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Design and produce complex spreadsheets

Assessment 3 of 3

Project

Version 1

Assessment Instructions

Task overview

This is assessment three (3) of three (3) assessments for BSBTEC402 Design and produce complex spreadsheets. The assessment has two (2) tasks:

- Task 1 Project – Spreadsheet Development
- Task 2 Project - Spreadsheet Use

This is an open book written assessment – you can use your learning materials as a reference.

The following assessment tasks use a simulated business called Complete Business Solutions Australia (CBSA). To complete the assessment tasks, you will need to access the information, templates, and procedures associated with CBSA previously provided or developed in Assessment 2. Additional resources and supporting documents can be downloaded from the learning platform under the module Design and produce complex spreadsheets Assessment 3 tab.

For this assessment, the student will play the role of Robyn Willis, the Junior Accountant for CBSA. CBSA is a consultancy service business that provides compliance, financial, human resources and information technology support, and other business services to ensure that businesses have the expertise and support they need to be competitive and prosper.

Additional resources and supporting documents

To complete this assessment, you will need access to the following resources:

- Access to your learning materials
- Access to a computer and the internet
- Access to Microsoft Excel

To complete this assessment, you will need to access the following documents:

- Style Guide – retained from Assessment 1
- Project Financial Data retained from Assessment 2 Task 2
- Budgeted Planning Template - filled in and retained from Assessment 2 Task 2
- Budgeted v Actual Planning Template – filled in and retained from Assessment 2 Task 2
- Email Template
- Financial Data October

IMPORTANT: this assessment must be undertaken after Assessment 2 Task 2 as it directly relates to the production of the two spreadsheet documents as prepared and planned during Assessment 2 Task 2.

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Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

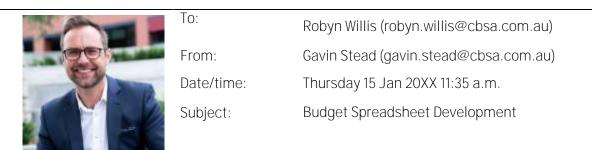Please consider the environment before printing this assessment.

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Task 1

Task Summary

You are required to assume the role of Robyn Willis, the Junior Accountant at CBSA and develop two complex spreadsheets.

Resources and Equipment Required

- Access to learning materials on the learning portal
- Access to a computer, the internet and email
- Access to a suitable simulated computer workstation environment
- Access to Microsoft Excel

To complete this assessment task, you must read the following email and then complete the tasks that follow.

To:	Robyn Willis (robyn.willis@cbsa.com.au)
From:	Gavin Stead (gavin.stead@cbsa.com.au)
Date/time:	Thursday 15 Jan 20XX 11:35 a.m.
Subject:	Budget Spreadsheet Development

Good morning, Robyn

Thank you for putting together such comprehensive plans for spreadsheet development. I am impressed with the quality of your work.

I am very keen to have these two (2) complex spreadsheet documents (listed below) developed as soon as possible. Ideally, I would like them developed within a two-week timeframe. Therefore, please start work on these spreadsheets straight away:

1. Budgeted
2. Budgeted vs Actual.

Once you have developed the two (2) spreadsheets, ensure you email them to me directly, as I must view these documents as soon as possible.

On another note, it's been great to see you working with our finance team, and I hope to plan additional projects with the assistance of yourself and May Lee soon.

Thanks again for your assistance on this project, and I look forward to hearing from you.

Kind Regards,

Gavin Stead

Managing Director - CBSA

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au

Student Instructions

You must produce the two complex spreadsheets as prepared and planned during Assessment 2 Task 2.

To successfully complete this task, you must undertake the following steps:

1. Carefully read the email from Gavin Stead and ensure you have retained all required documents from Assessment 2 Task 2. These documents are as follows:

    ▪ Style Guide - BSBTEC402_02_Project_Style Guide

    ▪ Project Financial Data - BSBTEC402_02_Project_Financial Data (retained from Assessment 2 Task 2)

    ▪ Budgeted Planning Template - BSBTEC402_02_Project_Budgeted Planning Template (filled in and retained from Assessment 2 Task 2)

    ▪ Budgeted v Actual Planning Template - BSBTEC402_02_Project_Budgeted v Actual Planning Template (filled in and retained from Assessment 2 Task 2)

    ▪ Email Template - BSBTEC402_02_Project_Email Template

    These documents will provide you with the financial data and specific spreadsheet specifications and requirements to develop the two complex spreadsheets. Therefore, refer to these documents constantly while developing the following complex spreadsheets:

    ▪ Budgeted

    ▪ Budgeted vs Actual.

    Access and use Microsoft Excel to produce two spreadsheets and create a linked solution as per the spreadsheet planning templates (plans).

    ▪ Budgeted Planning Template - BSBTEC402_02_Project_Budgeted Planning Template_220204 (filled in and retained from Assessment 2 Task 2)

    ▪ Budgeted v Actual Planning Template - BSBTEC402_02_Project_Budgeted v Actual Planning Template_220204 (completed and retained from Assessment 2 Task 2)

    Note: The two spreadsheets can be created in a single Excel workbook.

2. Access **Project Financial Data** - BSBTEC402_02_Project_Financial Data_220204 (retained from Assessment 2 Task 2) and enter the data into the excel workbook. The workbook must clearly indicate three (3) worksheets (Budgeted, Actual, Actual vs Budgeted). A 'linked' sheet/solution must be evident across the workbook.

3. Apply software design functions and formulae to the worksheets as per spreadsheet templates (plans) and the *CBSA Style Guide*.

4. In the workbook, format cells and use data attributes assigned with cell references as per spreadsheet templates (plans).

5. In the workbook, ensure all calculated data is accurate by testing all formulae and confirming that output is correct with formulas linked across worksheets. Again, compete for this step as per templates (plans).

6. Create the three graphs using spreadsheet data as per template (plan) for CBSA Projected Budget Vs Actual.

    Follow planned graph style (bar chart) to meet requirements as per template (plan).

    All graphs must have labels and titles from numerical data contained within the spreadsheet file.

    The three graphs that must be created are as follows:

    ▪ Graph showing budgeted v actual revenue for July, August and September.

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- Graph showing budgeted v actual expense for July, August and September.
- Graph showing budgeted v actual net position for July, August and September.

7. Once you have developed the spreadsheet's name and store the two spreadsheets as identified on templates (plans).

8. Compose an email to Gavin Stead – Managing Director (assessor), providing a summary of the email's purpose and attaching the two developed complex spreadsheets and the three graphs. Use the email template provided in Assessment 2 for this purpose.

   Your email must cover the following points:

   - a brief description summarising the purpose of the email
   - description of the email attachments:
     o Budgeted spreadsheet
     o Budgeted vs Actual spreadsheet
     o Graph showing budgeted v actual revenue for July, August and September.
     o Graph showing budgeted v actual expense for July, August and September.
     o Graph showing budgeted v actual net position for July, August and September.
   - timeframe by which you developed the two complex spreadsheets
   - your name and position title.

9. Lastly, exit the software application (Microsoft Excel) without any loss of data.

   Submit a copy of each of the spreadsheets and graphs and the email to your assessor for marking.

Task 1 Assessor Guide

Purpose of the Task

This part is designed to ensure students can demonstrate the ability to develop two complex spreadsheet documents. Students are provided with the opportunity to develop a linked spreadsheet solution, apply software design functions and formulas, format cells/ data attributes, test the accuracy of formulas, create graphs to meet numerical information requirements and exit software applications.

Guidance to Assessors About this Task

This task must be undertaken after the student has completed Assessment 2 Task 2, as the student will now draw on all the information gathered concerning spreadsheet specifications and requirements. The student must retain the following documents from Assessment 2 Task 2:

- Style Guide - BSBTEC402_02_Project_Style Guide_220210
- Project Financial Data - BSBTEC402_02_Project_Financial Data_220204
- Budgeted Planning Template - BSBTEC402_02_Project_Budgeted Planning Template_220204 (filled in)
- Budgeted v Actual Planning Template - BSBTEC402_02_Project_Budgeted v Actual Planning Template_220204 (completed and retained from Assessment 2 Task 2)
- Email Template - BSBTEC402_02_Project_Email Template_220204

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These documents will provide the student with the financial data and specific spreadsheet specifications and requirements to develop the two complex spreadsheets. Students must refer to these documents constantly while developing the following required spreadsheets:

- **Budgeted**
- **Budgeted vs Actual.**

The assessment begins with an email from Gavin Stead (Managing Director) CBSA to the student playing the role of Robyn Willis (Junior Accountant) CBSA in relation to the development of two complex spreadsheet documents. Please read the email below to familiarise yourself with the required background knowledge.

Good morning, Robyn

Thank you for putting together such comprehensive plans for spreadsheet development. I am impressed with the quality of your work.

I am very keen to have these two complex spreadsheet documents developed as soon as possible. Ideally, I would like them developed within a two-week timeframe. Therefore, please start work on these spreadsheets straight away:

1. Budgeted
2. Budgeted vs Actual.

Once you have developed the two spreadsheets, ensure you email them to me directly, as I must view these documents as soon as possible.

On another note, it's been great to see you working with our finance team, and I hope to plan additional projects with the assistance of yourself and May Lee soon.

Thanks again for your assistance on this project, and I look forward to hearing from you.

Kind Regards,

Gavin Stead

The student must produce the two complex spreadsheets prepared and planned during Assessment 2 Task 2.

To successfully complete this task, students must undertake the following steps:

1. The student must carefully read the email from Gavin Stead and ensure they have retained all required documents from Assessment 2 Task 2. These documents are as follows:

- Style Guide - BSBTEC402_02_Project_Style Guide_220210
- Project Financial Data - BSBTEC402_02_Project_Financial Data_220204
- Budgeted Planning Template - BSBTEC402_02_Project_Budgeted Planning Template_220204 (filled in)
- Budgeted v Actual Planning Template - BSBTEC402_02_Project_Budgeted v Actual Planning Template_220204 (completed and retained from Assessment 2 Task 2)
- Email Template - BSBTEC402_02_Project_Email Template_220204

As stated above, these documents will now provide students with the financial data and specific spreadsheet specifications and requirements to develop the two complex spreadsheets. Therefore, students must refer to these documents constantly while developing the following two (2) complex spreadsheets:

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- **Budgeted: This spreadsheet must specify CBSA's budgeted revenue and expenditure.**
- **Budgeted vs Actual: This spreadsheet must specify CBSA's budgeted revenue and expenditure compared to the actual revenue and expenditure. Graphs must be created as part of the spreadsheet output. Refer to point 7 for further detail.**

2. The student must use a blank Microsoft Excel workbook to generate the two spreadsheets and three graphs and create a linked solution as per spreadsheet templates (plans). The spreadsheets and graphs can be created in a single Excel workbook. The workbook must clearly indicate three (3) **worksheets [Budgeted, Actual and Actual vs Budgeted]. A 'linked' sheet/solution must be evident** across the workbooks.

   The student must enter manual data correctly from Project Financial Data - BSBTEC402_02_Project_Financial Data_220204 document. Evidence of this includes figures and totals, which are accurate.

   Please refer to BSBTEC402_03_Project_ Budget & Variance Analysis Assessor Guide A3 T1 as this workbook provides a benchmark answer.

3. The student must apply software design functions and formulae to the excel worksheets as stated in the specific spreadsheet templates (plans), including the use of Style Guide - BSBTEC402_02_Project_Style Guide_220210 as follows:

   Software Design

   - all Financial Totals are to be Bold
   - red font/ shading must be applied to any negative values
   - - sign must be applied to all negative values
   - all $ amounts must include the $ symbol, use 1000 separator (,) and two (2) decimal places
   - Top and Double Bottom Border style must be used for all grand totals
   - all content is to be left-aligned in each cell except for:
     - title headings which can be centred and bolded
     - numbers that are to be right-aligned
   - **the students must use CBSA's Style Guide in relation to colour themes or select a** similar/ complementary colour of their personal choice.
   - the student must be consistent in their use and application of colour themes.
   - the student must arrange data logically, for example, all revenue items, followed by expense items and then net position.

   Readability

   The student must use design principles to improve presentation and readability. For example:
   - white space to improve readability
   - shading alternate rows to improve readability
   - the need to use grid lines sparingly and not place too much emphasis on the individual cell
   - the need to remove gridlines/ background lines as these can be a distraction to the user.

   Applying formulae

   The student must apply formulae in specific spreadsheet templates [plans], including 'AutoSum' and/ or addition formula to total figures. The use of a minus calculation/ function to calculate net

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position. The student may also use conditional formatting functions to highlight net position negative values etc.

Please refer to BSBTEC402_Assessor Guide_Project_Budget & Variance Analysis T1_220225 as this workbook provides a benchmark answer.

4. In the workbook, the student must format cells and use data attributes assigned with cell references as per spreadsheet templates (plans)

- The student must express all figures in currency terms by adding the dollar ($) symbol to these cells amending data attributes.

- The student can use Wrap Text (if needed) to ensure readability.

- The student must ensure all headings are aligned in the same consistent manner.

- The student must ensure all figures are aligned in a consistent and meaningful way that is easy to read.

- The student must ensure cell references are clear.

5. In the workbook, the student must ensure all calculated data is accurate by testing all formulas and confirming that the output is correct. Again, the student must complete this step as per templates (plans).

- The student's formulas must be correct, and there is to be evidence that the student has tested formulas before finalising spreadsheets. For example, formulas are accurate and linked across sheets without error.

- The student's mathematical formulas must meet the needs of the two spreadsheets in that you can clearly see totals (revenue, expenses) and net position and 'variance analysis' etc.

- The student formula references are accurate as assigned to cells.

6. The student must create the three graphs using spreadsheet data as per the template (plan) for CBSA's Budgeted vs Actual. The student must follow the planned graph style (bar chart) to meet requirements as per the template (plan).

All graphs produced by students must have labels and titles from numerical data contained within the spreadsheet file.

The three graphs that students must create are as follows:

- Graph showing budgeted v actual revenue for July, August and September.

- Graph showing budgeted v actual expense for July, August and September.

- Graph showing budgeted v actual net position for July, August and September.

For example:

- The student must create the three bar charts as indicated above.

- The student must use planned styles such as chart type and colour theme.

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- The student must use apply design function as stated in specific spreadsheet templates (plans), including the use of Style Guide - BSBTEC402_02_Project_Style Guide_220210 as follows:

Chart Title	Font style Arial 16 pt
Chart sub-title	Font style Arial 14 pt
Data Labels	Font style Arial 8 pt
Legend	Font style Arial 10 pt
X Axis	Font style Arial 10 pt
Y Axis	Font style Arial 10 pt

- The student must label all graphs by giving each graph a title and relevant labels such as Monthly Revenue/ Income Jul, Aug, and Sep.
- The student must link each graph to numerical data within the spreadsheet file, i.e. budgeted amounts are linked back to the 'budgeted' sheet.

7. Once developed, the student must name and store the two spreadsheets as identified on templates (plans).

   For example, the student has named each document as per templates (plans) and provided a version number, i.e., CBSA Budgeted V Actual Version 1. Evidence of this includes file names as attached to the Email to Gavin Stead.

8. The student must compose an email to Gavin Stead – Managing Director (assessor), providing a summary of the email's purpose and attaching the two (2) developed complex spreadsheets and three graphs. The students must use the email template provided in Assessment 2 Task 2.

   The student's email must cover the following points:
   - A brief description summarising the purpose of the email, for example, "I am writing to advise that I have now developed the two complex spreadsheet documents. Please find these documents attached".
   - The two (2) complex spreadsheets and three graphs are completed and attached to the email:
     o Budgeted spreadsheet
     o Budgeted vs Actual spreadsheet
     o Graph showing budgeted v actual revenue for July, August and September.
     o Graph showing budgeted v actual expense for July, August and September.
     o Graph showing budgeted v actual net position for July, August and September
   - Timeframe by which the student developed the two complex spreadsheets. For example, "I have completed this task within the required two-week timeframe".
   - Student name and position title. For example, Robyn Willis (Junior Accountant) CBSA.

9. Finally, the student must exit the software application (Microsoft Excel) without any loss of data.

   The student must send the spreadsheet documents via email without losing any data and closing the application correctly. Evidence of this includes complete and workable/functional files submitted via email.

Task 2

Task Summary

For this assessment task, you are required to use multiple complex spreadsheets to import and export data across spreadsheets and create an automated spreadsheet operation.

Resources and Equipment Required

- Access to learning materials on the learning portal
- Access to a computer, the internet and email
- Access to a suitable simulated computer workstation environment
- Access to Microsoft Excel
- Access to Zoom, Skype or Teams
- **Style Guide** - BSBTEC402_02_Project_Style Guide (retained from Assessment 2 Task 1)
- Two spreadsheets and three graphs that were developed in Assessment 3 Task 1
    - Budgeted spreadsheet (Completed)
    - Budgeted vs Actual spreadsheet (Completed)
    - Graph showing Budgeted v Actual Revenue for July, August and September.
    - Graph showing Budgeted v Actual Expense for July, August and September.
    - Graph showing Budgeted v Actual Net Position for July, August and September.
- **Financial Data October** - BSBTEC402 _03_Project_Financial Data October_220201
- **Email Template** - BSBTEC402_02_Project_Email Template_220204 (retained from Assessment 2 Task 1)

Important: this assessment task must be undertaken after Assessment 3 Task 1 as it directly relates to using the two complex spreadsheets developed in Task 1.

To complete this assessment, you must read the following email and then complete the tasks that follow.

To:	Robyn Willis (robyn.willis@cbsa.com.au)
From:	Gavin Stead (gavin.stead@cbsa.com.au)
Date/time:	Monday 19 Jan 20XX 09:05 a.m.
Subject:	CBSA – Budget Reporting.
File Attached:	Financial Data October

Good morning, Robyn,

I am writing to thank you for all your efforts in developing the required spreadsheets. I am impressed with your work.

The Budgeted spreadsheet specified budgeted revenue and expenditure.

The Budgeted v Actual spreadsheet indicated budgeted compared to the actual revenue and expenditure.

The graphs you created were both meaningful and useful for decision-making purposes. Well done!

Since developing the above spreadsheets, we now have access to our October financial data, which I have attached. Therefore, I ask that you update the two spreadsheets and graphs developed to include figures for October. Note: I have provided the October financial data in an MS Excel format so that you can import it into your spreadsheets.

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Once the above is complete, I ask that you export the October financial data to generate one report in a new workbook/spreadsheet. This report will be used by management and must include the following data:

- Actual and Budgeted Revenue for each department for October
- Actual and Budgeted Expenses for each department for October
- Actual and Budgeted Net Position for October

Please be advised that management have specific report formatting needs that must be met. Therefore, you must create an automated function (macro) to ensure you meet these needs. Formatting needs are as follows:

- ensure all figures are in currency (dollars $)
- apply a Filter to columns
- use Conditional Formatting to:
    - revenue: highlight any figures less than $300,000
    - expenses: highlight any figures greater than $50,000.
- change all font to Calibri size 12
- format the header rows to a light blue colour
- bold all headings
- create a command button to run the macro.

I would like you also to create a video recording (10-15 minutes in length) for May Lee (Finance Manager), documenting the step-by-step process on how you:

- imported and exported the data
- developed, use and edit the automation (macro)
- access help and save and store the document.

This is important as May Lee will need to generate this report in the future, and therefore, she needs to have a sound understanding of how to complete these processes.

Once you have done this, please provide May Lee with a copy of the video and the following three (3) complex spreadsheets by saving them into a file on your desktop titled CBSA Financial Data Reports and emailing the file to her.

- Budgeted spreadsheet, including October figures
- Budgeted vs Actual spreadsheet, including October figures
- Graphs including October figures
- CBSA Budgeted v Actual Financial Data report - Revenue, Expenses and Net Position for October.

I thank you for your assistance.

Kind Regards,

Gavin Stead

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au

Student Instructions

You are required to use multiple spreadsheets to import and export data across spreadsheets and create an automated spreadsheet operation. You will also be required to produce a recording that demonstrates how you:

- Create, use and edit a macro
- Import and export data between compatible spreadsheets and adjust as needed
- Access and use the help function to solve spreadsheet problems
- Name and store documents.

Task Instructions

To successfully complete this task, you must undertake the following steps:

Update and use spreadsheets

1. Carefully read the email from Gavin Stead and then download the following document as outlined in the email.

   - **Financial Data October** - BSBTEC402 _03_Project_Financial Data October

2. Ensure you have retained the completed spreadsheets and graphs from Assessment 3 Task 1, as you will be updating these documents. The documents to be retained are:

   - Budgeted spreadsheet (Completed)
   - Budgeted vs Actual spreadsheet (Completed)
   - Graph showing Budgeted v Actual Revenue for July, August and September
   - Graph showing Budgeted v Actual Expense for July, August and September
   - Graph showing Budgeted v Actual Net Position for July, August and September.

   Now that you have read the Gavin Stead email and have access to the above three documents, you are ready to use and update your complex spreadsheets.

3. You must update the documents retained from Assessment 3 Task 1 to include CBSA's Financial Data for October as provided to you in Gavin Stead's email. October figures have been provided to you in a compatible spreadsheet so that you can demonstrate your ability to import data.

   - **Financial Data October** - BSBTEC402 _03_Project_Financial Data October

   To do this, **import CBSA's Financial Data for October to update the two (2) spreadsheet documents** completed and retained from Assessment 3 Task 1 and the three graphs:

   - Budgeted spreadsheet
   - Budgeted vs Actual spreadsheet

   Now that you have updated the above budget documents to include financial data from October, you will create the spreadsheet budget report.

Create and use a spreadsheet report

4. You must export information/data for October (only) from the updated saved spreadsheets (above) into a new workbook/spreadsheet to demonstrate your ability to export data. The financial data you must be exported is:

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- Actual and Budgeted Revenue for each department for October
- Actual and Budgeted Expenses for each department for October
- Actual and Budgeted Net Position for October.

Note: To ensure consistency of data and layout requirements, follow the same design and layout as previously completed budget spreadsheets when formatting the report, i.e. Revenue followed by Expenses followed by Net Position. Ensure all calculated data is accurate by testing all formulae and confirming that output is correct with formulas linked across worksheets.

Once you have exported October financial data from your updated spreadsheet(s) into a new workbook/spreadsheet, you are ready to use and reformat your now created CBSA Budgeted v Actual Financial Data report to meet management's reporting needs.

5. Now that you have a new workbook/spreadsheet in which you have exported the required financial data relating to October, you must further develop the CBSA Budgeted v Actual Financial Data report for management.

    Management has specific requirements in relation to formatting the report. As this report will be generated frequently, you must create an automated function (macro) to meet reporting needs.

    Management has stated that automation (macro) must include the following formatting actions. Therefore, you must create a macro that automates the following steps:

- ensure all figures are in currency (dollars $)
- apply a Filter to columns
- use Conditional Formatting to:
- revenue: highlight any figures less than $300,000.
- expenses: highlight any figures greater than $50,000
- change all font to Calibri size 12
- format the header rows to a light blue colour (your choice)
- bold all headings
- create a command button to run the macro.

    To do this, you must use the Microsoft Excel help function as needed. These help functions are available online.

Save the Reports

6. Once you have completed all the above tasks, pdf and save the following three (3) spreadsheets and three (3) graphs to a file on your desktop titled CBSA Financial Data Reports:

    Spreadsheets

- Budgeted (including July to October figures)
- Budgeted vs Actual (including July to October figures)
- CBSA Budgeted v Actual Financial Data Report for October (generated from the above spreadsheets)
- Graph - Budgeted v Actual Revenue (including July to October figures)
- Graph - Budgeted v Actual Expense (including July to October figures)
- Graph - Budgeted v Actual Net Position (including July to October figures)

Recording the Process

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7. May Lee (Finance Manager CBSA) will need to generate this report in the future. Using a screen share function, create a training video (10 to 15 minutes in length) for her that demonstrates the process for performing the following tasks using spreadsheets:

    ▪   Import data between compatible spreadsheets and adjust as needed.

    ▪   Export data between compatible spreadsheets and adjust as needed.

    ▪   Create, use and edit a macro to meet the requirements of the CBSA Budgeted v Actual Financial Data report.

    ▪   Access help functions to solve spreadsheet problems

    ▪   Naming and saving the files

Video recording evidence checklist and submission requirements	
During the recording, your assessor will be looking to see that you have demonstrated:	
▪ Consistency of data entered spreadsheet	☐
▪ How to import data between compatible spreadsheets, check for accuracy and adjust to meet requirements.	☐
▪ How to export data between compatible spreadsheets and adjust to meet requirements.	☐
	☐
▪ How to create, use and edit a macro (automation) to meet task requirements.	
	☐
▪ How to access help functions to solve spreadsheet problems.	
▪ How to name, save and exit the spreadsheets according to organisational and task requirements.	☐

After you have recorded the process, email May Lee a copy of the recording and a copy of each of the following three complex spreadsheets and graphs:

▪   Budgeted, including October figures

▪   Budget vs Actual, including October figures

▪   CBSA Budgeted v Actual Financial Data report for October (generated from the above spreadsheets)

▪   Graph - Budgeted v Actual Revenue (July to October)

▪   Graph - Budgeted v Actual Expense (July to October)

▪   Graph - Budgeted v Actual Net Position (July to October)

Use the email template provided in Assessment 2 Task 2.

Submit the recording, a copy of each of the three complex spreadsheets and graphs and the email to your assessor for marking.

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Good morning, Robyn,

I am writing to thank you for all your efforts in developing the required spreadsheets. I am impressed with your work.

The Budgeted spreadsheet specified budgeted revenue and expenditure.

The Budgeted v Actual spreadsheet indicated budgeted compared to the actual revenue and expenditure.

The graphs you created were both meaningful and useful for decision-making purposes. Well done!

Since developing the above spreadsheets, we now have access to our October financial data, which I have attached. Therefore, I ask that you update the two spreadsheets and graphs developed to include figures for October. Note: I have provided the October financial data in an MS Excel format so that you can import it into your spreadsheets.

Once the above is complete, I ask that you export the October financial data to generate one report in a new workbook/spreadsheet. This report will be used by management and must include the following data:

Actual and Budgeted Revenue for each department for October

Actual and Budgeted Expenses for each department for October

Actual and Budgeted Net Position for October

Please be advised that management have specific report formatting needs that must be met. Therefore, you must create an automated function (macro) to ensure you meet these needs. Formatting needs are as follows:

ensure all figures are in currency (dollars $)

apply a Filter to columns

use Conditional Formatting to:

revenue: highlight any figures less than $300,000

expenses: highlight any figures greater than $50,000.

change all font to Calibri size 12

format the header rows to a light blue colour

bold all headings

create a command button to run the macro.

I would like you to also create a video for May Lee (Finance Manager), documenting the step-by-step process on how you:

imported and exported the data

developed the automation (macro).

This is important as May Lee will need to generate this report in the future, and therefore, she needs to have a sound understanding of how to complete these processes.

Once you have done this, please provide May Lee with a copy of the video and the following three (3) complex spreadsheets by saving them into a file on your desktop titled CBSA Financial Data Reports and emailing the file to her.

Budgeted spreadsheet, including October figures

Budgeted vs Actual spreadsheet, including October figures

Graphs including October figures

CBSA Budgeted v Actual Financial Data report - Revenue, Expenses and Net Position for October.

Thank you for your assistance.

Kind Regards,

Gavin Stead

1. The student must read the email from Gavin Stead and then download the following document as outlined in the email.

   ▪ **Financial Data October** - BSBTEC402 _03_Project_Financial Data October_220201

   The purpose of this document is to provide students with CBSA's Financial Data for the month of October. Financial data has been provided in an MS Excel format to provide students with the opportunity to import data.

2. The student must retain the completed spreadsheets and graphs from Assessment 3 Task 1 as they will need to update these documents for this assessment task. The documents to be retained are:

   ▪ Budgeted spreadsheet (Completed)

   ▪ Budgeted vs Actual spreadsheet (Completed)

   ▪ Graph showing Budgeted v Actual Revenue for July, August and September

   ▪ Graph showing Budgeted v Actual Expense for July, August and September

   ▪ Graph showing Budgeted v Actual Net Position for July, August and September.

3. The student must update the documents retained from Assessment 3 Task 1 to include CBSA's Financial Data for October (as provided in the email from Gavin Stead). The October figures have been provided to the student in a compatible spreadsheet so that they can demonstrate their ability to import data and adjust documents according to software and organisational requirements.

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Therefore, students must update the two spreadsheet documents and three graphs as completed and retained from Assessment 3 Task 1:

- Budgeted (Completed) must be updated by the student to include October financial data.
- Budgeted v Actual (Completed) must be updated by the student to include October financial data.
- Graph showing Budgeted v Actual Revenue for July, August and September must be updated to include October financial data
- Graph showing Budgeted v Actual Expense for July, August and September must be updated to include October financial data
- Graph showing Budgeted v Actual Net Position for July, August and September must be updated to include October financial data

The student's formulas must be correct, and there must be evidence that the student has tested formulas before finalising spreadsheets. For example, the student has identified the intentional addition error (Expenses $888,183.34, should be $778,833.34) and corrected it. The formulae must be linked across sheets without error.

Please refer to BSBTEC402_AG_03_Project_Budget & Variance Analysis Task 2_V1.0 as this workbook provides a benchmark answer.

Create and use a spreadsheet budget report

4. The student must export information/data for the month of October (only) from the updated Budgeted vs Actual spreadsheet into a new workbook/spreadsheet as they are required to demonstrate their ability to export data. Financial data which must be exported includes:

- Actual and Budgeted Revenue for each department for October
- Actual and Budgeted Expenses for each department for October
- Actual and Budgeted Net Position for October

The students must demonstrate that they have followed the same design and layout as previously completed budgeted and budgeted v actual spreadsheets when formatting the report, i.e. Revenue followed by Expenses followed by Net Position. Please refer to BSBTEC402_Assessor Guide_Project_Budget & Variance Analysis T2 Macro_220225 as this workbook provides a benchmark answer.

Once the student has exported the October financial data from their updated spreadsheet(s) into a new workbook/spreadsheet, they must use and reformat the data to create CBSA Budgeted v Actual Financial Data Report for October to meet management's reporting needs.

5. Once the student has produced a new workbook/spreadsheet into which they have exported the required financial data relating to the month of October, they must further develop the report for management. Management has specific requirements in formatting the report. As this report is to be generated frequently, students must create an automated function (macro) to meet reporting needs.

Management has stated that automation (macro) must include the following. Therefore, students must create a macro that automates the following steps:

- ensure all figures are in currency (dollars $)
- apply a Filter to columns
- use Conditional Formatting to:
- revenue: highlight any figures less than $300,000

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- expenses: highlight any figures greater than $50,000.

- change all font to Calibri size 12

- format the header rows to a light blue colour

- bold all headings

- create a command button to run the macro.

Please refer to point seven (7.) below as this provides a benchmark answer which includes the steps the student must complete to create a macro.

Students use the Microsoft Excel help function as needed. These help functions are available online.

Save the Reports

6. Once the student has completed all the above tasks, they must generate the following three spreadsheets and graphs:

- Budgeted, including October figures

- Budgeted vs Actual, including October figures

- CBSA Budgeted v Actual Financial Data report for October (generated from the above spreadsheets)

- Graph - Budgeted v Actual Revenue, including October figures

- Graph - Budgeted v Actual Expense, including October figures

- Graph - Budgeted v Actual Net Position, including October figures.

Documenting the Process

7. The student must create a video recording for May Lee (Finance Manager), who will need to generate this report in the future.

The recording must demonstrate the process for performing the following tasks using spreadsheets:

- Import data between compatible spreadsheets and adjust as needed.

- Export data between compatible spreadsheets and adjust as needed.

- Create, use and edit a macro to meet the requirements of the CBSA Budgeted v Actual Financial Data report.

- Access help functions to solve spreadsheet problems

- Naming and saving the files

May Lee will need to generate this report in the future, and therefore, she needs to have a sound understanding of how to complete these processes.

Video recording evidence checklist and submission requirements *for assessor*	
The student's video recording must demonstrate how to:	
Consistency of data entered spreadsheet The student must demonstrate they developed, edited, and used templates consistently and uniformly and as per CBSA's requirements and those specifications as originally set out in Assessment 2 Task 2.	☐

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Note: These requirements relate to the design and layout of the Budgeted, Budgeted v Actual spreadsheet: as created during Assessment 3 Task 1. The student must continue to use the same style (CBSA's Style Guide) and template (plans) format when updating the two complex spreadsheet documents and creating the management report. However, please note that the report also contains formatting outlined in the macros to meet management's reporting requirements.

Import data between compatible spreadsheets, check for accuracy and adjust as needed

This must include importing data from a separate spreadsheet (Financial Data October - BSBTEC402 _03_Project_Financial Data October_220201). For example:

- ▪ The student selected Data and then selected Import External Data and Import Data. Then, the student selected the MS Excel file that they wished to import data from.

- ▪ The student imported data as needed into the complex spreadsheet documents, i.e., data from CBSA's Financial Data October to the Budgeted v Actual spreadsheet, therefore adding October figures to the correct worksheet.

The student must check data to ensure accuracy by checking over formulas. For example, formulas can be checked via:

- ▪ the Show Formulas option on the Excel ribbon

- ▪ hovering over a cell can also display its formula

Therefore, checking over the various automated actions to ensure that they are correct.

The student must demonstrate how they adjust data if needed to ensure accuracy. For example:

- ▪ formulas can be checked via the Show Formulas option on the Excel ribbon.

- ▪ hovering over a cell can also display its formula

therefore, checking over the various automated actions to ensure they are correct.

Export data between compatible spreadsheets and adjust as needed

This must include:

Exporting data from a spreadsheet to a separate spreadsheet/ new workbook. For example:

- ▪ the student selected the worksheet they wished to export (move) and then, using a Right-Click, opened a 'pop-up' menu and selected Move or Copy. Once the Move or Copy dialogue box was open, the student selected to move the sheet to a new workbook. The student created a copy and placed information/data into the new workbook.

Adjusting data if needed to ensure accuracy. For example:

- ▪ formulas can be checked via the Show Formulas option on the Excel ribbon. Hovering over a cell can also display its formula. Therefore, checking over the various automated actions to ensure that they are correct.

Create, use and edit a macro to meet the requirements of the budget report

To achieve the above, the student must locate the Developer Tab, which is hidden by default, and enable it. Then, the student must select Record a Macro and give the Macro a name (Name Box) and a description (Description Box). Once this is complete, the student must select OK to start recording the macro (Record Macro. The following

formatting steps/ actions must be automated and therefore included in the macro by the student:

- figures are in currency (dollars $)
- Filter applied to all columns
- Conditional Formatting is used to:
    - highlight any revenue figures less than $300,000
    - highlight any expense figures greater than $50,000.
- all font is Calibri size 12
- the header rows formatted to a light blue colour
- all headings have been bolded

After all the actions to be automated have been performed, the student must select Stop Recording (Developer Tab).

The student must then use the Visual Basic Editor to view the actions they recorded as specified in 'code', checking over the various automated actions to ensure that they are correct and identifying and correcting any errors identified.

Source: Support.microsoft.com. 2022. Quick start: Create a macro. [online] Available at: <https://support.microsoft.com/en-us/office/quick-start-create-a-macro-741130ca-080d-49f5-9471-1e5fb3d581a8> [Accessed 14 February 2022].

The student must also create a macro button to run the macro.

To do this, the student must:

- locate the Developer tab in the Controls group
- click Insert
- select **Button** under From Controls
- click anywhere in the worksheet. This will open the Assign Macro dialogue box
- select the macro they want to assign to the button, and click OK.
- name the button

Source: Support.microsoft.com. 2022. Quick start: Create a macro. [online] Available at: <https://support.microsoft.com/en-us/office/quick-start-create-a-macro-741130ca-080d-49f5-9471-1e5fb3d581a8> [Accessed 14 February 2022].

Access and use the help function to solve spreadsheet problems

The student must access Microsoft help online to assist with advanced spreadsheet functions.

This could include help with:

- locating the Developer Tab
- creating a macro
- editing a macro with Visual Basic Editor
- creating a macro button
- importing data
- exporting data

Name, save and exit the documents.

The student must demonstrate how they name, save and exit an excel document. For example:

- the student clicked File and then save
- the student clicked/ browsed a folder. The student then typed a name for the document in the File name box, for example, CBSA Budgeted v Actual Financial Data Report for October and then clicked Save.

Exit. For example:

- after saving the spreadsheet documents, the student exited the application (as above).
- the student clicked the file tab and then clicked Close.

After the student has recorded the process, they must email May Lee a copy of the recording and a copy of each of the following three complex spreadsheets and graphs:

- **Two (2) updated complex spreadsheets completed with CBSA's October Financial Data:**
  - Budgeted (including July – October data)
  - Budgeted v Actual (including July – October data)
- One (1) CBSA Budgeted v Actual Financial Data Report for October (management report), as generated from the above spreadsheets.
- Three (3) graphs:
  - Graph - Budgeted v Actual Revenue (including July to October figures)
  - Graph - Budgeted v Actual Expense (including July to October figures)
  - Graph - Budgeted v Actual Net Position (including July to October figures).

Email to May Lee – Finance Manager CBSA (assessor), as per provided template. Must include:

A brief description summarising the purpose of the email, for example,

"I am writing to inform you that I have now finalised the development of the spreadsheet documents, graphs and management report. I have attached for your perusal:

Two (2) updated complex spreadsheets completed with CBSA's October Financial Data:
  - Budgeted (including July – October data)
  - Budgeted v Actual (including July – October data)

One (1) CBSA Budgeted v Actual Financial Data Report for October (management report), as generated from the above spreadsheets.

Three (3) graphs:
  - Graph - Budgeted v Actual Revenue (including July to October figures)
  - Graph - Budgeted v Actual Expense (including July to October figures)
  - Graph - Budgeted v Actual Net Position (including July to October figures).

I have also attached a video documenting the step-by-step process so that you can generate these reports in the future".

The student's name and position title: For example, Robyn Willis (Junior Accountant) CBSA.

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Assessment Checklist

Students must have completed all tasks within this assessment before submitting. This includes:

1	Two (2) spreadsheets Email to Gavin Stead	☐ ☐
2	Three (3) spreadsheets and graphs Email to May Lee Video recording	☐ ☐ ☐

Congratulations, you have reached the end of the Assessment 3.

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