



CATAPULT

SITHFAB021

Provide responsible service of alcohol

Unit/Assessment Mapping (Extract)

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This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit SITHFAB021.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/SITHFAB021/>

Unit mapping

KQ: Knowledge questions

P: Project

PA: Practical assessment

KQ

P

PA

Elements and performance criteria

E 1 Follow the principles of responsible service of alcohol

PC 1.1	Identify the provisions of relevant state or territory legislation, licensing requirements, house policy and responsible service of alcohol principles	Q 1.1	P1	PA
PC 1.2	Where appropriate, request and obtain acceptable proof of age prior to sale or service	Q 1.2	P1	PA
PC 1.3	Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation	Q 1.3	P1	PA
PC 1.4	Assist customers with information on a range of non-alcoholic beverages available for purchase	Q 1.4	P1	PA
PC 1.5	Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk	Q 1.5	P1	PA

E 2 Assist customers to drink within appropriate limits

PC 2.1	Use knowledge of industry requirements and professional standards to determine the volume for standard drinks or samples	Q 2.1	P1	PA
PC 2.2	Use a professional manner to encourage customers to drink within appropriate limits	Q 2.2	P1	PA
PC 2.3	Identify erratic drinking patterns as an early sign of possible intoxication and take appropriate action	Q 2.3	P1	PA
PC 2.4	Monitor emotional and physical state of customers for signs of intoxication and signs of illicit or other drug use	Q 2.4	P1	PA
PC 2.5	Where appropriate, offer food and non-alcoholic beverages in accordance with house policy	Q 2.5	P1	PA
PC 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	P1	PA

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

PC 3.1	Assess intoxication levels of customers using appropriate methods	Q 3.1	P1	PA
PC 3.2	Identify factors that may affect individual responses to alcohol	Q 3.2	P1	PA
PC 3.3	Identify customers to whom sale or service must be refused according to state and territory legislation	Q 3.3	P1	PA

KQ: Knowledge questions**P: Project****KQ****P****PA****PA: Practical assessment****Elements and performance criteria****E 4 Refuse to provide alcohol**

PC 4.1	Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage	Q 4.1	P1	PA
PC 4.2	Provide appropriate assistance to customers when refusing service	Q 4.2	P1	PA
PC 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	P1	PA
PC 4.4	Use appropriate communication and conflict resolution skills to handle difficult situations	Q 4.4	P1	PA
PC 4.5	Refer difficult situations beyond the scope of own responsibility to the appropriate person	Q 4.5	P1	PA
PC 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 or house policy	Q 4.6	P1	PA

KQ: Knowledge questions**P: Project****KQ****P****PA****PA: Practical assessment****Knowledge evidence**

KE 1	Public interest reasons for implementing responsible service of alcohol (RSA) practices: <ul style="list-style-type: none"> alcohol related harms and the benefits of RSA for the wider community 	Q 1.1 Q 4.6	
KE 2	Ways of assessing intoxication: <ul style="list-style-type: none"> observing changes in behaviour observing emotional and physical state monitoring drink purchases 	Q 2.4 Q 3.1	P1
KE 3	Customers to whom sale or service should be refused according to house policy and state and territory legislation: <ul style="list-style-type: none"> minors and those purchasing on behalf of minors intoxicated persons 	Q 1.2 Q 3.3 Q 4.1	P1
KE 4	Impact of excessive drinking on: <ul style="list-style-type: none"> local neighbourhood and community hospitality venues and the liquor industry premises and staff other customers particular groups of customers who are at heightened risk: <ul style="list-style-type: none"> people affected by the consumption of illicit and other drugs 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: <ul style="list-style-type: none"> family friends colleagues government agencies: <ul style="list-style-type: none"> local police health facilities road authorities local councils 	Q 1.5 Q 4.5	
KE 5	Key agencies and how to source relevant information on laws, regulations and codes of practice or conduct	Q 1.1	
KE 6	Methods of supplying information on responsible sale or service of alcohol to customers: <ul style="list-style-type: none"> use of signage verbally websites 	Q 1.5 Q 2.2 Q 4.3	P1
KE 7	Current promotional and strategic community education campaigns developed and conducted by agencies and industry groups	Q 5.1	

KQ: Knowledge questions			KQ	P	PA
P: Project					
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KE 8	Effects of alcohol on: <ul style="list-style-type: none"> ▪ emotional behaviour ▪ health ▪ physical alertness 	Q 2.4 Q 4.2 Q 4.6		P1	
KE 9	Factors that affect individual responses to alcohol: <ul style="list-style-type: none"> ▪ food consumption ▪ gender ▪ general health ▪ rate of consumption ▪ other substances taken ▪ weight 	Q 3.2		P1	
KE 10	Time for effects of alcohol to be registered	Q 4.2			
KE 11	What constitutes a standard drink for different beverage types and acceptable measures of alcohol: <ul style="list-style-type: none"> ▪ alcoholic percentages and standard drinks in a range of frequently sold alcoholic beverages and vessels 	Q 1.3 Q 2.1		P1	
KE 12	Indicators of erratic drinking patterns: <ul style="list-style-type: none"> ▪ mixing a wide range of drink types ▪ drinking quickly and in quick succession ▪ ordering more than one drink for own consumption ▪ consistently returning to the tasting site to request more samples ▪ ordering multiple or large samples ▪ ordering 'triple shots' or extra-large drinks 	Q 2.3 Q 2.6		P1	
KE 13	Communications methods used when refusing service: <ul style="list-style-type: none"> ▪ using open and non-aggressive body language ▪ using a number of strategies to defuse a situation: <ul style="list-style-type: none"> – 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 aggressive body language ▪ remaining calm and using tactful language 	Q 4.1 Q 4.2 Q 4.3 Q 4.4 Q 4.6		P1	
KE 14	Appropriate means of assistance to be offered when refusing service: <ul style="list-style-type: none"> ▪ assisting the customer to connect with their designated driver or companions ▪ offering alternatives to alcohol including food or non-alcoholic drinks ▪ organising or providing relevant information on transport for customers wishing to leave 	Q 1.4 Q 2.1 Q 2.5 Q 4.2 Q 4.3		P1	

KQ: Knowledge questions**P: Project****PA: Practical assessment**

	KQ	P	PA
KE 15 Principles of responsible delivery of packaged liquor: <ul style="list-style-type: none"> ▪ 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 unoccupied premises 	Q 2.6	P1	
KE 16 Purpose and benefits of RSA	Q 1.1 Q 1.2 Q 2.1 Q 4.4 Q 4.6	P1	
KE 17 Principles of harm minimisation	Q 4.6	P1	
KE 18 Strategies to minimise the harm associated with liquor abuse: <ul style="list-style-type: none"> ▪ those laid down in legislation or codes of conduct ▪ organisational policies designed to reduce alcohol-related harm in the community 	Q 1.1 Q 1.5 Q 2.2 Q 4.6	P1	
KE 19 Key provisions of liquor laws, regulations or house policies at a depth relevant to entry-level roles in licensed premises and the following general requirements and information that must be considered for the relevant State or Territory: <ul style="list-style-type: none"> ▪ legislative definition of intoxication; intoxicated person or 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 ▪ content of RSA warning signs ▪ requirements or practices relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail ▪ requirements for proof of age under local legislation ▪ provisions for retaining and reporting falsified proof of age documents ▪ provisions for requiring someone to leave the premises ▪ procedures for barring customers from premises ▪ opening and closing hour provisions ▪ requirements for monitoring noise and disturbances in and around licensed premises ▪ personal 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 or regulations ▪ 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 Q 1.2 Q 1.5 Q 2.6 Q 3.3 Q 4.1	P1	
KE 20 Legal drink and drive limits customised to state or territory legislation	Q 1.5 Q 4.2	P1	

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P: Project		KQ	P	PA
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KE 21	Organisation specific policies and procedures for the responsible sale or service of alcohol	Q 1.1 Q 1.3	P1	
Performance evidence				
PE 1	Interpret the relevant legal requirements for responsible sale or service of alcohol for the local state or territory law			PA
PE 2	Source and explain two organisational or house policies and procedures that must be followed for the responsible sale or service of alcohol			PA
PE 3	Outline at least three early indicators of intoxication and outline suitable intervention strategies to prevent intoxication			PA
PE 4	Outline the procedure to refuse sale or service of alcohol and assist each of the following groups of intoxicated customers: <ul style="list-style-type: none"> ▪ 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 			PA
PE 5	Interpret organisational or house requirements and outline appropriate communication and conflict-resolution skills to be used when asking the following different intoxicated customers to leave the premises: <ul style="list-style-type: none"> ▪ one compliant customer ▪ one difficult customer refusing to leave 		P1	PA

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs 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 to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

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

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

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

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

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
 - project
 - practical assessment
-

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
 - reading
 - writing
 - oral communication
 - numeracy
- Employability skills
 - navigating the world of work
 - interacting with others
 - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are 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 should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

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

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge. Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

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

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

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