

# SITHFAB021

## Provide Responsible Service of Alcohol

### Final Practical Test – Assessor Only

#### Final Practical Test – Assessor Only Instructions

##### Who is this document for?

The assessor.

1 copy is needed for each learner being assessed.

##### What is in this document?

- Instructions on how to run the practical assessment.
- Guidelines for determining competency.
- A pre-assessment checklist.
- The practical assessment tasks that need to be completed.
- Content from the unit of competency being assessed in each task.
- An Assessment Summary.
- Any relevant documents, forms or checklists for the learner to use during the assessment (if required).

##### What do you need to do before you use it for the first time?

1. Rebrand the document.
2. Review the assessment as part of your validation process.
3. Set the reading and test time limits that are highlighted in pink.

**See the 'Read Me First' document for a complete set of instructions on how to use these resources.**

# Assessment Instructions for Assessors

This assessment has been developed for assessing a cohort of learners for providing responsible service of alcohol, under direct supervision, either in an actual or simulated work environment.

The assessments cover the requirements of the unit of competency SITHFAB021 Provide Responsible Service of Alcohol.

The assessment for this unit has been divided into 2 parts:

1. Theory Assessment (*see Final Theory Test*).
2. Practical Assessment (*This document*).

A person who is appropriately qualified and experienced, in line with the requirements of the unit, must administer the assessment.

Evidence other than that collected through the use of this assessment tool may be considered provided that it is in line with the rules of evidence, the training package requirements and the training organisation's policies and procedures. Any evidence, including evidence gathered through the use of this assessment tool, must follow the rules of evidence in order to be considered as contributing to a learner's demonstration of competency.

## Conducting the Practical Assessment

**You will need a copy of this document for each learner to be assessed.**

The purpose of this assessment is to gather evidence relating to a unit of competency to determine whether or not the learner has demonstrated the skills and knowledge required by the unit to be considered competent.

All practical assessments must be undertaken in the workplace or under realistic workplace conditions, which include:

- The use of full-scale equipment.
- Timely and consistent completion of assessments reflective of outcomes expected in the workplace.
- Completing assessments regardless of weather conditions and responding appropriately to the environment.
- Acting in accordance with site and safety procedures, requirements and regulations.

**Details specific to each assessment are recorded in the Assessment Plan document. Please refer to this plan in preparation for any assessments.**

1. You must direct each learner to the practical assessment section at the back of the Learner Guide which outlines the practical assessments to be completed, before the assessment begins.
2. You need to brief learners on the assessment tasks contained in the practical assessment. Answer any questions that they may have.
3. You must supervise learners at all times during the assessment. Each learner must be observed to satisfactorily complete each task, even in situations where the work is completed by a team.
4. Learners may not use any references, books or course notes during the assessments, unless these resources are common to completing the task when performed in the workplace.
5. All assessments must be satisfactorily completed. If a learner does not satisfactorily complete an assessment, a result of 'Not yet competent' will be recorded.
6. Learners should be able to complete the test in [99] minutes. The time stated is a guide only. If a learner cannot complete the assessment in the stated time then this needs to be considered when assessing overall competency.
7. You may ask questions during the practical assessment to ascertain the knowledge of learners and reasoning for specific action required by the task. Learners may also be required by the task to explain what they are doing. You must record these comments and any other observations in the Notes & Observations section of the practical assessment.

## Assessment Safety Considerations

You must make sure all required Personal Protective Equipment (PPE) is available, and that all learners are correctly fitted with PPE before the practical assessment begins.

You should ensure that any faulty or defective equipment intended for the purpose of hazard identification, or equipment checks are secured away from serviceable equipment to prevent an unsafe situation occurring during the test.

## Grounds for Stopping the Assessment

If, at any time during the practical test, any learner acts in a manner that endangers themselves, others, equipment or property, the assessment must be stopped immediately. You are required to identify the dangerous act to the learner and re-schedule the test for a later time.

## Determining Satisfactory Completion

In order for a learner to achieve a satisfactory outcome for the practical assessment they will need to:

- ✓ Complete all tasks and assessments in their entirety.
- ✓ Complete all tasks and assessments satisfactorily, in a timely manner, representative of real world conditions, expectations and outcomes.
- ✓ Where a task benchmark is marked no (N) please make appropriate notes in the section provided.
- ✓ Complete all tasks and assessments safely, using the correct techniques and methods and ensuring own safety and the safety of others at all times.
- ✓ Working with others, where necessary, to safely, effectively and efficiently achieve all outcomes of the assessments.

## Completing the Assessment Summary and Determining Competency

An Assessment Summary is included at the end of this document and must be completed at the conclusion of both the theory and practical parts of the Final Test (summative assessment).

If the learner does not complete or achieve a satisfactory outcome in any assessment you should consider the learner as "not yet competent".

Copies of all evidence gathered during training and assessment should be attached to the assessment summary for record keeping purposes.

A copy of the assessment summary results and sign-off should be provided to the learner at the conclusion of the course.

# SITHFAB021 Provide Responsible Service of Alcohol Practical Assessment

<b>Learner Name:</b>		<b>Location of Assessment:</b>	
<b>Assessor Name:</b>			
<b>Date of Assessment:</b>			

## Pre-Assessment Checklist:

- Assessment plan reviewed and validated.
- All resources required to conduct assessment are available.
- Site and weather conditions are appropriate and suitable for assessment.
- Learner is wearing appropriate clothing to participate safely in the assessment.
- Learner has completed adequate training prior to attempting this assessment.
- Assessor qualifications are current and relevant to the assessment.

Notes/comments:

## Assessment 1 – Conduct a Workplace Induction

### Scenario (assessor to read to learner and then play the role of new staff member)

You are inducting a new staff member at your workplace who is taking on a bar service position. The new staff member has not previously worked in the hospitality industry and has no prior knowledge of industry practices. This staff member has not yet completed their Responsible Service of Alcohol training.

### Assessment Checklist:

Learner demonstrates that they have a solid understanding of responsible sale and service of alcohol requirements by inducting a new staff member into the workplace including:

**a)** Explaining why responsible service of alcohol practices are required, including:

**(i)** Government and community concerns with alcohol misuse and abuse, including identifying the principles of harm minimisation and community safety described in the jurisdiction's liquor legislation.

Did the learner clearly explain government and community concerns with alcohol misuse and abuse?	Y	N
--	---	---

Did the learner correctly identify the principles of harm minimisation and community safety described in the jurisdiction liquor legislation?	Y	N
---	---	---

**(ii)** Alcohol-impaired driving accidents, crime, public violence, family violence and anti-social behaviour associated with alcohol abuse, including identifying legal drink and drive limits.

Did the learner clearly explain alcohol-impaired driving accidents, crime, public violence, family violence and anti-social behaviour associated with alcohol abuse?	Y	N
--	---	---

Did the learner correctly identify legal drink and drive limits?	Y	N
--	---	---

**(iii)** The impact of excessive drinking on:

◆ The local neighbourhood and community.

Did the learner clearly explain the impact of excessive drinking on the local neighbourhood and community?	Y	N
--	---	---

◆ Hospitality venues and the liquor industry.

Did the learner clearly explain the impact of excessive drinking on hospitality venues and the liquor industry?	Y	N
---	---	---

◆ Premises and staff.

Did the learner clearly explain the impact of excessive drinking on the premises and staff?	Y	N
---	---	---

◆ Other customers.

Did the learner clearly explain the impact of excessive drinking on other customers?	Y	N
--	---	---

◆ Particular groups of customers who are at heightened risk:

Did the learner clearly explain the impact of excessive drinking on particular groups of customers who are at heightened risk?	Y	N
--	---	---

◆ Aboriginal and Torres Strait Islander communities.

Did the learner clearly explain the impact of excessive drinking on Aboriginal or Torres Strait Islander communities?	Y	N
---	---	---

◆ People affected by the consumption of illicit and other drugs.

Did the learner clearly explain the impact of excessive drinking on people affected by the consumption of illicit and other drugs?	Y	N
--	---	---

◆ Pregnant women

Did the learner clearly explain the impact of excessive drinking on pregnant women?	Y	N
---	---	---

◆ Young people.

Did the learner clearly explain the impact of excessive drinking on young people?	Y	N
---	---	---

## Assessment 1 – Conduct a Workplace Induction

◆ Physical and mental health of individuals who drink to excess.		
Did the learner clearly explain the impact of excessive drinking on the physical and mental health of individuals who drink to excess?	Y	N
◆ Productivity of individuals who drink to excess.		
Did the learner clearly explain the impact of excessive drinking on the productivity of individuals who drink to excess?	Y	N
◆ Those around the person drinking to excess:		
◆ Family.		
Did the learner clearly explain the impact of excessive drinking on the family of those drinking to excess?	Y	N
◆ Friends.		
Did the learner clearly explain the impact of excessive drinking on the friends of those drinking to excess?	Y	N
◆ Colleagues.		
Did the learner clearly explain the impact of excessive drinking on the colleagues of those drinking to excess?	Y	N
◆ Government agencies:		
◆ Local police.		
Did the learner clearly explain the impact of excessive drinking on the local police?	Y	N
◆ Health facilities.		
Did the learner clearly explain the impact of excessive drinking on health facilities?	Y	N
◆ Road authorities.		
Did the learner clearly explain the impact of excessive drinking on road authorities?	Y	N
◆ Local councils.		
Did the learner clearly explain the impact of excessive drinking on local councils?	Y	N
<b>(iv)</b> The reasons for monitoring noise and disturbances in and around licensed premises.		
Did the learner clearly explain the reasons for monitoring noise and disturbances in and around licensed premises?	Y	N
<b>(v)</b> Identifying products that are banned or undesirable when selling or serving alcohol.		
Did the learner correctly identify products that are banned or undesirable when selling or serving alcohol?	Y	N
<b>b)</b> Identifying the key agencies in regard to responsible service of alcohol, and how you can source relevant information regarding laws, regulations and codes of practice or conduct from them.		
Did the learner correctly identify the key agencies in regard to responsible service of alcohol?	Y	N
Did the learner correctly identify how you can source relevant information regarding laws, regulations and codes of practice or conduct from them?	Y	N
<b>(i)</b> Identify the current promotional and strategic community education campaigns developed and conducted by these agencies and other relevant industry groups.		
Did the learner correctly identify the current promotional and strategic community education campaigns developed and conducted by these agencies and other relevant industry groups?	Y	N
<b>c)</b> Identifying issues related to the sale or service of alcohol to different customers, especially those at risk.		
Did the learner correctly identify issues related to the sale or service of alcohol to different customers, especially those at risk?	Y	N

## Assessment 1 – Conduct a Workplace Induction

**d)** Identifying and listing organisational policies and procedures that must be followed for the responsible sale or service of alcohol including explaining policies and procedures for:

**(i)** The principles of responsible delivery of packaged liquor including:

- ◆ Ensuring adequate instruction is given to the person delivering liquor.

Did the learner ensure adequate instruction was given to the person delivering liquor?

Y	N
---	---

- ◆ Seeking proof that the delivery is being received by a person over the age of 18.

Did the learner seek proof that the delivery is being received by a person over the age of 18?

Y	N
---	---

- ◆ Procedures for delivering alcohol to an unoccupied premises.

Did the learner correctly identify the procedures for delivering alcohol to an unoccupied premises?

Y	N
---	---

- ◆ Strategies to minimise the harm associated with liquor abuse.

Did the learner correctly identify strategies to minimise the harm associated with liquor abuse?

Y	N
---	---

**(ii)** Barring customers from the premises.

Did the learner correctly identify and list organisational policies and procedures for barring customers from the premises?

Y	N
---	---

**(iii)** Personal requirements to maintain currency in responsible service of alcohol certification.

Did the learner correctly identify personal requirements for maintaining currency in responsible service of alcohol certification?

Y	N
---	---

**(iv)** Retaining and reporting fake proof of age documents.

Did the learner correctly identify and list organisational policies and procedures for retaining and reporting fake proof of age documents?

Y	N
---	---

**(v)** Opening and closing hours.

Did the learner correctly identify and list organisational policies and procedures for opening and closing hours?

Y	N
---	---

**e)** Identifying the penalties associated with non-compliance with responsible service of alcohol requirements including:

**(i)** Personal and business implications of breaching any laws or regulations.

Did the learner correctly identify the personal and business implication of breaching any laws or regulations?

Y	N
---	---

**(ii)** Offences relating to the sale or service of alcohol.

Did the learner correctly identify offences relating to the sale or service of alcohol?

Y	N
---	---

**(iii)** Penalties associated with non-compliance with the law, and industry codes for the organisation, the licensee and individual staff members.

Did the learner correctly identify penalties associated with non-compliance with the law, and industry codes for the organisation, the licensee and individual staff members?

Y	N
---	---

## Assessment 1 – Conduct a Workplace Induction

Notes & Observations:

Completion of Assessment

Not  
Satisfactory

Satisfactory



# Assessment Summary

## SITHFAB021 Provide Responsible Service of Alcohol

<b>Learner Name:</b>		<b>Assessor Name:</b>	
<b>RTO Name:</b>		<b>Assessor Contact Number:</b>	
<b>RTO Number:</b>		<b>Date of Assessment:</b>	

<b>Review Questions (Formative Assessment)</b>		Not Completed	<input type="checkbox"/>	Completed	<input type="checkbox"/>
<b>Final Test (Summative Assessment)</b>	<b>Theory</b>	Not Satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
	<b>Practical</b>	Not Satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
<b>Outcome of Assessment</b>		<b>Not Yet Competent</b>	<input type="checkbox"/>	<b>Competent*</b>	<input type="checkbox"/>

\*Achieved satisfactory completion for all theory and practical assessments.

**Comments:**  
*This area is used for adding any comments, feedback or notes about the assessment, further action required for additional training and re-assessment.*

**Assessor Declaration:**

I, the person conducting the assessment, declare that the above-mentioned learner participated in an appropriate assessment in accordance with the assessment plan, and outcomes and objectives of the unit of competency. The information recorded above is a true reflection of this learner's assessment. The learner has been provided with feedback and informed of the assessment result and the reasons for the decision.

\_\_\_\_\_

Assessor Name
Assessor Signature
Date

**Learner Declaration:**

I declare that the information contained in this Assessment Summary is accurate and is a true reflection of the assessment I have undertaken. I have been given feedback on my performance and the evidence I have provided. I have been informed of the assessment result and the reasons for the decision.

\_\_\_\_\_

Learner Name
Learner Signature
Date