



Australian Government

Australian Public Service Commission

Candidate Skills Recognition Booklet

PSP40104 Certificate IV in Government

**PSPGOV412A: Use advanced workplace
communication strategies**



**NATIONALLY RECOGNISED
TRAINING**

Candidate Name:
Department/Agency:
Telephone:
Email:

Skills Recognition

This Booklet is designed for the recognition candidate to initially self-assess against each element within the unit of competency. It is, however, recommended that the supervisor is involved in supporting the Candidate through the assessment of their skills.

While this Booklet addresses each of these elements individually, they will be assessed together as a Unit of Competency or in conjunction with a number of Units.

This Booklet:

- ⇒ provides a framework to guide the Candidate in preparing a portfolio of evidence as a basis for recognition under the National Skills Framework for this Unit of Competency
- ⇒ breaks the unit down into its component elements and addresses these in order. While the recognition process itself will be more holistic, the Booklet allows Candidates to address each element either in isolation or in combination with other elements or Units
- ⇒ encourages the Candidate to identify evidence from within the workplace, if possible
- ⇒ contains a range statement that explains some of the terms in *italics* used in the Performance Criteria for each element
- ⇒ provides examples of evidence and optional work based activities
- ⇒ includes a third party report template and a feedback form.

Candidates should familiarise themselves with the information contained in the Candidates Information Guide that can be downloaded from the Australian Public Service Commission's website: <http://www.apsc.gov.au/rto/>

More information about the Unit of Competency contained in this booklet is available from the National Training Information Service. A link to the unit is included on page 3 of this booklet.

Note: Evidence must be gathered over time in a range of contexts to ensure you can achieve the unit outcome and apply the competency in different situations and environments.

This Booklet can be downloaded from the Australian Public Service Commission website <http://www.apsc.gov.au/rto/> and printed for completion by hand or electronic means. If there is insufficient space to record your input, please insert or attach additional pages. A completed copy of this booklet (with appropriate supporting evidence) can be submitted for recognition which can lead to the awarding of a nationally recognised Statement of Attainment or a Qualification from the Australian Public Service Commission.

Use advanced workplace communication strategies

Introduction

This is a core unit of competency in the PSP040104 Certificate IV in Government and covers the use of advanced communication strategies for interacting with internal and external clients. It includes dealing with complex enquiries and complaints, giving directions, managing meetings and making workplace and public presentations.

Being competent in this unit means being able to:

- ✓ *Deal with complex enquiries/ complaints*
- ✓ *Give directions*
- ✓ *Manage meetings*
- ✓ *Make presentations*

There are other related competencies in the key area of working in government and that deal with workplace communication. If you feel this unit: **Use advanced workplace communication strategies** is not appropriate to your skill level, please consider one of the Units below as an alternative.

- PSPGOV312A Use workplace communication strategies
- PSPGOV512A Use complex communication strategies

Useful links

Unit of Competency: PSPGOV412A Use advanced workplace communication strategies

<http://www.ntis.gov.au/Default.aspx?/trainingpackage/PSP04/unit/PSPGOV412A>

The National Training Information Service: www.ntis.gov.au

The APSC Registered Training Organisation website: <http://www.apsc.gov.au/rto/>

Relationship to the Integrated Leadership System

This Unit of Competency underpins the following capabilities outlined in the Integrated Leadership System.

APS Communicates with influence

- **communicates clearly**
- **listens understands and adapts to audience**
- **negotiates confidently**

For further information

Please consult the Commission's [Candidate Information Guide](#) for additional information on the recognition process and how to initiate formal assessment and recognition by the Australian Public Service Commission.

Information for supervisors

As a supervisor you play an important role in assisting the Candidate to develop their skills. By undertaking this recognition activity, the Candidate will be assessed against competencies developed by Government Skills Australia, the Industry Skills Council with responsibility for the public sector. By having their skills recognised, the Candidate is contributing to the identification of your organisation's intellectual capital.

As every organisation is different, you may be able to assist the Candidate identify the work requirements, work practices and knowledge relevant to your environment.

The Candidate is encouraged to complete the self-assessment checklist and identify appropriate evidence, which is then recorded in the 'supporting evidence list' section. Sample work-based activities have been included in the Booklet for the candidate who is unable to identify sufficient evidence to address each competency and needs to produce further evidence of their skills and knowledge. The sample activities in the Booklet could be modified by the candidate and their supervisor to better suit workplace requirements and needs.

Third party reports

At the end of the booklet is a blank Third Party Report template. In some cases the candidate may require a corroborating statement from a third party. Supervisors, or other third parties, can complete these reports, where appropriate, which Candidates can add to their portfolio of evidence.

On completing their portfolio of evidence, Candidates can submit it to the Australian Public Service Commission for recognition, which can contribute to the awarding of a Diploma of Government.

Benefits for Supervisors

The self assessment process will enable you and your staff to identify current skill levels and assists you in determining if your staff are ready to undertake recognition or whether they may require additional training and/or development. Formal training can be an expensive option, especially if the Candidate can already demonstrate their existing skills and have them recognised.

Additionally, the assistance you provide the Candidate can be used as evidence for recognition of your skills against the *PSPGOV416A Monitor performance and provide feedback* and *PSPGOV510A Undertake and promote career management units of competency*.

Further information

If you have any questions, you can contact the National Recognition Coordinator on 02 6202 3787 or email your query to rto@apsc.gov.au.

Feedback

Finally, a feedback form template is included at the end of this Booklet. As we seek to continuously improve our processes, procedures and resource materials, we would appreciate your feedback as a supervisor. You can use a copy this template to detail your comments. If you provide feedback, consider keeping a copy of your submission as it supports *PSPGOV405B Provide Input to change processes*.

1 Deal with complex enquiries /complaints

This element requires:

- Relationship with the client is established by displaying empathy towards client needs, and the nature of complaint/enquiry is established by listening, questioning and confirming
- Complaint/enquiry is recorded accurately in simple language, and verified with the client to ensure it has been recorded correctly
- Documentation to support complaint/enquiry is obtained if required
- Action available under organisational policies is identified, and procedures to respond to and resolve complaint/enquiry are followed/authorised
- Complaints/enquiries that require referral to other personnel or external organisations are identified and referred in accordance with organisational policy and procedures
- Client is informed of action taken to resolve/refer the complaint/enquiry and a record logged in accordance with organisational procedures

Text in *italics* is explained in the Range Statement on page 16 of the Booklet.



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I establish relationship with the client by displaying empathy towards client needs, and the nature of complaint/enquiry is established by listening, questioning and confirming?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I check that complaint/enquiry is recorded accurately in simple language, and verified with the client to ensure it has been recorded correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Can I obtain documentation to support complaint/enquiry if required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I ensure action available under organisational policies is identified, and procedures to respond to and resolve complaint/enquiry are followed/ authorised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do I identify and refer complaints/enquiries that require referral to other personnel or external organisations in accordance with organisational policy and procedures?

Do I inform client of action taken to resolve/refer the complaint/enquiry and a record logged in accordance with organisational procedures?



Examples of evidence

There are a number of ways you can demonstrate competency. Where options exist, select those most relevant to your workplace or current position.

- Describe a recent work related complaint. Identify:
 - the person making the complaint (eg internal or external client)
 - the reason(s) for the complaint
 - the communication skills you used in responding to the complaint
 - your response to the complaint
 - the resolution
 - any follow up activity.
- Attach any copies of your records reporting/recording the event. If you don't have copies of these documents, describe the records that should be kept.
- Attach a copy of your workplace complaints procedure, highlighting any step in the process that wasn't followed with an explanation as to why this was the case.
- If you were unable to resolve a complaint or respond to a complex query, to whom would you refer the matter? (Refer to your organisational policy.)



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Deal with complex enquiries/complaints

The following suggestion for a work-based activity may be of use in demonstrating your ability to meet the competency requirements of this unit.

Use the checklist below to analyse a recent work related discussion of how you dealt with a recent complex enquiry/complaint. If you contributed part of a larger communication activity, only record your involvement.



Activity checklist

Detail the nature of the communication activity, including date and venue.	
What were the communication objectives ?	
Who was present and why?	
What was the communication mode?	
What positions were taken by those present on the matters under discussion?	
How did you research and organise your subject matter?	
What were the key points you wanted to convey?	
How did you counter other opinions?	
What were the requirements of <i>legislation, policy and guidelines</i> relevant to the discussion?	
What guidelines did follow when responding to complex enquiries or complaints?	
How did you use active listening and questioning to clarify your understanding when dealing with a verbal complaint of a client?	
What skills did you use to establish positive relationships with your clients?	
What skills did you use when confronted with complex or difficult requests or complaints?	
What records did you keep of these interactions?	
What guidelines and principles did you follow in recording this information?	

2 Give directions

This element requires:

- Ethical, lawful and reasonable directions are given to others, and staff are protected from reprisals for refusing directions to act unethically
- Directions are relayed in a clear, concise manner appropriate to the receiver
- Questioning and listening skills are used to confirm understanding of directions
- Problems in directions being implemented are resolved promptly or referred in accordance with organisational policy and procedures
- Feedback is provided on implementation in accordance with organisational requirements



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I give ethical, lawful and reasonable directions to others, and staff are protected from reprisals for refusing directions to act unethically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I relay directions in a clear, concise manner appropriate to the receiver?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I use questioning and listening skills to confirm understanding of directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I resolve problems in directions being implemented promptly or refer in accordance with organisational policy and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I provide feedback on implementation in accordance with organisational requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A description of a recent situation where you were required to give complex directions to someone. This could be in a work or community setting. Include:
 - the reason for the instruction
 - the method used for giving the direction
 - the steps taken to ensure your colleague understood your directions
 - a summary of your feedback.

- A testimonial from someone to whom you have recently given complex directions. The testimony should describe:
 - the nature of the direction
 - the clarity of your directions
 - your style/approach
 - your ability to tailor directions to their needs
 - your feedback on their performance.

- An audio/video tape of yourself giving complex directions to a colleague or client (with their permission) and then providing feedback.

- A signed testimonial from your line manager verifying that he or she has observed you giving complex instructions to colleagues/clients and commenting on all aspects of your performance eg:
 - appropriateness of your language given the knowledge and skill of the person receiving the directions
 - your listening and responding skills
 - your ability to resolve difficulties
 - your provision of feedback.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.

 **Work-based activity:** Give directions

Use the following checklist to analyse a recent situation in which you gave directions to others in your workplace.

Activity checklist

Detail the nature of the instruction, including the date and venue.	
What were the instruction/direction objectives?	
Why did you have to give instruction/direction to others?	
What steps did you take to ensure your colleague/client understood your directions?	
How did you provide support and feedback to people who were following these directions?	
Have a third party confirm your analysis	Third party confirmation: Signature: Date:.....

3 Manage meetings

This element requires:

- Purpose of each meeting is clarified and the **agenda** developed in consultation with participants, in line with the **purpose**
- The **procedure** for each meeting and the style of chairing/facilitating are selected in accordance with the meeting's purpose and the participants
- Meetings are chaired in accordance with organisational requirements, agreed **conventions** for the type of meeting and **legal and ethical requirements**
- Meetings are conducted to ensure they are focused on the objectives of the meeting and are time efficient
- Meetings are facilitated to enable participation, discussion, problem solving and **resolution** of issues by all those present
- Decisions and recommendations are summarised succinctly, checked for accuracy and recorded as required



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I clarify the purpose of each meeting and the agenda developed in consultation with participants, is in line with the purpose ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I check that the procedure for each meeting and the style of chairing/facilitating are selected in accordance with the meeting's purpose and the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I chair meetings in accordance with organisational requirements, agreed conventions for the type of meeting and legal and ethical requirements ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I ensure meetings conducted are focused on the objectives of the meeting and are time efficient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I facilitate meetings to enable participation, discussion, problem solving and resolution of issues by all those present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I make certain that decisions and recommendations are summarised succinctly, checked for accuracy and recorded as required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- Copies of:
 - agendas you've prepared for a minimum of two meetings
 - minutes from both meetings
 - follow up documentation/actions arising from the meetings
 - acceptance of the minutes by meeting participants.
- A diary entry or review describing your organisation, planning and chairing of a recent meeting. Summarise:
 - the skills used to keep the meeting focused and productive
 - the skills used to involve all participants
 - any difficulties and strategies used to reach a satisfactory resolution
 - your evaluation of the meeting
 - meeting outcomes.
- Copies of three or more evaluation forms – completed by your co-workers –

assessing your ability to manage work group meetings to achieve required outcomes. Areas assessed should include:

- meeting procedure
 - chairing techniques
 - time management
 - focus and direction
 - conflict resolution
 - member participation
 - outcomes
 - the accuracy of your reporting/minutes.
- A detailed testimonial from your supervisor/line manager assessing your ability to conduct a focused, productive and well managed meeting.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Manage meetings

Use the following checklist to prepare for a meeting you are planning, organising and/or will chair. Alternatively, complete the following activity checklist to analyse a recent meeting you have conducted.



Activity checklist

Detail the nature of the meeting, including the date and venue.	
What was the purpose of the meeting and what steps did you follow to make sure these meetings fulfilled their purpose?	
With whom did you consult to develop the agenda?	

What skills did you use to facilitate discussion, problem solving and group involvement?	
How did you ensure effective decision-making in meetings?	
What did you do to keep everyone informed of the outcomes?	
How did you follow-up actions arising from the meeting?	
What strategies did you use to reach a satisfactory resolution?	
Were the minutes accepted by the meeting participants?	

4 Make presentations

This element requires:

- Presentations are made to a range of audiences in accordance with organisational requirements
- Presentations are structured logically and contain relevant information/content to meet the purpose of the presentation
- **Supporting materials and presentation** aids are selected, created and organised to enhance audience understanding of key concepts and ideas
- **Presentation strategies** are chosen and used to match the characteristics of the target audience, the location, the resources and the personnel needed
- Effectiveness of the presentation is evaluated formally and informally for the purpose of continuously improving future presentations



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I make presentations to a range of audiences in accordance with organisational requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do I structure my presentations logically and do they contain relevant information/content to meet the purpose of the presentation?

Do I select, create and organise the **supporting materials and presentation aids** to enhance audience understanding of key concepts and ideas?

Do I chose and use **presentation strategies** to match the characteristics of the target audience, the location, the resources and the personnel needed?

Do I evaluate formally and informally the effectiveness of the presentation for the purpose of continuously improving future presentations?



Examples of evidence

- A description of two presentations you have made in the last 12 months - one of which should be a formal presentation involving visual/material aids. Your descriptions should include information about the following:
 - the presentation's purpose
 - the nature of the audience
 - the venue
 - the number of people present
 - your approach e.g. oral presentation, case study, role play, demonstration
 - your reasons for adopting this approach
 - a list of the resources used (you should mention your use of IT in at least one of these presentations).

Attach copies of all notes, materials, handouts, overheads used in each presentation.

Include copies of all feedback received after each presentation. If formal feedback wasn't sought, explain how you evaluated the success of your presentation and the nature of the feedback received.

- A three-five minute video tape of a presentation you have made to either your work group or a community organisation. This should be accompanied by written feedback from the audience.
- Two detailed formal evaluations of presentations you have made to your workgroup by your line manager or supervisor. The evaluations should address all aspects of your presentation eg purpose, venue, approach, appropriateness of your approach, clarity, effective use of resources, feedback and areas for improvement.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence

to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Make presentations

Use the checklist below to analyse a recent presentation you have made in the workplace. Alternatively, if you haven't had the opportunity to make presentations in the past either speak to your line manager and arrange to give a presentation to your workgroup or organise to present information to a community organisation or professional group with which you are involved.

Your presentations can range from:

- reviews of conference/training sessions you have attended
- budgetary information
- information about changes to policies or procedures
- project reports and updates
- work team progress etc.



Activity checklist

Detail the nature of the presentation, including the date and venue.	
What was the purpose of the presentation?	
What was the nature of the audience present?	
What communication approach did you choose and use for this presentation and why? (eg materials use, presentation style etc)	
What resources did you use and why?	
How did you adjust verbal and non-verbal behaviour to maintain listener interest?	

How did you evaluate the effectiveness of your presentation in communicating your message?	
How did you elicit feedback and check audience understanding?	
How did you record or summarise the feedback / outcome of the presentation?	
How would you improve your presentations in the future?	

Range statement

The following information is taken from the Unit of Competency as outlined in the Public Sector Training Package (PSP04).

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Agenda may include	<ul style="list-style-type: none"> • statement of the meeting's purpose • date, time and location of meeting • welcome • minutes of the previous meeting • matters or business arising from the minutes • correspondence • reports • major agenda items • general business • date of next meeting
Purpose may include	<ul style="list-style-type: none"> • range of organisation-specific purposes • setting of organisation/team goals • planning and development of a project • progress of a project • discussion forum for internal/external clients
Meeting procedure may include	<ul style="list-style-type: none"> • formal • informal • semi-formal • structured • self-managed
Meeting conventions may include	<ul style="list-style-type: none"> • quorum requirements • informal discussion • waiting to be recognised by the chairperson • speaking through the chairperson • restricting discussion to agenda items • time limit on speakers • moving and seconding formal motions • voting procedures • conflict of interest provisions

	<ul style="list-style-type: none"> • consensus required • majority of members to agree • casting vote for chairperson
Legal and ethical requirements may include	<ul style="list-style-type: none"> • requirements for public meetings • codes of practice • legislation relating to the public sector
Resolution of issues may include	<ul style="list-style-type: none"> • agreeing on a course of action • deferring decisions to another meeting
Supporting materials and presentation aids may include	<ul style="list-style-type: none"> • audio recordings • charts • computer simulations and presentations • diagrams • flow charts • graphs • maps • models • overhead projector • paper-based materials • photographs • pictures • posters • tables • video images • whiteboard
Presentation strategies may include	<ul style="list-style-type: none"> • oral presentations • discussion • questioning • simulations and role play • case studies • group and/or pair work • demonstration
Characteristics of the target audience may relate to	<ul style="list-style-type: none"> • public sector level/s • language, literacy and numeracy levels • cultural and language background • educational background or general knowledge • gender • age • disability • previous experience with the topic

 **Do you have any questions?**

A list of Frequently Asked Questions is published in the Candidate Information Guide and also available via the Australian Public Service Commission's RTO website.

<http://www.apsc.gov.au/rto/faq>

 **Third party report**

Third party reports provide supplementary evidence to support the recognition of your skills. Completed Third Party Reports can be referenced in your booklet and a copy placed in your portfolio of evidence. Copy this form if you require additional Reports. An electronic version in Microsoft Word format can be downloaded from <http://www.apsc.gov.au/rto/downloads.html>.

 **Candidate to complete:**

Dear <insert name of third party>,

In support of my seeking skills recognition I am requesting a third party report for the following Unit of Competency element.

<Candidate to write in element name>

I would appreciate your comments in relation to myself against the above criteria I would appreciate your return of the report to me on completion

Portfolio reference: _____

Candidate Name: Signature:.....

 **Third Party to complete:**

It would be appreciated if you could provide comments relating to the above-named Candidate for recognition against the criteria they have selected

Please provide your appraisal on the Candidate in the context of observed performance. Where possible please refer to relevant situations and examples of which you have observed or are aware.

Name:	Signature:
Position:	Date:
Relationship to Candidate: Indicate one (eg supervisor, manager, peer, other)	Duration: for months

If you have any queries about this process, please email the rto@apsc.gov.au
Additional information is available on the Australian Public Service Commission's RTO website:
<http://www.apsc.gov.au/rto/>

Feedback

The Australian Public Service Commission welcomes for comments, feedback and suggestions for improvement.

We hope you have had the opportunity to review this booklet and would especially appreciate your thoughts.

Please forward completed forms to:

National Recognition Coordinator
Level 5, 16 Furzer Street
PHILLIP ACT 2606
Facsimile: 02 6202 3799
Email: rto@apsc.gov.au

Please Note:

If you provide feedback, keep a copy for your evidence portfolio as it supports *PSPGOV405B Provide Input to change processes*.

Please tick / circle your answers

1. I found this Skill Recognition Booklet to be:?

Difficult to use 1 2 3 4 5 Easy to use

2. What suggestions do you have to improve this Skills Recognition Booklet?

- 3 Other comments