



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Provide Responsible Service of Alcohol

Validation Guide

September 2020

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education Skills and Employment, to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce and ensuring training package products reflect these needs.

Project Background

The Tourism, Travel and Hospitality Industry Reference Committee (IRC) is responsible for ensuring that nationally recognised Training Package Products deliver the skills and knowledge required to equip the sectors under its remit with a highly skilled workforce.

SkillsIQ, under the direction of the Tourism, Travel and Hospitality IRC and the RSA Technical Advisory Committee (TAC), prepared a Case for Change to update one Unit of Competency and one Skill Set relating to the responsible service of alcohol (RSA). This Case for Change was approved by the Australian Industry and Skills Committee.

At present, all states and territories have their own legislation and regulation relating to responsible service of alcohol, which is referenced and incorporated in training regarding RSA. A review and update of the current Training Package Products that relate to RSA is required to ensure competencies are up-to-date and also to work toward an RSA Unit of Competency that can be used across jurisdictions to better address key industry needs.

The development of the first draft of the updated Training Package Products sought to address the following key points:

- cross-jurisdictional consistency of training
- changes to regulation regarding RSA
- changes to training practices in relation to RSA

in order to address the fundamental need for consistency in RSA training across the country, and to ensure training practices are able to meet industry needs.

Changes for Draft 2 Training Package Products

Feedback on Draft 2 of the updated Training Package Products was predominantly supportive of the updates made by the RSA TAC.

As a result of feedback from Draft 1, a number of minor changes were made to the Unit of Competency and the Skill Set, including:

- inclusion of “delivery services” in the Unit of Competency Application statement and the Target Group descriptor in the Skill Set
- minor amendments to wording of Performance Evidence for clarity
- minor amendments to wording of Assessment Conditions for clarity.

A number of comments were made in regard to various aspects of the Knowledge Evidence and these were considered by the RSA TAC. Given the importance of the knowledge around responsible services practices, all points of Knowledge Evidence were considered by the RSA TAC to be integral to a learner’s successful completion of the Unit of Competency. Therefore, no changes were made to the Knowledge Evidence.

There were a number of items of feedback provided by stakeholders that concerned implementation and training delivery or assessment methods and these were noted by the RSA TAC, however they are not within the scope of development of the Unit of Competency. Similarly, feedback relating to licensing regulations was noted, but outside of the scope of this project.

Consultation Activities and Timelines

National consultation for Draft 2 of the updated Unit of Competency and associated Skill Set is open from **16th September to 14th October 2020**. During this period input will be sought on the updated Unit of Competency and associated Skill Set relating to the responsible sale, service, delivery or supply of alcohol.

SkillsIQ will be undertaking webinars to engage industry stakeholders and VET professionals, as well as seeking feedback via the SkillsIQ Online Feedback Forum. Further details are posted on the SkillsIQ website here:

<https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/RSA>

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at:

<https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/SITTourismTravelandHospitality/RSADraft2>

When accessing the Feedback Forum, please first refer to the “How To” guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of the final Training Package Products for submission to the Australian Industry and Skills Committee for approval.

To remain up to date with project developments, subscribe to SkillsIQ at:

<http://www.skillsiq.com.au/Subscribetoournewsletter.aspx>

About this Consultation Guide

This guide, which should be read in conjunction with the applicable Draft Training Package Products, provides:

- list of Draft 1 Training Package Products (1 Skill Set, 1 Unit of Competency and associated Assessment Requirements)
- mapping of Unit
- key consultation questions on which SkillsIQ seeks feedback to provide information to the RSA TAC.

Contact details

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Training Package Products

Skill Set

Skill Set Code	Title
SITSS00055	Responsible service of alcohol

List of Units and Prerequisites

Unit Code	Title	Prerequisites
SITHFAB021	Provide responsible service of alcohol	Nil

Unit of Competency Mapping

Previous Unit Code and Title	New Unit Code and Title	Comment in relation to Unit E = equivalent N = not equivalent
SITHFAB002 Provide responsible service of alcohol	SITHFAB021 Provide responsible service of alcohol	E

Questions for consideration

The following series of questions have been developed to guide feedback for Draft 2 of the *SITHFAB021 Provide responsible service of alcohol* Unit of Competency and associated Skill Set.

Unit of competency

- Are there any essential prerequisites that should be nominated?

Title and Application statement - unit of competency

- Does the title reflect the skill being described? Could any be changed to better indicate what the unit covers?
- Does the application statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do the elements and performance criteria accurately describe what people do when providing responsible service of alcohol? If not, what could be added?
- Do the performance criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the unit outcomes, including performance criteria, foundation skills and knowledge?

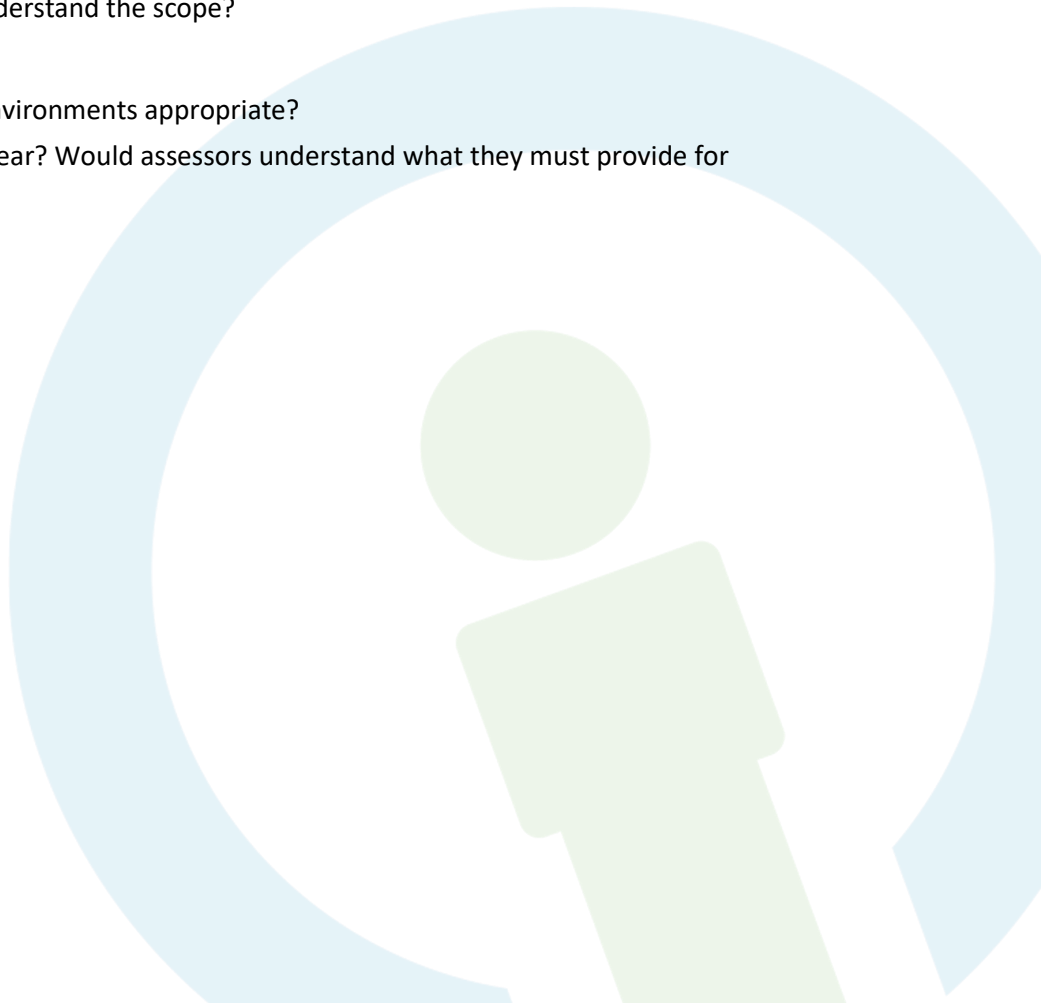
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the performance criteria? Is the knowledge evidence specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors to understand the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?



Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know, in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The unit title is a brief statement of the outcome of the Unit of Competency, i.e. what is the task that they will be able to complete once they are deemed competent.
APPLICATION	<p>The application summarises:</p> <ul style="list-style-type: none"> the content of the Unit of Competency and the skill area it addresses any relationship with other Units of Competency any licensing requirements or relevant legislation elaborates the Unit of Competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	<p>Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency.</p> <p>This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.</p>
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know in order to perform the work task effectively.
ASSESSMENT CONDITION	<p>Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.</p> <p>It may specify any of the following:</p> <ul style="list-style-type: none"> conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment or tools whether or not the Unit must be assessed in the workplace or may also be assessed via simulation resource implications, for example access to particular equipment, infrastructure or situations any required characteristics of the assessor, e.g. must hold a higher qualification in that field, etc.