Level 5. As stated in the AQF specification for the Diploma qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 5 criteria and the Diploma descriptor.

Students at this level will have specialised knowledge and skills for skilled/para-professional work and/or further learning.

KNOWLEDGE

Students at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.

SKILLS

Students at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse information to complete a range of activities
- provide and transmit solutions to sometimes complex problems
- transmit information and skills to others

APPLICATION

Students at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined knowledge responsibility in known or changing contexts and within broad but established parameters

ACSF SPECIFICATIONS AND FOUNDATION SKILLS

The term 'Foundation Skills' is currently used to include the core skills defined in the Australian Core Skills Framework (ACSF) as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning.

Foundation skills encompass the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF), and the Employability Skills/Core Skills for Work. They exist on a continuum from very basic skills to highly-developed and specialist skills. The foundation skills have been addressed in the assessment as part of the performance criteria for this unit.

MARKING ASSESSMENTS

To ensure a reliable and consistent marking of all assessments please use this marking guide to provide you with guidance about what you should expect in a competent answer.

However, there may be other information in the student's assessment tasks that would allow it to be marked as a competent answer. Should this happen please discuss with the Training Manager BEFORE returning the assessment to the student as the Training Manager will arrange for the assessment to be reviewed.

ASSESSMENT REQUIREMENTS

To demonstrate competence in this unit, students must undertake all tasks in this assessment booklet and complete them satisfactorily and in addition, also satisfactorily complete the role play assessment, including demonstrating communication skills during the practical activities. If the student does not answer some questions or perform some tasks satisfactorily and therefore is deemed to be 'Not Competent', they may be asked supplementary questions or given alternative activities to determine competence. After the student has demonstrated consistency in performance, the student is to be awarded this unit.

Should the student still be deemed 'Not Competent', the student should be offered the opportunity to undertake a supplementary assessment or appeal the result.

SUBMITTING ASSESSMENTS

Students should submit assessment tasks with the provided cover sheet.

Assessments should be submitted on or before their due date. Extensions for individual assessment tasks may be negotiated in specific circumstances. Consultation on this must occur prior to the due date and extensions due to illness will require a medical certificate. Extensions must be confirmed by the Academic Manager in writing.

PRIOR TO ASSESSMENT

Students must be advised of their rights before and after the assessments including the right to appeal.

You must provide Students with all relevant information relating to the assessments prior to commencement and of the appeals procedure that can be utilised if the Student wishes to appeal against the assessment outcome or make a complaint.

ASSESSMENT OUTCOMES

There are two (2) outcomes of assessments: 'Satisfactory' and 'Not Satisfactory' (requires more training and experience).

ASSESSOR ROLE:

ASSESSMENT 1 – STEP 1 - ROLE PLAY

You will need to participate in The Naja Group of Colleges case study and role play by undertaking the role of Stephanie Roberts, the supervisor at The Naja Group of Colleges. This is to create a simulated workplace including lines of reporting and responsibility.

- The student is to consult with Stephanie Roberts to gather information regarding developing, implementing, and monitoring the operational plan.

The student will need to gather such information as:

- Organisational Strategies
- Performance criteria
- Timeframes
- Budgets
- Responsibilities
- Resources

ASSESSMENT 1 – STEP 2 - ROLE PLAY

You will need to participate in The Naja Group of Colleges case study and role play by undertaking the role of Belinda Greene, the Human Resources Manager at The Naja Group of Colleges. This is to create a simulated workplace including lines of reporting and responsibility.

- The student is to consult with Belinda Greene to gather information regarding developing, implementing, and monitoring the operational plan.

The student will need to gather such information as:

- Relevant policies and procedures
- Physical resources constraints
- Human resources constraints
- Performance criteria

ASSESSMENT 1 – STEP 4 - ROLE PLAY

You will need to participate in The Naja Group of Colleges case study and role play by undertaking the role of a member of the Board of Directors at The Naja Group of Colleges. This is to create a simulated workplace including lines of reporting and responsibility.

Assessment Description:

Procedure:

- Read the provided information in the case study based on The Naja Group of Colleges– **See Attachment 1.**
- Read the provided Mission, Vision, and Values for The Naja Group of Colleges– **See Attachment 2.**
- Read the provided Organisational Chart for The Naja Group of Colleges– **See Attachment 3.**
- Read all related Organisational documents once given to you by your trainer / Assessor.
- Review templates once provided to you by your trainer / Assessor to assist you in completing this assessment task.

STEP 1 TASK: MEET WITH SUPERVISOR TO DETERMINE NEEDS

Task specification

You are to participate in the activities described below.

Undertake a role play

For this task, you are to arrange for and meet with your supervisor, Stephanie Roberts, to discuss developing an operational plan for The Naja Group of Colleges Norwest Campus Cafeteria. Your Trainer / Assessor will play the role of your supervisor.

The situation

You, Mark Jones, have been employed by The Naja Group of Colleges (NGC). Your role is to help develop, implement and monitor the organisation's operational plan for the Norwest Campus Cafeteria that support the direction and aspirations of the business.

You are to obtain a copy of the business and / or strategic plan from your supervisor (who will be role-played by your Trainer / Assessor). You are to arrange a time to meet with your supervisor (your Trainer / Assessor) to identify company goals and aspirations, and to clarify the business plan where required.

Information you will need to seek from your supervisor (Trainer / Assessor) must include:

- Organisational Strategies
- Performance criteria
- Timeframes
- Budgets
- Responsibilities
- Resources

The objective

Demonstrate your ability to:

- Consult with relevant stakeholders to determine needs
- Seek a variety of resources to develop an operational plan

Instructions for the role play:

- You are to play the role of an employee (Mark Jones) at The Naja Group of Colleges delegated the task of developing, implementing, and monitoring the organisation's operational plan for the Norwest Campus Cafeteria.
- Your Trainer / Assessor will play the role of your supervisor (Stephanie Roberts).
- You have 15 minutes to complete this activity

The cast:

- NGC Supervisor - Your Trainer / Assessor.
- NGC employee delegated to develop, implement and monitor the operational plan – you.

Participate in the role play with your Trainer / Assessor.

The list below provides you with guidance as to the proceedings of the meeting:

- You are to prepare for the meeting by:
 - Preparing relevant questions to ask your supervisor (Trainer / Assessor)
 - Contact your supervisor (email) to request a meeting
 - Include the reason for the meeting as well as a meeting agenda
 - You may use the templates provided in the attachments at the end of this document.
- You are to participate in the meeting by:
 - Requesting required information (Strategic plan, Business plan, Budgets, resources, etc.)
 - Provide your supervisor with reasons for requiring these documents
 - Agree on a time frame to draft the operational plan.

You are required to submit:

- Evidence of preparing for the meeting
- Evidence of seeking information from a variety of sources to develop an operational plan.

TRAINER INSTRUCTIONS:

For this task, you are to play the role of Belinda Greene, the Human Resources Manager at The Naja Group of Colleges. The student should follow standard work place procedure for requesting a meeting with a superior – for example by email. The Student should provide enough detail in the request such as reason for meeting and what information the student is seeking.

Once you are satisfied with the student's performance, you are to give the student access to the following document:

- *The Naja Group of Colleges case study, including:*
 - *Staff Recruitment Policy and Procedure*
 - *Staff Induction Policy and Procedure*
 - *Staff Development and Training Policy and Procedure*
 - *Physical Resources Acquisition Form – Template*
 - *Position Requisition Form – Template*
 - *Document Style Guide*
 - *Session / Training Plan Template*
 - *Communication Plan Template*
 - *Individual Development Plan Template*

The student may request other documents, you may oblige if these documents will assist the student in completing the task.

STEP 3 TASK: DEVELOP AN OPERATIONAL PLAN

Task specification

For this task, you are to use the information gathered in Step 1 and Step 2 above to produce an operational plan for The Naja Group of Colleges' Norwest Campus Cafeteria.

You are to make sure the operational plan you will develop is in line with all relevant policies and procedures collected in the previous steps of this assessment task.

The Naja Group of Colleges' Norwest Campus Cafeteria Operational Plan will include the following information and content:

- The organisation's Mission
- The organisation's Vision
- The organisation's Values
- The organisation's Strategic Objectives
- The operational Plan Objectives
- Required Resources
- Persons responsible for each task
- Budget for each task
- KPI's for each task
- Time frames for each task
- Contingency plan outline

You are required to submit

- An Operational Plan for The Naja Group of Colleges' Norwest Campus Cafeteria based on the information gathered in Step 1 and Step 2 of this assessment Task.

ASSESSMENT SUBMISSION FORM

Complete this form, attach it to your assessment and submit to your assessor for grading.
It is recommended that you keep a copy of your assessment and your assessment submission for.

Candidate Name	
Student Number	
Email	
Course Title	
Unit Code and Title	BSBMGT517 Manage operational plan
Assessment Task No. / Title	<input type="checkbox"/> 1. Case Study / Scenario / Role Play
	<input type="checkbox"/> 2. Written Test
Instructor Name	

DECLARATION

<input type="checkbox"/>	I hold a copy of this work which can be produced if the original is lost / damaged.
<input type="checkbox"/>	This work is my original work and no part of it has been copied from any other student's work or from another source except where due acknowledgement is made.
<input type="checkbox"/>	No part of this work has been written for me by any other person except where such collaboration has been authorised by the instructor / teacher concerned.
<input type="checkbox"/>	I have not previously submitted this work for this or any other course / unit.
<input type="checkbox"/>	I give permission for this work to be reproduced, communicated, compared and archived for the purpose of detecting plagiarism.
<input type="checkbox"/>	I give permission for a copy of my marked work to be retained by the college for review and comparison, including review by external examiners.
<input type="checkbox"/>	I understand that: <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of the work, idea or creation of another person as though it is my/our own. It is a form of cheating and is a very serious academic offence that may lead to exclusion from the college. Plagiarised material can be drawn from, and presented in, written, graphic and visual form, including electronic data and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited. ▪ Plagiarism includes the act of assisting or allowing another person to plagiarise or to copy my/our work.

Candidate Signature

I declare that I have read and understood the above declaration.

Candidate Name:	Candidate Signature:	Date:
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ASSESSMENT 1 – ASSESSOR CHECKLIST

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

Please complete below

Student Name:	
Student ID No:	
Qualification:	
Unit of Competency:	BSBMGT517 Manage operational plan
Date:	

In undertaking Assessment Task 1 - Step 1, did the student	Satisfactory	Comments
<ul style="list-style-type: none"> • Consult with relevant stakeholders to determine needs 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> • Seek a variety of resources to develop an operational plan 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> • Confirms understanding through questioning and active listening 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> • Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as required to assist in the development and planning phase 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> • Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> • Use appropriate communication methods and channels 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Comments

Result: Satisfactory | Not Satisfactory | Not Assessed

Student Declaration: 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.	Name: _____ Signature: _____ Date: ____/____/____
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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: ____/____/____
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ASSESSMENT 1 – Step 1 – ROLE PLAY DETAILS

*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:			
Qualification:			
Unit of Competency:	BSBMGT517 Manage operational plan		
Date:		Time	____ : ____ AM PM

Role Play Details
<p>Undertake a role play</p> <p>The situation</p> <p>For this task, you are to arrange for and meet with your supervisor, Stephanie Roberts, to discuss developing an operational plan for The Naja Group of Colleges. Your Trainer / Assessor will play the role of your supervisor.</p> <p>The objectives</p> <p>Demonstrate your ability to:</p> <ul style="list-style-type: none"> Consult with relevant stakeholders to determine needs Seek a variety of resources to develop an operational plan

ASSESSMENT 2 – WRITTEN QUESTIONS

TRAINER / ASSESSOR INSTRUCTIONS:

Students must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

You are to:

- Clearly inform the student that they will be assessed.
- Administer the tasks when you are confident the student is ready.
- Prior to commencing the tasks, explain the instructions. Ensure the student fully understands them.
- If the student has any special needs or requirements, adjust assessment methodology and processes accordingly and document student file
- You may explain and/or clarify the context of the tasks and instructions.
- The learner is allowed to make some grammar or spelling mistakes, but these errors must not interfere with the intended meaning.

The student can give answers that are different to the model answers contained in this assessor guide. The answers must be similar in nature and content to the model answers and comply with the instructions in each task.

Students must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

STUDENT INSTRUCTIONS:

You are required to demonstrate the knowledge you have gained from undertaking **BSBMGT517 Manage operational plan** unit of competency.

All questions must be answered correctly to be completed satisfactorily. There is no restriction on the length of the question responses, or time restriction in completing the assessment, unless it is specified.

You must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

Please answer each question on a separate page and clearly indicate the question number at the top of the page.

Submission details

- The Assessment Task is due on the date specified by your trainer. Any variations to this arrangement must be approved in writing by your trainer.
- See the task specification below for details.
- The Trainer/Assessor may further prompt and question in order to receive answers of appropriate quality or if further clarification is required and to validate authenticity of your submitted work.
- Fill out and attach the Assessment Submission form below to the documents you are submitting to be marked.

You are required to submit:

All answers to all questions answered according to the instructions above.

QUESTION 1

What is the role of an operational plan in achieving the organisations objectives? (Minimum 75 words)

Answer may include, but is not limited to:

Operational plans provide a clear picture on how to achieve organisational goals. They focus on the steps that should be taken to ensure the company's overall vision and mission are achieved. Operational plans break down larger objectives into achievable milestones, and allocates responsibilities / resources required to achieve each step.

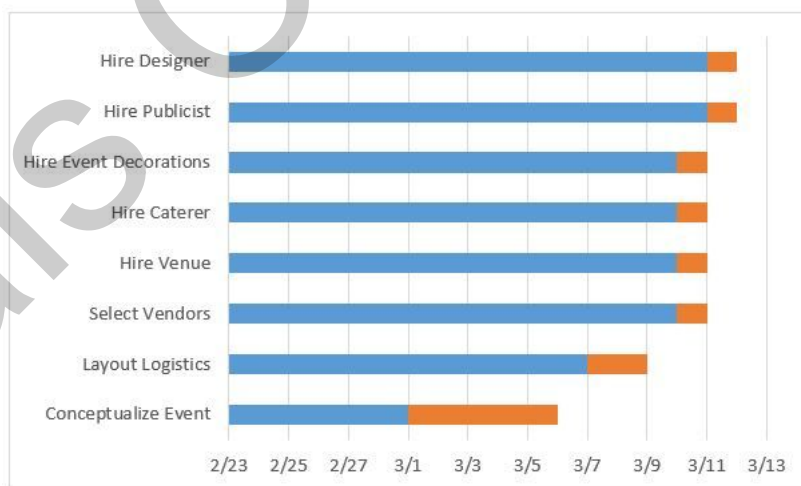
Without operational plans, a company may never achieve their objective (or if they do - it may take a lot longer / cost a lot more), as the steps required to achieve goals have not been documented

QUESTION 2

Explain what a GANTT Chart is, and the associated benefits to Operational Planning. Be sure to include a sample? (Minimum 50 words each)

Answer may include, but is not limited to:

A Gantt chart provides a graphical illustration of a schedule that helps to plan, coordinate, and track specific tasks in a project. They help you track project process, plan for upcoming stages, and identify delays and flow-on effect.



TRAINER/ASSESSOR INSTRUCTIONS:

- For this assessment to be deemed satisfactory, each item must be deemed satisfactory. For an item to be considered satisfactory, unless otherwise indicated, each question must be marked as satisfactory.
- Use the decision matrix and results sheet below.

ASSESSMENT 2 – ASSESSOR CHECKLIST

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.

Please complete below

Student Name:	
Student ID No:	
Qualification:	
Unit of Competency:	BSBMGT517 Manage operational plan
Date:	

Question	Satisfactory	Comments
Question 1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 3	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 5	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 6	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 7	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 8	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 9	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 10	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 12	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 13	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 14	<input type="checkbox"/> Yes <input type="checkbox"/> No	

ASSESSMENT SUMMARY / COVER SHEET

This form is to be completed by the assessor and used as a final record of student competency.
All student submissions including any associated checklists (outlined below) are to be attached to this cover sheet before placing on the students file.

Student results are not to be entered onto the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:	
Student ID No:	
Final Completion Date:	

Qualification:	
Unit Code:	BSBMGT517
Unit Title:	Manage operational Plan

Please attach the following student evidence to this form		Result S = Satisfactory NS = Not Satisfactory NA = Not Assessed
Assessment 1	<input type="checkbox"/> Case Study / Scenario / Role play <input type="checkbox"/> Checklist attached	S NS NA
Assessment 2	<input type="checkbox"/> Written Test <input type="checkbox"/> Checklist attached	S NS NA
<i>Final Assessment Result for this unit</i>		C / NYC

Student Feedback: _____

<p>Student Declaration: 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: _____</p> <p>Date: ___/___/___</p>	<p>Assessor Declaration: 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>
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Administrative use only

Entered onto Student Management Database <input type="checkbox"/>	_____ Date	_____ Initials
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ATTACHMENT 1 : CASE STUDY

THE NAJA GROUP OF COLLEGES

The Naja Group of Colleges (NGC) is an educational institution providing Vocational Education and Training in five (5) campuses across Australia. The NGC employs 57 people to deliver four (4) business stream courses as well as three (3) accounting stream courses to more than 3,000 students each year.

THE NAJA GROUP OF COLLEGES HAS TWO CORE FUNCTIONS:

1. To provide continuing education and re-entry to education options for local students who have completed the compulsory years of schooling.
2. To provide university entrance programs to international students.

The Naja Group of Colleges is one of the Department of Education's largest provider of students to university. Approximately 350 to 400 NGC students gain entry to university each year.

THE FIVE KEY STRATEGIES ARE:

- Outstanding Student Experience
- Strong Industry Relationships and Partnerships
- Sustainability, Capability and Capacity
- Community and Social Responsibility
- Growing our Business

ATTACHMENT 3: ORGANISATIONAL CHART

