Manage intoxicated persons

D1.HBS.CL5.17
D1.HSS.CL4.07

Assessor Manual

Australian Aid
asean
William Angliss Institute
Specialist centre for foods, tourism & hospitality

Manage intoxicated persons

D1.HBS.CL5.17
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Assessor Manual

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit
b) The strengths of participants
c) The number of participants in the class
d) Time required to complete assessments
e) Time dedicated to assessment
f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:
  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name

    - Enter Assessor name
    - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

  We have 60 minutes for this assessment.

    - I will give you feedback at the end of the assessment
    - Do you have any questions about this assessment?"
- Commence Oral Questioning assessment:
    - Complete Assessment Record for the Oral Questioning by:

      a) Ticking PC or NYC, as appropriate

      b) Entering 'Remarks' as required

      c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These written questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability.

  You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

  Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

<table>
<tr><td colspan="2">UNIT TITLE: MANAGE INTOXICATED PERSONS</td><td>NOMINAL HOURS: 10</td></tr>
<tr><td>UNIT NUMBER:</td><td colspan="2">D1.HBS.CL5.17 D1.HSS.CL4.07</td></tr>
<tr><td colspan="3">UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to manage intoxicated persons within the hotel industries workplace context.</td></tr>
<tr><td colspan="2">ELEMENTS AND PERFORMANCE CRITERIA</td><td>UNIT VARIABLE AND ASSESSMENT GUIDE</td></tr>
<tr><td colspan="2">Element 1. Determine the level of intoxication
1.1 Assess intoxication levels of customers
1.2 Offer assistance to intoxicated customers politely
1.3 Refer difficult situations to an appropriate person within or outside of the establishment
1.4 Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property
Element 2. Apply appropriate procedures
2.1 Analyse situation carefully
2.2 Apply procedures appropriate to the situation and in accordance with organisational policy
2.3 Explain the position to the customer using appropriate communication skills</td><td>Unit Variables
The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.
This unit applies to all industry sectors that require to manage intoxicated persons within the labour divisions of the hotel and travel industries and may include:
1. Food and Beverage Service
2. Front Office
3. Housekeeping.
Assess intoxication levels may include:
• Observation of changes in behaviour
• Monitoring noise levels
• Monitoring drink orders
• Slowing service.
Assistance may include:</td></tr>
</table>

2.4 Assist the guest/customer to leave the premises if necessary **Element 3. Comply with legislation** **3.1** *Assess situations* **3.2** *Deal with intoxicated persons* appropriately **3.3** *Deal with underage drinkers* **3.4** Comply with legislative requirements	• Organising transport for customers wishing to leave • Suggesting staying in a room in the hotel • Assisting customers to leave. *Appropriate person* may include: • Manager • Security personnel on site • Police • Ambulance. *Appropriate people* may include: • Manager • Security personnel on site • Police • Ambulance. *Procedures* may include: • Verbal warning • Asking persons to leave the premises • Calling for appropriate assistance. *Appropriate communication skills* may relate to: • Giving explanation to customers throughout the event/incident • Providing suggestions and/or alternatives to the customer • Using a quiet and respectful tone of voice at all times • Using tact and discretion

	• Employing conflict resolution skills. *Assess situations* may relate to: • Customers behaving in an intoxicated manner • Customers behaving in a violent or disorderly manner • Under-age persons. *Deal with intoxicated persons* may relate to: • Providing suggestions and/or alternatives to the customer/guest • Asking customer/guest to leave the premises • Refusing service of alcohol. *Deal with underage drinkers* may relate to: • Checking identification • Refusing service of alcohol • Tactfully asking under-age person in restricted areas to leave. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Knowledge of the effects of alcohol and factors which influence effects • Knowledge of legal requirements for alcohol service and consumption • Knowledge of the benefits in creating a responsible licensed drinking environment to self, colleagues and customer/guests • Knowledge of ways of assessing intoxication of customer/guests. **Linkages To Other Units** • Prepare and serve cocktails

	• Process liquor sales at a bar facility • Operate a bar facility • Manage responsible service of alcohol. **Critical Aspects of Assessment** Evidence of the following is essential: • Demonstrated understanding of legal requirements and the principles of managing intoxicated persons • Demonstrated ability to manage intoxicated persons using appropriate communication, conflict resolution and anger management techniques • Demonstrated ability to offer customer/guests assistance appropriate to situation and level of responsibility. **Context of Assessment** This unit may be assessed on or off the job: • Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area or area of responsibility • Assessment should include practical demonstration of the ability to manage intoxicated persons either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must include project or work activities that allow the candidate to respond to multiple and varying customer/guest service and communication situations that require the candidate to manage intoxicated persons. **Resource Implications** Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

	Assessment Methods The following methods may be used to assess competency for this unit: • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. **Key Competencies in this Unit** *Level 1 = competence to undertake tasks effectively* *Level 2 = competence to manage tasks* *Level 3 = competence to use concepts for evaluating*

Key Competencies	**Level**	**Examples**
Collecting, organising and analysing information	2	Assess customer/guest condition
Communicating ideas and information	2	Apply intervention techniques to manage intoxicated persons
Planning and organising activities	2	Plan appropriate action to take
Working with others and in teams	2	Ensure that colleagues are aware of planned interventions and agree on course of action to be taken.

	Using mathematical ideas and techniques	0	
	Solving problems	2	Defuse conflict
	Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage intoxicated persons D1.HBS.CL5.17; D1.HSS.CL4.07
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	**Response**	
	PC	**NYC**
1. What factors would you take into account when determining the intoxication level of a customer/guest?	❑	❑
2. What assistance might you offer to a customer/guest who you believe is intoxicated?	❑	❑

Questions	Response	
	PC	NYC
3. An intoxicated person is belligerent: who might you refer this person to within the business so as they may handle the situation?	❑	❑
4. What external authorities might you call for assistance in dealing with a customer/guest who poses a threat to others customer/guests or staff? How would you contact these authorities?	❑	❑
5. What factors would you consider when analysing a situation involving an intoxicated person in a venue?	❑	❑

Questions	Response	
	PC	NYC
6. Give me an example of a verbal warning you would give to a customer/guest who is slightly intoxicated and behaving/talking in an unacceptable and inappropriate manner in the venue.	❑	❑
7. Describe aspects of verbal and non-verbal communication that should be applied/used when talking with an intoxicated person.	❑	❑
8. You are assisting an intoxicated customer/guest to leave the property: what activities might be involved when doing this?	❑	❑

Questions	Response	
	PC	NYC
9. How can you determine whether or not a customer is of legal drinking age?	❑	❑
10. A customer/guest has had a little too much to drink but is not at the stage where you need to ask them to leave the premises or to refuse them service of alcohol: what can you suggest in order to allow them to remain on the premises and comply with the requirements of liquor licensing legislation?	❑	❑
11. What is the minimum legal age for people to consume alcohol?	❑	❑

Questions	Response	
	PC	NYC
12. How can you determine the legal obligations you are under in relation to the serviced of alcohol to customers/guests?	❑	❑

Written Questions

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Student Name: ____

Answer all the following questions and submit to your Trainer.

1. What is 'duty of care' and who does it apply to?

   ____

   ____

   ____

   ____

2. What are five signs of intoxication?

   ____

   ____

   ____

   ____

3. Monitoring the environment is a vital way to observe if a person is intoxicated. What are three signs you would observe?

   ____

   ____

   ____

   ____

4. What are three types of assistance that can be given to an intoxicated person?

   ____

   ____

   ____

   ____

5. As a staff member, if you need assistance when dealing with an intoxicated patron, what internal sources can you ask and how can you contact them?

____

____

____

____

6. As a staff member, if you need assistance when dealing with an intoxicated patron, what external sources can you ask and how can you contact them?

____

____

____

____

7. Creating the right environment is very important when promoting responsible service of alcohol. What are three positive and three negative factors when creating the atmosphere?

____

____

____

____

8. What is a house policy and what are two items it should include?

____

____

____

____

9. What is ‘drink spiking’ and how can it be reduced?

____

____

____

____

10. What is 'binge drinking' and how can it be reduced?

____

____

____

____

11. What does **T-A-K-E C-A-R-E** stand for?

T ____

A ____

K ____

E ____

C ____

A ____

R ____

E ____

12. What are the steps to follow when a customer comes to you with a complaint?

____

____

____

____

13. Large single sex groups can be a potential problem. What are three things you can do, to help ensure they follow the house policy?

____

____

____

____

14. What are three steps when asking an intoxicated patron to leave the premises?

15. What are two legal requirements when promoting responsible service of alcohol?

16. What are three tips to remember when dealing with an intoxicated person?

17. What are two reasons why young people can't drink alcohol?

18. What are three rules that may apply relating to serving alcohol and underage customers?

19. What are two areas in which laws may apply when it comes to the supply and sale of alcohol?

20. Why is it important to record incidents involving intoxication?

Answers to Written Questions

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The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What is 'duty of care' and who does it apply to?

Duty of care means to make sure that all people are safe from harm when on the premises as well as when they leave.

This duty of care is owed to all people in the environment including:

- Customers
- Owners
- Managers
- Staff
- General Public.

2. What are five signs of intoxication?

a) Loss of coordination

- Being clumsy
- Eyes seem unfocused or glassy
- Bumping into furniture and other people
- Staggering
- Falling down or tripping over things
- Inability to walk in a straight line
- Inability to do basic tasks like lifting a glass
- Knocking things over

b) Change in speech

- Having trouble talking in a normal manner
- Speech becomes slower and slurred
- Volume of speech becomes louder
- Person becomes outspoken

c) Moods, behaviour and conduct

- Big changes in mood over time.
- Personality changes
- Becoming isolated from group
- Inappropriately affectionate
- Extremely outgoing
- Wanting to cause arguments
- Being over affectionate to strangers

d) Quantity of alcohol consumed

- The amount of drinks consumed
- The rate of consumption
- They are ordering more drinks at a time
- The types of drinks – normally become stronger
- Complaints about strength of drinks

e) Smell of alcohol

f) Body language.

3. Monitoring the environment is a vital way to observe if a person is intoxicated. What are three signs you would observe?

When monitoring, be aware of:

- Types of drinks being ordered
- Who is ordering the drinks
- Who is consuming the drinks
- Rate of consumption
- Whether food is also being consumed
- People showing signs of intoxication
- Any drinking games being conducted
- Which people in the group could be of assistance when dealing with intoxicated patrons.

4. What are three types of assistance that can be given to an intoxicated person?

- Talk to the customer or their friend
- Briefly explain your responsibilities
- Promoting non-alcoholic drinks
- Offering low-alcoholic beverages
- Offer water
- Offer food
- Slowing down service
- Advise other staff.

5. As a staff member, if you need assistance when dealing with an intoxicated patron, what internal sources can you ask and how can you contact them?

Internal sources include:

- Supervisor / Management
- Security
- DJ.

Methods to contact them include:

- Pagers
- Signals – verbal or hand
- Button
- Phone call.

6. As a staff member, if you need assistance when dealing with an intoxicated patron, what external sources can you ask and how can you contact them?

External sources include:

- Police
- Fire
- Ambulance

Methods to contact them include:

- Special button
- Posters with contact numbers
- Speed dials
- Other methods that are suitable.

7. **Creating the right environment is very important when promoting responsible service of alcohol. What are three positive and three negative factors when creating the atmosphere?**

Positive factors include:

- High levels of cleanliness
- Facilities in operational order
- Good security measures
- Regular removal or rubbish and waste
- Prompt cleaning of tables and removal of dirty bottles, plates and glasses
- Adequate and well lit and ventilated toilets
- Video camera surveillance
- Non-aggressive security staff
- Non-crowding policies
- Mix between men and women
- Well trained and professional staff
- Good communication
- Good activities
- Safe venue layout.

Negative factors include:

- Unsupervised pool tables
- TV showing aggressive, offensive, sexual or intoxication-related images
- Music with a lot of offensive or sexually explicit words
- Congestion anywhere in the premises
- Higher percentage of customers standing
- Drunk or underage persons allowed in and served
- Vomiting
- Drug dealing or drug use
- Drunk customers in the premises
- Staff being hostile or aggressive towards patrons
- Staff allowing aggression or watching conflict
- Staff sending people outside to fight
- Late intervention in situations by staff
- Patrons served double at closing time or served after closing time
- Smokiness and/or lack of ventilation
- High level of noise and movement
- Lack of bar wiping, table clearing, toilet cleanliness
- Openly sexual or sexually competitive activity
- In-house promotion or entertainment focusing on alcohol and “sexy dancing”.

8. What is a house policy and what are two items it should include?

It is established policies and procedures that are in place to help promote the responsible service and consumption of alcohol within an organisation. It creates a framework for how an organisation will promote the safe supply and consumption of alcohol

Items for inclusion in a house policy:

- Expected standards of behaviour of customers
- A list of those not to be served alcohol
- Limits for cocktails, shots or shooters.

9. What is 'drink spiking' and how can it be reduced?

This is where alcohol or other substances is added to drinks without the drinker's knowledge or consent.

Strategies to avoid drink spiking:

- Warn customers not to leave drinks unattended
- Have a policy regarding the maximum number of shots per drink, even in cocktails
- Dispose of unattended drinks
- Be suspicious of orders for drinks with added shots of spirits and have a policy in place to deal with them
- Watch the behaviour of patrons, looking for signs that a person has become suddenly drunk
- Take notice of people offering to take the affected person home.

10. What is 'binge drinking' and how can it be reduced?

Binge drinking is a very harmful practice of drinking too much in a short period of time or in one-off episodes.

There are many ways to reduce it including limit number of drinks per person, slow down service. Main way is to follow house policy.

11. What does T-A-K-E C-A-R-E stand for?

- Tell early
- Avoid put-downs
- Keep calm
- Ever courteous
- Clarify refusal
- Alternatives
- Report
- Echo.

12. What are the steps to follow when a customer comes to you with a complaint?

Regardless of the complaint, key points to dealing with them include:

- Listen carefully to the complaint, without interrupting
- Show that you understand
- Apologise
- Seek a solution.

13. Large single sex groups can be a potential problem. What are three things you can do, to help ensure they follow the house policy?

- Distribute house policy with confirmations of large bookings or private functions
- Speak with them on arrival
- Welcome them and thank them for their patronage however notify them of expected behaviour
- Speak with them in a friendly manner and don't treat them as a problem, until they do become one
- Build up a relationship early on so it's easier to speak to them later
- Set aside a separate area for them, if possible, to avoid upsetting other customers
- Identify the leader and make him or her responsible for the group's behaviour
- Watch the amount they are drinking
- Speak to individuals at the bar
- Make it clear that, if one person causes trouble, they will all have to leave.

14. What are three steps when asking an intoxicated patron to leave the premises?

- Final warning
- Notifying friends
- Identify transportation
- Arrange assistance
- Explain why the person is being asked to leave
- Explain transportation options
- Follow the person to the door
- Ensure the person is safely off the premises.

15. What are two legal requirements when promoting responsible service of alcohol?

Establish a house policy covering:

- Avoid promotions that encourage irresponsible consumption of alcohol
- Train staff in responsible service of alcohol
- Identify and address potential difficult situations
- Create the right atmosphere.

16. What are three tips to remember when dealing with an intoxicated person?

- Identify situations where problems may arise as early as possible
- Try to involve the customer by providing options
- Treat the customer professionally
- Don’t touch the customer, where possible
- Take action as early as possible
- Follow all house policies, rules and regulations.

17. What are two reasons why young people can’t drink alcohol?

- They lack the experience of drinking alcohol
- They may not be mature enough to handle themselves in a drinking capacity
- Brain does not fully develop until the age of 24 in males and 22 in females. Therefore the effects of alcohol impacts brain development to a greater extent
- Their internal organs haven’t fully developed, therefore the effects of alcohol are greater
- Minors are more likely to binge drink, which is a major health risk
- Minors are most likely to become dependent on alcohol and become heavy drinkers later in life.

18. What are three rules that may apply relating to serving alcohol and underage customers?

- Alcohol cannot be sold to a person under the legal drinking age
- Alcohol cannot be supplied or consumed by a person under the legal drinking age
- Proof of age must be checked if a person looks under 25 years of age
- Minors may be able to be on a premises that supplies alcohol if:
  - They are in the company of a responsible adult
  - Are eating a meal
  - Work on the premises in duties that do not involve the sale of alcohol

- Some venues may allow a minor to have an alcoholic drink if they are having a meal or with a spouse, parent or guardian
- Food containing alcohol may be consumed if below a certain percentage of the entire meal
- Minors may not be allowed into areas where their primary product sold is alcohol including bars and night clubs.

19. What are two areas in which laws may apply when it comes to the supply and sale of alcohol?

- License to sell
- Establish policies and procedures
- Training of staff
- Documentation of systems
- Recording Incidents.

20. Why is it important to record incidents involving intoxication?

- It can be used as a learning tool and can assist in communication between staff and management
- It provides an accurate record for police, company or insurance purposes
- It can help prevent similar incidents from happening again.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage intoxicated persons D1.HBS.CL5.17; D1.HSS.CL4.07
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Determine the level of intoxication b) Apply appropriate procedures c) Comply with legislation 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	**Yes**	**No**
Element 1: Determine the level of intoxication		
Assess intoxication levels of customers	❑	❑
Offer assistance to intoxicated customers politely	❑	❑
Refer difficult situations to an appropriate person within or outside of the establishment	❑	❑
Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property	❑	❑
Element 2: Apply appropriate procedures		
Analyse situation carefully	❑	❑
Apply procedures appropriate to the situation and in accordance with organisational policy	❑	❑
Explain the position to the customer using appropriate communication skills	❑	❑
Assist the guest/customer to leave the premises if necessary	❑	❑

Did the candidate	Yes	No
Element 3: Comply with legislation		
Assess situations	❑	❑
Deal with intoxicated persons appropriately	❑	❑
Deal with underage drinkers	❑	❑
Comply with legislative requirements	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:*____ *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Manage intoxicated persons D1.HBS.CL5.17; D1.HSS.CL4.07		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Assesses intoxication levels of customers and offers assistance to intoxicated customers politely	❑	❑	❑
Refers difficult situations to an appropriate person within or outside the establishment	❑	❑	❑
Seeks assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property	❑	❑	❑
Analyses intoxicated persons situations carefully and applies procedures appropriate to the situation in accordance with organisational policy	❑	❑	❑
Explains position to the customer using appropriate communication skills and assists guest/customers to leave the premises if necessary	❑	❑	❑
Complies with legislative requirements when dealing with intoxicated persons and underage persons	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Manage intoxicated persons	D1.HBS.CL5.17; D1.HSS.CL4.07
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Determine the level of intoxication						
Assess intoxication levels of customers						
Offer assistance to intoxicated customers politely						
Refer difficult situations to an appropriate person within or outside of the establishment						
Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property						
Element 2: Apply appropriate procedures						
Analyse situation carefully						
Apply procedures appropriate to the situation and in accordance with organisational policy						
Explain the position to the customer using appropriate communication skills						
Assist the guest/customer to leave the premises if necessary						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	**Observation of skills**	**3rd Party Statement**	**Oral Questions**	**Written Questions**	**Work Projects**	**Other**
Element 3: Comply with legislation						
Assess situations						
Deal with intoxicated persons appropriately						
Deal with underage drinkers						
Comply with legislative requirements						
Candidate signature			**Date**			
Assessor signature			**Date**			

William Angliss Institute

Specialist centre for foods, tourism & hospitality

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