

|                           |                |                                        |
|---------------------------|----------------|----------------------------------------|
| <b>UEL Course Name</b>    |                | RSA                                    |
| <b>Unit of competency</b> | <b>Code</b>    | SITHFAB021                             |
|                           | <b>Title</b>   | Provide responsible service of alcohol |
|                           | <b>Version</b> | Release 1                              |
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| <b>Document reference</b> |                | RSA-Learner Guide-251112-94-2          |

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**Purpose**

The purpose of this guide is to provide information and assistance to help you successfully complete the assessments for this unit, SITHFAB021 - 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 anti-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, SITHFAB021 - 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 or live, real-time video call.                                       | 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.                                                                               |

## Evidence Mapping Summary

| Elements and Performance Criteria                                                               |                                                                                                                                                                                                                                    | Assessment Tool |    |     |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-----|
| Elements                                                                                        | Performance Criteria                                                                                                                                                                                                               | KA              | CS | VCA |
| 1. Sell or serve alcohol responsibly                                                            | Identify the provisions of relevant state or territory legislation, licensing requirements, house policy and responsible service of alcohol principles.                                                                            | ✓               | ✓  |     |
|                                                                                                 | Where appropriate, request and obtain acceptable proof of age prior to sale or service.                                                                                                                                            |                 | ✓  |     |
|                                                                                                 | Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation.                                                                                             | ✓               | ✓  |     |
|                                                                                                 | Assist customers with information on the range of non-alcoholic beverages available for purchase.                                                                                                                                  | ✓               | ✓  |     |
|                                                                                                 | Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk.                                                                                                               | ✓               | ✓  | ✓   |
| 2. Assist customers to drink within appropriate limits                                          | Use knowledge of industry requirements and professional standards to determine the volume for standard drinks or samples.                                                                                                          | ✓               | ✓  |     |
|                                                                                                 | Use a professional manner to encourage customers to drink within appropriate limits.                                                                                                                                               | ✓               | ✓  |     |
|                                                                                                 | Identify erratic drinking patterns as an early sign of possible intoxication and take appropriate action                                                                                                                           | ✓               | ✓  | ✓   |
|                                                                                                 | Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or another drug use.                                                                                                            | ✓               | ✓  | ✓   |
|                                                                                                 | Where appropriate, offer food and non-alcoholic beverages in accordance with house policy.                                                                                                                                         |                 | ✓  | ✓   |
|                                                                                                 | 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 | Assess intoxication levels of customers using appropriate methods.                                                                                                                                                                 | ✓               | ✓  | ✓   |
|                                                                                                 | Identify factors that may affect individual responses to alcohol.                                                                                                                                                                  | ✓               |    | ✓   |
|                                                                                                 | Identify customers to whom sale or service must be refused according to state and territory legislation.                                                                                                                           | ✓               | ✓  | ✓   |
| 4. Refuse to provide alcohol                                                                    | Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage.                                                                                                           |                 | ✓  | ✓   |
|                                                                                                 | Provide appropriate assistance to customers when refusing service.                                                                                                                                                                 |                 | ✓  | ✓   |
|                                                                                                 | 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. |                 | ✓  | ✓   |
|                                                                                                 | Use appropriate communication and conflict resolution skills to handle difficult situations.                                                                                                                                       |                 | ✓  | ✓   |
|                                                                                                 | Refer difficult situations beyond the scope of own responsibility to the appropriate person.                                                                                                                                       |                 |    | ✓   |
|                                                                                                 | 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.                                |                 | ✓  | ✓   |

| Foundation Skills         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment Tool |    |     |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-----|
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | KA              | CS | VCA |
| Reading skills            | <ul style="list-style-type: none"> <li>Read at times complex information in:               <ul style="list-style-type: none"> <li>General regulatory and advisory information issued by local, or state and territory liquor licensing authorities</li> <li>In house policies and procedures</li> <li>Specific provisions of relevant state or territory legislation and licensing requirements</li> </ul> </li> <li>Read a range of identification (ID) and proof of age documents, statutory signage, and warning signs and wording within in-house policies and procedures.</li> </ul> | ✓               | ✓  |     |
| Oral communication skills | <ul style="list-style-type: none"> <li>Provide complex information on responsible service of alcohol laws in a way that is easily understandable for customers</li> <li>Speak firmly and clearly with intoxicated customers in a manner that de-escalates conflict.</li> </ul>                                                                                                                                                                                                                                                                                                            |                 |    | ✓   |
| Numeracy skills           | <ul style="list-style-type: none"> <li>Calculate volume and number of standard drinks or samples</li> <li>Determine customer's age from date of birth on ID and proof of age documents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | ✓               | ✓  |     |
| Teamwork skills           | <ul style="list-style-type: none"> <li>Share customer information with team members to ensure proper responsible service of alcohol practices within the organisation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         |                 | ✓  | ✓   |
| Self-management skills    | <ul style="list-style-type: none"> <li>Deal with hostile and uncooperative customers in a professional manner and in line with organisational procedures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |                 | ✓  | ✓   |

| Performance Evidence                                                                                                                                                                                            |  | Assessment Tool |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------|----|-----|
|                                                                                                                                                                                                                 |  | KA              | CS | VCA |
| Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:                                                                       |  |                 |    |     |
| Interpret the relevant legal requirements for responsible sale or service of alcohol for the local state or territory law                                                                                       |  |                 | ✓  | ✓   |
| Source and explain two organisational or house policies and procedures that must be followed for the responsible sale or service of alcohol                                                                     |  |                 | ✓  |     |
| Outline at least three early indicators of intoxication and outline suitable intervention strategies to prevent intoxication                                                                                    |  |                 | ✓  |     |
| Outline procedure to refuse sale or service of alcohol and assist each of the following groups of intoxicated customers:                                                                                        |  |                 | ✓  |     |
| <ul style="list-style-type: none"> <li>Those in emotional or physical distress</li> </ul>                                                                                                                       |  |                 | ✓  |     |
| <ul style="list-style-type: none"> <li>Those with no food consumption during extended service of alcohol</li> </ul>                                                                                             |  |                 | ✓  |     |
| <ul style="list-style-type: none"> <li>Those who appear to be under the effect of illicit substances or other drugs</li> </ul>                                                                                  |  |                 |    | ✓   |
| 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"> <li>One compliant customer</li> </ul>                                                                                                                                        |  |                 | ✓  | ✓   |
| <ul style="list-style-type: none"> <li>One difficult customer refusing to leave</li> </ul>                                                                                                                      |  |                 | ✓  |     |

| Knowledge Evidence                                                                                                                                                                                                                                                                                                                                   | Assessment Tool |    |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-----|
| Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:                                                                                                                                                                                                                                    | KA              | CS | VCA |
| Public interest reasons for implementing responsible service of alcohol (RSA) practices:                                                                                                                                                                                                                                                             | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Alcohol related harms and the benefits of RSA for the wider community</li> </ul>                                                                                                                                                                                                                              | ✓               |    |     |
| Ways of assessing intoxication:                                                                                                                                                                                                                                                                                                                      | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Observing changes in behaviour</li> </ul>                                                                                                                                                                                                                                                                     | ✓               | ✓  | ✓   |
| <ul style="list-style-type: none"> <li>Observing emotional and physical state</li> </ul>                                                                                                                                                                                                                                                             | ✓               | ✓  | ✓   |
| <ul style="list-style-type: none"> <li>Monitoring noise levels and drink purchases</li> </ul>                                                                                                                                                                                                                                                        | ✓               | ✓  | ✓   |
| Customers to whom sale or service must be refused according to house policy and state and territory legislation:                                                                                                                                                                                                                                     | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Minors and those purchasing on behalf of minors</li> </ul>                                                                                                                                                                                                                                                    | ✓               | ✓  |     |
| <ul style="list-style-type: none"> <li>Intoxicated persons</li> </ul>                                                                                                                                                                                                                                                                                | ✓               |    | ✓   |
| Impact of excessive drinking on:                                                                                                                                                                                                                                                                                                                     | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Local neighbourhood and community</li> </ul>                                                                                                                                                                                                                                                                  | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Hospitality venues and the liquor industry</li> </ul>                                                                                                                                                                                                                                                         | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Premises and staff</li> </ul>                                                                                                                                                                                                                                                                                 | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Other customers</li> </ul>                                                                                                                                                                                                                                                                                    | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Particular types of customers who are at heightened risk:               <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islanders communities</li> <li>People affected by the consumption of illicit and other drugs</li> <li>Pregnant women</li> <li>Young people</li> </ul> </li> </ul> | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Physical and mental health of individuals who drink to excess</li> </ul>                                                                                                                                                                                                                                      | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Productivity of individuals who drink to excess</li> </ul>                                                                                                                                                                                                                                                    | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Those around the person drinking to excess:               <ul style="list-style-type: none"> <li>Family</li> <li>Friends</li> <li>Colleagues</li> </ul> </li> </ul>                                                                                                                                           | ✓               |    |     |

| Knowledge Evidence                                                                                                                                                                                                                | Assessment Tool |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-----|
| Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:                                                                                                                 | KA              | CS | VCA |
| <ul style="list-style-type: none"> <li>Government agencies:               <ul style="list-style-type: none"> <li>Local police</li> <li>Health facilities</li> <li>Road authorities</li> <li>Local councils</li> </ul> </li> </ul> | ✓               |    |     |
| 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:                                                                                                                                          | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Use of signage</li> </ul>                                                                                                                                                                  | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Verbally</li> </ul>                                                                                                                                                                        | ✓               | ✓  | ✓   |
| <ul style="list-style-type: none"> <li>Websites</li> </ul>                                                                                                                                                                        | ✓               |    |     |
| Current promotional and strategic community education campaigns developed and conducted by agencies and industry groups                                                                                                           | ✓               |    |     |
| Effects of alcohol on:                                                                                                                                                                                                            | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Emotional state</li> </ul>                                                                                                                                                                 | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Health</li> </ul>                                                                                                                                                                          | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Physical alertness</li> </ul>                                                                                                                                                              | ✓               |    |     |
| Factors that affect individual responses to alcohol:                                                                                                                                                                              | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Food consumption</li> </ul>                                                                                                                                                                | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Gender</li> </ul>                                                                                                                                                                          | ✓               |    |     |
| <ul style="list-style-type: none"> <li>General health</li> </ul>                                                                                                                                                                  | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Rate of consumption</li> </ul>                                                                                                                                                             | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Other substances taken</li> </ul>                                                                                                                                                          | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Weight</li> </ul>                                                                                                                                                                          | ✓               |    |     |
| Time for effects of alcohol to be registered                                                                                                                                                                                      | ✓               |    |     |
| What constitutes a standard drink for different beverage types and acceptable measures of alcohol:                                                                                                                                | ✓               | ✓  |     |
| <ul style="list-style-type: none"> <li>Alcoholic percentages and standard drinks in a range of frequently sold alcoholic beverages and vessels</li> </ul>                                                                         | ✓               | ✓  |     |
| Indicators of erratic drinking patterns:                                                                                                                                                                                          | ✓               |    |     |

| Knowledge Evidence                                                                                                                                                                            | Assessment Tool |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-----|
| Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:                                                                             | KA              | CS | VCA |
| • 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                                                                                                                                               | ✓               | ✓  |     |
| Communications methods used when refusing service:                                                                                                                                            | ✓               |    |     |
| • Using open and non-aggressive body language                                                                                                                                                 | ✓               |    | ✓   |
| • Using a number of strategies to defuse a situation: <ul style="list-style-type: none"> <li>○ Taking the person away from an audience</li> <li>○ Blaming the refusal on 'the law'</li> </ul> |                 | ✓  | ✓   |
| • 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                                                                                                                                                   | ✓               | ✓  | ✓   |
| Appropriate means of assistance to be offered when refusing service:                                                                                                                          |                 |    |     |
| • 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                                                                                                    |                 | ✓  | ✓   |
| 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                                                                                                                                    | ✓               |    |     |
| Purpose and benefits of RSA                                                                                                                                                                   | ✓               |    |     |
| Principles of harm minimisation                                                                                                                                                               | ✓               |    |     |
| Strategies to minimise the harm associated with liquor abuse:                                                                                                                                 | ✓               |    |     |

| Knowledge Evidence                                                                                                                                                                                                                             | Assessment Tool |    |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-----|
| Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:                                                                                                                              | KA              | CS | VCA |
| <ul style="list-style-type: none"> <li>Those laid down in legislation and codes of conduct</li> </ul>                                                                                                                                          | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Organisational policies designed to reduce alcohol-related harm in the community</li> </ul>                                                                                                             | ✓               | ✓  | ✓   |
| 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"> <li>Legislative definition of intoxication; intoxicated person and unduly intoxicated</li> </ul>                                                                                                            | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Role of individual staff members and supervisors or managers in providing responsible service of alcohol, and seller or server duty of care and liability</li> </ul>                                    | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Content of RSA warning signs</li> </ul>                                                                                                                                                                 | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Requirements or practices relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail</li> </ul>                                                | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Requirements for proof of age under local legislation</li> </ul>                                                                                                                                        | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Provisions for retaining and reporting falsified proof of age documents</li> </ul>                                                                                                                      |                 | ✓  |     |
| <ul style="list-style-type: none"> <li>Provisions for requiring someone to leave the premises</li> </ul>                                                                                                                                       |                 | ✓  | ✓   |
| <ul style="list-style-type: none"> <li>Procedures for barring customers from premises</li> </ul>                                                                                                                                               |                 | ✓  |     |
| <ul style="list-style-type: none"> <li>Opening and closing hour provisions</li> </ul>                                                                                                                                                          | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Requirements for monitoring noise and disturbances in and around licensed premises</li> </ul>                                                                                                           | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Personal requirements to maintain currency in RSA certification</li> </ul>                                                                                                                              | ✓               |    |     |
| <ul style="list-style-type: none"> <li>Products that are banned or undesirable when responsibly selling or serving alcohol</li> </ul>                                                                                                          |                 | ✓  |     |
| <ul style="list-style-type: none"> <li>Personal and business implications of breaching any laws or regulations</li> </ul>                                                                                                                      | ✓               |    |     |
| <ul style="list-style-type: none"> <li>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</li> </ul>          | ✓               |    |     |
| 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, Zoom 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).

## 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](mailto:support@urbancourses.com.au) <sup>1</sup>
- Phone: 1300 362 226 <sup>1</sup>

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 'SITHFAB021 - 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<sup>1</sup> 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](mailto:support@urbancourses.com.au) <sup>1</sup>
- Phone: 1300 362 226 <sup>1</sup>

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 'SITHFAB021 - Provide responsible service of alcohol' training, you will need to:

- 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 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](mailto:support@urbancourses.com.au) <sup>1</sup>
- Phone: 1300 362 226 <sup>1</sup>

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 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.*

<sup>1</sup>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 a webcam or camera phone in order to complete identity verification activities (and the video verbal assessment for Victoria RSA)

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.