CATAPULT

SITHFAB002

Provide responsible service of alcohol

Unit/Assessment Mapping (Extract)

Unit mapping

KQ: Knowledge questions PT : Performance tasks	KQ	PT

Elements and performance criteria

1 Sell or serve alcohol responsibly

1.1	Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d	T 1
1.2	Where appropriate, request and obtain acceptable proof of age prior to sale or service	Q 1.2.a, Q 1.2.b	T 1
1.3	Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation	Q 1.3.a, Q 1.3.b	T 1
1.4	Assist customers with information on the range of non-alcoholic beverages available for purchase	Q 1.4	T 1
1.5	Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service	Q 1.5.a, Q 1.5.b	T 1

2 Assist customers to drink within appropriate limits

2.1	Prepare and serve standard drinks or samples according to industry requirements and professional standards	Q 2.1	T 2
2.2	Use a professional manner to encourage customers to drink within appropriate limits	Q 2.2	T 2
2.3	Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action	Q 2.3.a, Q 2.3.b	T 2
2.4	Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or other drug use	Q 2.4	T 2
2.5	Where appropriate, offer food and non-alcoholic beverages	Q 2.5.a, Q 2.5.b	T 2
2.6	Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal	Q 2.6.a, Q 2.6.b	T 2

3 Assess alcohol-affected customers and identify those to whom sale or service must be refused

3.1	Assess intoxication levels of customers using appropriate methods	Q 3.1.a, Q 3.1.b	T 3
3.2	When assessing intoxication, take into account factors that may affect individual responses to alcohol	Q 3.2	T 3
3.3	Identify customers to whom sale or service must be refused according to state and territory legislation	Q 3.3	T 3

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4 **Refuse to provide alcohol**		
4.1 Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage	Q 4.1	T 4
4.2 Provide appropriate assistance to customers when refusing service	Q 4.2	T 4
4.3 Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations	Q 4.3	T 4
4.4 Use appropriate communication and conflict resolution skills to handle difficult situations	Q 4.4	T 4
4.5 Refer difficult situations beyond the scope of own responsibility to the appropriate person	Q 4.5	T 4
4.6 Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property and seek assistance from appropriate colleagues according to organisational policy	Q 4.6.a, Q 4.6.b	T 4

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Knowledge evidence

Public interest reasons for implementing responsible service of alcohol (RSA) practices: ■ government and community concern with alcohol misuse and abuse ■ alcohol-impaired driving accidents, crime, public violence, family violence and anti-social behaviour associated with alcohol abuse	Q 5.1	
Ways of assessing intoxication: ■ observing changes in behaviour ■ observing emotional and physical state ■ monitoring noise levels and drink purchases	Q 2.4	
Customers to whom sale or service must be refused according to state and territory legislation: ■ minors and those purchasing on behalf of minors ■ intoxicated persons ■ persons affected by the consumption of illicit and other drugs	Q 1.2.a, Q 1.2.b	

Impact of excessive drinking on:
■ local neighbourhood and community
■ the night-time economy
■ premises and staff
■ customers
■ particular types of customers who are at heightened risk:
  - minors
  - people affected by the consumption of illicit and other drugs
  - women, particularly pregnant women
  - young people
■ physical and mental health of individuals who drink to excess
■ productivity of individuals who drink to excess
■ those around the person drinking to excess: family, friends, colleagues
■ government agencies:
  - local police
  - health facilities
  - road authorities
  - local councils
	Q 5.2	

Key agencies and how to source relevant information on laws, regulations and codes of practice or conduct	Q 5.3	
Methods of supplying information on responsible sale or service of alcohol to customers: ■ use of fact sheets and advertising material that comply with legislative requirements ■ use of mandatory signage ■ verbally ■ websites	Q 1.3.a, Q 1.3.b	
Current promotional and strategic community education campaigns developed and conducted by agencies and industry groups	Q 5.4	

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Effects of alcohol on: ■ emotional state ■ health ■ physical alertness	Q 1.5.a, Q 1.5.b	
Factors that affect individual responses to alcohol: ■ food consumption ■ gender ■ general health ■ rate of consumption ■ other substances taken ■ weight	Q 1.5.a, Q 1.5.b, Q 3.2	
Time for effects of alcohol to be registered	Q 3.1.a, Q 3.1.b	
What constitutes a standard drink for different beverage types and acceptable measures of alcohol: ■ types and strengths of standard drinks ■ alcoholic percentages of a range of frequently sold alcoholic beverages	Q 1.3.a, Q 1.3.b	
Indicators of erratic drinking patterns: ■ mixing a wide range of drink types ■ drinking quickly and asking for more immediately ■ ordering more than one drink for own consumption ■ mixing alcohol consumption with consumption of prescription or illicit drugs ■ consistently returning to the tasting site to request more samples ■ ordering multiple samples ■ ordering large samples ■ ordering 'triple shots' or extra-large drinks	Q 2.3.a, Q 2.3.b	
Ways of assessing customers affected by the consumption of illicit and other drugs	Q 2.4	

Communications methods used when refusing service:
■ using open and non-aggressive body language
■ using a number of strategies to defuse a situation:
  - taking the person away from an audience
  - blaming the refusal on 'the law'
■ monitoring the reactions of other customers
■ picking early warning signs and intervening before the person is intoxicated
■ not using physical touch or body language
■ remaining calm and using tactful language
	Q 4.4,
	Q 4.5	

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Appropriate means of assistance to be offered when refusing service: ■ assisting the customer to connect with their designated driver ■ offering alternatives to alcohol: ‑ food ‑ non-alcoholic drinks ■ organising transport for customers wishing to leave ■ providing information on taxis	Q 4.1, Q 4.2	
Principles of responsible delivery of packaged liquor: ■ ensuring adequate instruction to person delivering liquor ■ seeking proof that the delivery is being received by a person over the age of 18 ■ procedures for delivering alcohol to an unoccupied premises	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d	
Principles of responsible service of alcohol, and their purpose and benefits	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d	
Principles of harm minimisation and community safety described in the jurisdiction's liquor legislation	Q 5.5	
Strategies to minimise the harm associated with liquor abuse: ■ those laid down in legislation and codes of conduct developed by government agencies and industry groups ■ organisational policies that are designed to reduce the harm associated with liquor abuse	Q 4.6.a, Q 4.6.b	

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Key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility in licensed premises and the following general requirements of liquor legislation and information that must be customised for each State or Territory: ■ legislative definition of intoxication; intoxicated person and unduly intoxicated ■ role of individual staff members and supervisors or managers in providing responsible service of alcohol, and seller or server duty of care and liability ■ requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation ■ requirements for mandatory content of warning signs and wording in advertising or promotional material of any form ■ requirements relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail ■ requirements for proof of age and obligations to minors under local legislation ■ provisions for retaining and reporting falsified proof of age documents ■ provisions for requiring someone to leave the premises ■ transportation options for customers who have been removed from the premises ■ procedures for barring customers from premises ■ opening and closing hour provisions ■ requirements for monitoring noise and disturbances in and around licensed premises ■ requirements described by an in-house policy, standard or code of practice or conduct for patrons and RSA staff in regard to responsible serving principles adopted by venue management ■ organisational training and training record keeping requirements to maintain currency in RSA certification ■ products that are banned or undesirable when responsibly selling or serving alcohol ■ personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct ■ offences relating to the sale or service of alcohol and ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d, Q 1.2.a, Q 1.2.b, Q 1.3.a, Q 1.3.b, Q 1.4, Q 2.1, Q 2.2, Q 2.3.a, Q 2.3.b, Q 2.4, Q 2.5.a, Q 2.5.b, Q 2.6.a, Q 2.6.b, Q 3.1.a, Q 3.1.b, Q 3.3, Q 4.1, Q 4.2, Q 4.3, Q 4.6.a, Q 4.6.b	
Legal restrictions on alcohol use customised to state or territory legislation	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d	
Intoxication provisions of liquor licensing laws	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d	
Legal drink and drive limits customised to state or territory legislation	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d	
Organisation specific policies and procedures for the responsible sale or service of alcohol	Q 5.6	

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Performance evidence

Interpret the legal requirements for responsible sale or service of alcohol for the local state or territory law	T 1, T 2
Document organisational policies and procedures that must be followed for the responsible sale or service of alcohol	T 1
Identify at least three early indicators of intoxication and identify suitable intervention strategies to prevent intoxication	T 2, T 3
Demonstrate procedure to refuse sale or service of alcohol and assist each of the following groups of intoxicated customers: ■ those in emotional or physical distress ■ those with no food consumption during extended service of alcohol ■ those who appear to be under the effect of illicit substances or other drugs	T 2, T 4
Demonstrate organisational or house requirements and use effective communication and conflict-resolution skills when asking the following different intoxicated customers to leave the premises: ■ one compliant customer ■ one difficult customer refusing to leave	T 4

Trainer/ assessor user instructions

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the principles of assessment and the rules of evidence
- can be used by different trainer/ assessors
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities to address these gaps.

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:
- a learning resource
- an assessment workbook

■ Learning resource

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

At the end of each section the learner is provided with:
- a set of true or false questions
- a set of multi choice questions

These questions are self-marking and do not form part of the assessment for the unit. They provide an opportunity to test their understanding of their progress.

The resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:
- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

Assessment workbook

The assessment workbook contains the following sections:

- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
  - assessment agreement
  - foundation skills checklist
  - skills recognition (RPL) checklist
  - knowledge questions
  - third party agreement
  - performance tasks
  - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- the structure of units of competency
- this specific unit
- how competency-based assessment works
- assessment conditions applicable to this unit
- resources required for assessment
- rules of evidence
- reasonable adjustment to ensure equity in assessment for people with disability or with special needs
- complaints and appeals procedures
- what constitutes competency
- your role as a trainer/ assessor

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigate the world of work
  - interact with others
  - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being explicit in the performance criteria of the unit of competency.

In others specific foundation skills are identified for individual units of competency.

In others all foundation skills are identified separately.

The trainer/ assessor need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Skills recognition assessment

Purpose

To obtain evidence of existing skills and knowledge through:
- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

The trainer/ assessor needs to determine how they wish to use this section.

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Knowledge questions

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:
- elements and performance criteria for this unit
- knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:
- which questions should be answered
- the manner in which responses should be presented eg, hand written in the space provided, in a word processed document, verbally, on-line
- whether additional questions need to be answered

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:
- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:
- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:
- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

Performance tasks

Purpose

To obtain evidence of the learner's ability to:
- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:
- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:
- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:
- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

The completion record should be completed and signed by the learner and trainer/ assessor.