| UEL Course Name | | RSA |
|---|---|---|
| **Unit of competency** | **Code** | SITHFAB002 |
| | **Title** | Provide responsible service of alcohol |
| | **Version** | Release 1 |
| **Date** | | 17/09/2019 |
| **Date for review** | | 16/09/2020 |
| **Document reference** | | RSA/INF/00020-2 |

**Contents**

## Purpose

The purpose of this guide is to provide information and assistance to help you successfully complete the assessments for this unit, SITHFAB002 - Provide responsible service of alcohol.

Target groups are any person who wishes to volunteer or work in any workplace where alcohol is sold or served, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace where alcohol is sold or served, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries. This includes those selling or serving alcohol may include food and beverage attendants; packaged liquor sales persons selling in person, over the phone or online; winery, brewery and distillery cellar door staff; and supplier sales representatives. The unit also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management. Learners may be from a range of age groups, gender identities and cultural and socioeconomic backgrounds.

## Instructions to the Learner

You will be provided with access to the assessment upload facility to complete the Assessment Tools.

Where necessary, you may be able to submit a request for a reasonable adjustment to the assessment instrument. Each request for a reasonable adjustment will be reviewed by Urban E-Learning, the Registered Training Organisation (RTO) and a response provided to the learner. All access, equity and ant-discrimination requirements will be adhered to throughout the assessment program.

Once you have submitted assessment responses and/or evidence, it will be reviewed by our assessment team to determine your competence against the unit requirements. Learners that do not pass an assessment on the first attempt are able to resubmit the assessment after receiving specific feedback from the assessor. To be deemed competent in this unit, you are required to achieve a satisfactory result for each assessment.

Learners require sound English language skills in order to complete the assessments. Support to assist learners to meet those requirements will be negotiated between the learner and the assessor (as necessary). LLN/Core Skills programme information is provided to learners whom do not meet the minimum standards required for the one or more of the assessments. Urban E-Learning may ask learners for certified record/s of attendance from a recognised ESL/LLNP provider where appropriate prior to holding the final assessment.

**Assessment Techniques**

Summative assessment of learning involves an evaluation of the evidence you provide in order to determine if you meet the required standard to achieve the unit of competency. Formative assessment is used to determine whether learners have achieved the learning outcomes prior to undertaking summative assessment, and Competency based assessment focuses on the learner's ability to perform work-based tasks to an acceptable industry standard as described by the unit of competency. You will be either issued a 'Competent' or 'Not Yet Competent' result for the entire unit based on the review of all of your assessments.

Below is an outline of the assessment process used to determine learners' competency in this unit, SITHFAB002 - Provide responsible service of alcohol.

| Assessment Instrument | Method of assessment | Requirements |
|---|---|---|
| 1 – Knowledge Assessment | Responses are submitted online via the LMS OR via written hardcopy (if completed during face-to-face training session). | You will be provided with a series of questions either online (via the Learning Management System) or in hard copy, and be required to select answers from pre-determined lists of answers. This assessment tests your knowledge of the performance criteria. |
| 2– Case Study Assessment | Responses are submitted online via the ehub system OR via written hardcopy (if completed during face-to-face training session). | You will be provided with a series of scenarios and questions and will be required to provide a short-written response. This assessment provides an in-depth test of your knowledge and understanding of the performance criteria. The questions require a range of responses such as for the learner to 'explain', 'discuss', 'communicate' and 'identify'. |
| 3 – Verbal Assessment | Responses are submitted verbally to the assessor via phone. | You will be provided with a workplace scenario and asked a series of questions by the assessor and will be required to provide a verbal response. This assessment tests your ability to verbally report hazards and risks and outline your actions in response to those risks. |
| 4 - Third Party Report | Responses are submitted online via the assessment upload facility. | A third-party observation report will be completed by your workplace manager/supervisor to provide evidence of your ability to perform the required tasks to a satisfactory level, demonstrated over a period of time. This is used as evidence by the assessor to inform their decision about your competence with unit requirements. |

**Evidence Mapping Summary**

| Elements and Performance Criteria | | Assessment Tool | | | |
|---|---|---|---|---|---|
| **Elements** | **Performance Criteria** | **1** | **2** | **3** | **4** |
| 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. | | ✓ | | ✓ |
| | 1.2. Where appropriate, request and obtain acceptable proof of age prior to sale or service. | | ✓ | | |
| | 1.3. Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation. | | ✓ | | ✓ |
| | 1.4. Assist customers with information on the range of non-alcoholic beverages available for purchase. | | ✓ | | |
| | 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. | ✓ | ✓ | ✓ | ✓ |
| 2. Assist customers to drink within appropriate limits | 2.1. Prepare and serve standard drinks or samples according to industry requirements and professional standards. | | ✓ | | ✓ |
| | 2.2. Use a professional manner to encourage customers to drink within appropriate limits. | | ✓ | | |
| | 2.3. Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action. | ✓ | ✓ | ✓ | |
| | 2.4. Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or another drug use. | ✓ | ✓ | ✓ | |
| | 2.5. Where appropriate, offer food and non-alcoholic beverages. | | ✓ | ✓ | |
| | 2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal. | | ✓ | ✓ | ✓ |
| 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. | ✓ | ✓ | ✓ | |
| | 3.2. When assessing intoxication, take into account factors that may affect individual responses to alcohol. | ✓ | | ✓ | |
| | 3.3. Identify customers to whom sale or service must be refused according to state and territory legislation. | ✓ | ✓ | ✓ | ✓ |
| 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. | | ✓ | ✓ | ✓ |
| | 4.2. Provide appropriate assistance to customers when refusing service. | | ✓ | ✓ | ✓ |
| | 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. | | ✓ | ✓ | |
| | 4.4. Use appropriate communication and conflict resolution skills to handle difficult situations. | | ✓ | ✓ | ✓ |
| | 4.5. Refer difficult situations beyond the scope of own responsibility to the appropriate person. | ✓ | | ✓ | |
| | 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. | ✓ | ✓ | ✓ | |

| Performance Evidence | Assessment Tool | | | |
|---|---|---|---|---|
| Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include: | 1 | 2 | 3 | 4 |
| Interpret the legal requirements for responsible sale or service of alcohol for the local state or territory law | | ✓ | ✓ | ✓ |
| Document organisational policies and procedures that must be followed for the responsible sale or service of alcohol | ✓ | ✓ | | |
| Identify at least three early indicators of intoxication and identify suitable intervention strategies to prevent intoxication | | ✓ | | |
| 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 | | | ✓ | |
| 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 | | ✓ | | |

| Knowledge Evidence | Assessment Tool | | | |
|---|---|---|---|---|
| Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of: | 1 | 2 | 3 | 4 |
| 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 | ✓ | | | |
| Ways of assessing intoxication: | | | | |
| • Observing changes in behaviour | ✓ | ✓ | ✓ | |
| • Observing emotional and physical state | ✓ | ✓ | ✓ | |
| • Monitoring noise levels and drink purchases | ✓ | ✓ | ✓ | |
| 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 | ✓ | | ✓ | |
| Impact of excessive drinking on: | ✓ | | | |
| • Local neighbourhood and community | ✓ | | | |
| • The night-time economy | ✓ | | | |

| Knowledge Evidence | Assessment Tool | | | |
|---|---|---|---|---|
| Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of: | 1 | 2 | 3 | 4 |
| • Premises and staff | ✓ | | | |
| • Customers | ✓ | | | |
| • Particular types of customers who are at heightened risk:<br>    o Aboriginal and Torres Strait Islanders<br>    o Minors<br>    o People affected by the consumption of illicit and other drugs<br>    o Women, particularly pregnant women<br>    o 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:<br>    o Family<br>    o Friends<br>    o Colleagues | ✓ | | | |
| • Government agencies:<br>    o Local police<br>    o Health facilities<br>    o Road authorities<br>    o Local councils | ✓ | | | |
| Key agencies and how to source relevant information on laws, regulations and codes of practice or conduct | ✓ | | | |
| 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 | ✓ | | | |
| Current promotional and strategic community education campaigns developed and conducted by agencies and industry groups | ✓ | | | |
| Effects of alcohol on: | ✓ | | | |
| • Emotional state | ✓ | | | |
| • Health | ✓ | | | |
| • Physical alertness | ✓ | | | |

| Knowledge Evidence | Assessment Tool | | | |
|---|---|---|---|---|
| Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of: | 1 | 2 | 3 | 4 |
| Factors that affect individual responses to alcohol: | ✓ | | | |
| • Food consumption | ✓ | | | |
| • Gender | ✓ | | | |
| • General health | ✓ | | | |
| • Rate of consumption | ✓ | | | |
| • Other substances taken | ✓ | | | |
| • Weight | ✓ | | | |
| • Time for effects of alcohol to be registered | ✓ | | | |
| 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 | ✓ | | | |
| 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 | | ✓ | | |
| Ways of assessing customers affected by the consumption of illicit and other drugs | ✓ | | | |
| Communications methods used when refusing service: | ✓ | | | |
| • Using open and non-aggressive body language | ✓ | | | ✓ |
| • Using a number of strategies to defuse a situation:<br>  o Taking the person away from an audience<br>  o Blaming the refusal on 'the law' | ✓ | ✓ | ✓ | |
| • Monitoring the reactions of other customers | | | ✓ | |
| • Picking early warning signs and intervening before the person is intoxicated | | ✓ | | |

| Knowledge Evidence | Assessment Tool | | | |
|---|:---:|:---:|:---:|:---:|
| Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of: | **1** | **2** | **3** | **4** |
| • Not using physical touch or body language | ✓ | ✓ | ✓ | ✓ |
| • Remaining calm and using tactful language | ✓ | ✓ | ✓ | ✓ |
| Appropriate means of assistance to be offered when refusing service: | | ✓ | ✓ | |
| • Assisting the customer to connect with their designated driver | | ✓ | ✓ | |
| • Offering alternatives to alcohol:<br> o Food<br> o Non-alcoholic drinks | | ✓ | ✓ | |
| • Organising transport for customers wishing to leave | | ✓ | ✓ | |
| • Providing information on taxis | | ✓ | ✓ | |
| 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 unoccupied premises | ✓ | | | |
| Principles of responsible service of alcohol, and their purpose and benefits | ✓ | | | |
| Principles of harm minimisation and community safety described in the jurisdiction's liquor legislation | ✓ | | | |
| 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 | ✓ | | ✓ | |
| 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 | | ✓ | ✓ | |

| Knowledge Evidence | Assessment Tool | | | |
|---|---|---|---|---|
| Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of: | 1 | 2 | 3 | 4 |
| • 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 | ✓ | | | |
| Legal restrictions on alcohol use customised to state or territory legislation | ✓ | | | |
| Intoxication provisions of liquor licensing laws | ✓ | ✓ | ✓ | |
| Legal drink and drive limits customised to state or territory legislation | ✓ | | | |
| Organisation specific policies and procedures for the responsible sale or service of alcohol. | | ✓ | ✓ | ✓ |

**Assessment Instructions**

For the Knowledge Assessment, you will be provided with a series of questions either online (via the Learning Management System) or in hardcopy, you must select the correct answer from pre-determined lists of answers and you must pass the assessment before you can move on.

For the Case Study Assessment, you will be provided with a series of scenarios and questions either online (via the Learning Management System) or in hardcopy; you must provide a written response for each question. The responses must be in your own words, be succinct and address the question in full. Once submitted, the Assessor will review your answers and provide feedback for incorrect responses (if required) or a pass result if all responses are correct.

For the Verbal Assessment, you will be asked a series of questions by one of our assessors (via telephone, Skype etc.); you must provide a verbal response for each question. The responses must be in your own words, be succinct and address the question in full. As each question is answered, the Assessor will either provide feedback for incorrect responses and the option to provide a new response (if required) or a pass result for each question and a pass result for the assessment instrument in full at the end (if all responses are correct).

Lastly, you will need to submit a third-party observation report completed by your manager/supervisor online (via the Learning Management System); all sections must be completed in full and the document must be signed by both yourself and the observer. Once submitted, the assessor will review and provide feedback for incorrect sections (if required) or a pass result if all sections are correct.

**Assessment Conditions**

All assessments are to be undertaken individually. Learners may access learning materials in order to respond to the questions. Unless specified within the question(s), there is to be no input from a third party for any assessment responses.

**Support and Assistance**

UEL are required to ensure training is suitable for learners needs and provide support and assistance to enable learners to meet the inherent requirements of the training.

**Is this training suitable for your needs?**

The purpose of this course is to provide learners who work or wish to undertake works in a food premises with the skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards. The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas, including but not limited to restaurants, cafes, clubs, hotels, and bars; tour operators and attractions; catering; educational institutions; aged care facilities, correctional centres and hospitals; defence forces; cafeterias, kiosks, canteens and fast food outlets; residential catering; in-flight and other transport catering. It applies to food handlers who directly handle food or food contact surfaces such as cooks, chefs, caterers, kitchen stewards, kitchen hands, bar, and food and beverage attendants.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this and/or other unit(s) so make sure you check the individual requirements for your state and circumstances before enrolling in this training.

You can visit the training.gov website to review the unit of competency by clicking here.

If you aren't sure whether this course is right for you, you can contact us before you enrol for more information and guidance using the contact details below:

- Email: support@urbancourses.com.au [1]
- Phone: 1300 362 226 [1]

You may also wish to return to the RSA Course Details page by clicking here to review RSA training options for each state.

**What are the minimum core skills requirements?**

We want your training journey to be a positive one, so we need to make sure you have the necessary skills (as outlined in the unit of competency) to successfully complete this training.

For the 'SITHFAB002 - Provide responsible service of alcohol' training, you will need to be able to demonstrate core skills to the levels outlined below.

Don't worry if you're not sure what level you're at or whether you meet these requirements, we have qualified assessors on hand[1] that can help you to identify any areas where further support may be beneficial and tailor a personalised support plan to put you on the road to success!

If you aren't sure whether you need any further support or assistance, you can contact us before you enrol for more information and guidance using the contact details below:

- Email: support@urbancourses.com.au [1]
- Phone: 1300 362 226 [1]

You may also wish to visit our LLN information page by clicking here to review a practice activity designed to help you determine your current core skills levels and identify any areas where you might benefit from some extra support.

| Core Skill | Level required | Comments |
|---|---|---|
| Learning | **Level 3** | Identify relevant warning signs and indicators of hazardous situations<br>Contribute to problem solving processes<br>Self-management skills to manage personal hygiene |
| Reading | **Level 3** | Select and apply appropriate procedures and strategies<br>Read information of relevance and apply practices based on that information |
| Writing | **Level 2** | Document familiar tasks and procedures<br>Write a routine report of factual data and/or information accurately and legibly |
| Oral Communication | **Level 3** | Clearly communicate hazards and control measures<br>Listen and appropriately respond to other and negotiate an appropriate outcome<br>Share information with team members |
| Numeracy | **Level 2** | Calculate basic numerical problems |

**Are reasonable adjustments or additional support required?**

As part of our ongoing commitment to providing high quality training and support to all of our students, we want to make sure you have everything you need to be able to successfully complete this training. While there aren't any specific physical or cultural requirements for the 'SITHFAB002 - Provide responsible service of alcohol' training, you will need to:

- Visit an operational or simulated hospitality industry workplace/environment to demonstrate performance skills
- Provide written response to a variety of questions and/or activities, and
- Listen to and orally communicate a variety of information with a trainer assessor via audio media in real time.

To help remove barriers to participation in in our training courses, reasonable adjustments will be made where possible to students with and without disabilities to enable them to perform the inherent requirements of their chosen training.

If you would like to discuss possible adjustments to help you successfully complete your training**, you can contact us before you enrol for more information and guidance (and to review our reasonable adjustments policy) using the contact details below:

- Email: support@urbancourses.com.au [1]
- Phone: 1300 362 226 [1]

If you wish to proceed, you'll be given the option to request further information and support during enrolment.

*\*\*This service is an invitation for disclosure only, you are not required to disclose information about a disability unless you would like to discuss arrangements for adjustment or your disability poses a risk to yourself or others in relation to this training. Urban E-Learning will consider making changes or modifications for all people who request a reasonable adjustment(s) regardless of whether they are people with disability. While it has particular relevance for people with a disability, reasonable adjustment may also be required for any number of health or personal circumstances. At all times, the individual(s) responsible for processing a request for a reasonable adjustment or implementing a reasonable adjustment will respect the privacy of the applicant who has requested the adjustment. Information about your request and/or disability will only be disclosed to a third-party with the consent of the applicant, however, in order to introduce an adjustment, in some cases it may be necessary for information about the your request, disability and/or condition to be disclosed to the appropriate UEL team members e.g. trainers, assessors or support staff. Reasonable adjustments do not include changing the inherent requirements of the training or creation of an entirely new course.*

*[1]Support is available between 8am – 5pm, Monday – Friday AEST (Excluding public holidays)*

**Required Resources**

Online learners will require:

- Access to a computer (preferred operating system is Windows or Mac) with:
  - An internet connection (preferred connection is broadband)
  - A web browser (preferred browsers are Internet Explorer 8+ or Mozilla Firefox or Google Chrome latest versions)
  - JavaScript enabled
  - Pop-up blockers disabled
- Access to the assessment upload facility
- Access to a phone (or Skype) for completion of the verbal assessment
- Access to an appropriate workplace in which the third-party observation report can be completed.

Learners may also require:

- Access to the online course material to reference while providing responses
- Access to urban e-learning support for any technical, login or general support or questions
- Access to the assessor via phone, email or live chat for any assessment or general support queries

All learner resources (such as training guides, presentation slides etc.) are provided by Urban E-Learning for face-to-face training sessions.