SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Provide Responsible Service of Alcohol

Consultation Guide

November 2019

Contents

Introduction 3
Project Background 3
Consultation Activities and Timelines 5
About this Consultation Guide 6
Skill Set 7
List of Units and Prerequisites 7
Questions for consideration 7
Appendix A: Training Package Unit of Competency Terminology Guide 8

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 and Training 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 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 and the project has now commenced.

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 all jurisdictions to better address key industry needs.

The project looks to address the following key points:

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

Updates to the Training Package Products outlined above, will assist in addressing the fundamental need for consistency in RSA training across the country, and to ensure training practices are able to meet industry needs.

Cross-jurisdictional consistency of training

As stated earlier, all states and territories have their own legislation and regulations which set out RSA requirements in the workplace, and consequently these nuances must be included in training. Whilst all jurisdictions mandate compulsory RSA certification for their workforce with duties and

responsibilities in serving or supplying alcohol, an RSA certification obtained in one jurisdiction may not always be recognised by another jurisdiction. For example, an RSA certification issued in Queensland (i.e. an RSA Statement of Attainment) is not recognised in New South Wales nor Victoria. Regulators in New South Wales and Victoria instead issue an RSA competency card and an RSA Certificate which is subsequently not recognised in Queensland, nor other jurisdictions.

Undertaking training incurs costs for both individual workers, as well as employers. A move towards establishing a Unit of Competency that is able to be used across jurisdictions can support the sector to realise economic benefits in a number of ways:

- Reduce training and certification costs for workers who have relocated to another jurisdiction and who have already undertaken initial training
- Minimise potential loss of wages for workers (and income generation for employers) as a result of staff absenteeism to attend training
- Facilitate labour mobility across the country and support industry address skills shortages (e.g. by transferring staff across states and territories by national employers, and facilitate the employment of working holiday makers who regularly travel from one jurisdiction to another)
- Maximise retention of staff in sector by facilitating RSA certified workers who move jurisdictions to continue working in hospitality as their initial certification is recognised and they are not obliged to re-do (and pay for) training they have already done.

As a result, there is an urgent requirement to review the current Training Package Products to maximise consistency of training across the country and ensure all requirements of jurisdictions are reflected. This will support industry's need to access a uniform training option which provides quality outcomes.

Changes in regulation

Over time, regulations set out by the different states and territories have been revised, and changes republished in updated versions. For instance, a revised version of the Norther Territory's Liquor Act was effective as of the 20 June 2018, and their Liquor Regulations a few months earlier, 28 February 2018. The ACT's Liquor Act 2010 was republished 24 May 2018 and Queensland's Liquor Act 1992 was revised and also republished on 19 April 2018.

The separate certification processes and Regulator requirements of states and territories mean that currently, hospitality workers who move interstate (i.e. across jurisdictions) to continue working in the sector need to do initial RSA training multiple times to comply with local workforce requirements. Undertaking introductory RSA training more than once means individuals are covering skills and content already learnt (and in many cases, applied in a work setting), thereby creating a repetitive procedure not adding value to an individual's existing knowledge or skills-base.

Overall, industry has been proactive in changing business practices to address changes in regulation and therefore there is a need for RSA training to also change in line with key regulation changes. A review of the listed Training Package Products will ensure training is current and reflective of key changes which impact how employers in the hospitality sector trade and engage with patrons.

Changes in industry training practices

Adoption of technology over time and the increased access to the internet has had a significant impact on industries, and the VET sector is no exception. Course delivery has shifted from a predominantly face-to-face classroom setting, to a multi-modal face-to-face and online delivery approach or purely online course. RSA training delivery has followed this trend and over time, it has shifted in most jurisdictions from the classroom to an online setting, with only New South Wales and Victoria requiring all initial RSA training to be delivered face-to-face. Online delivery has been particularly beneficial to improve access to RSA training in regional and remote communities which

are often challenged in accessing suitably skilled workers to fill vacancies. Online courses in RSA training are popular with both employers and employees, however, industry has raised issues regarding the quality of training delivered in some online courses, and the validity of assessment conducted online.

The knowledge-based function of RSA training is significant, and it forms an important foundation to support the development of a range of skills. While the current Training Package Product includes some practical components for skills development, the training must be focused on establishing a solid foundation of knowledge on the topic and related legislation, regulations and venue requirements.

Updating the current Training Package Product is an opportunity to ensure future training is current, relevant and flexible for coverage in a variety of settings, including online delivery and assessment, and thereby safeguard against poor quality online course options currently available. Updates to the Training Package Product can help increase industry confidence in online delivery and reassure employers that training is consistent and provides quality outcomes for all participants. This update can also ensure the language used moves to accommodate the knowledge-based aspects of RSA and is flexible to apply in both on and off-premise situations.

Consultation Activities and Timelines

National consultation for Draft 1 of the updated Unit of Competency and associated Skill Set is open from 25th November to 20th December 2019. During this period input will be sought on the updated Unit of Competency and associated Skill Set relating to the responsible sale, service or supply of alcohol.

SkillsIQ will be undertaking a number of webinars to engage industry stakeholders and VET professionals, as well as seeking feedback via the 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/RSADraft1

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 Draft 2 for validation.

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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Skill Set

Skill Set Code	Title
SITSS00055	*Responsible service of alcohol*

List of Units and Prerequisites

Unit Code	Title	Prerequisites
SITHFAB002	*Provide responsible service of alcohol*	Nil

Questions for consideration

The following series of questions have been developed to guide feedback for Draft 1 of the *SITHFAB002 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 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	The application summarises: • 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	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
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	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. It may specify any of the following: • 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.