



# Manage responsible service of alcohol

D1.HBS.CL5.03

Assessor Manual





# **Manage responsible service of alcohol**

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**Assessor Manual**



**William Angliss**  
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for foods, tourism  
& hospitality

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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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> MANAGE RESPONSIBLE SERVICE OF ALCOHOL		<b>NOMINAL HOURS:</b> 15
<b>UNIT NUMBER:</b> D1.HBS.CL5.03		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to manage responsible service of alcohol in a range of settings within the hotel industries workplace context		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Maintain a responsible drinking environment within a <i>licensed environment</i></b></p> <p>1.1 Identify customers who should be refused service</p> <p>1.2 Apply enterprise and licensing authority eligibility standards and/or requirements to be served alcohol</p> <p>1.3 Explain <i>restrictions for service</i> courteously and diplomatically</p> <p>1.4 Request <i>proof of age</i> prior to service where appropriate</p> <p><b>Element 2: Dispense alcoholic beverages</b></p> <p>2.1 Prepare and serve <i>standard drinks</i></p> <p>2.2 Decline request for drinks that exceed standard limits politely and advise reason/s for refusal</p> <p>2.3 Provide accurate <i>advice</i> to customers on alcoholic beverages if required</p> <p>2.4 Refuse service to <i>intoxicated customers</i> in a suitable and consistent manner</p>	<p><b>Unit Variables</b></p> <p>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</p> <p>This unit applies to all industry sectors that require to manage the responsible service of alcohol within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food and Beverage Service</p> <p><i>Licensed environment</i> may relate to:</p> <ul style="list-style-type: none"> <li>• Hotels</li> <li>• Restaurants</li> <li>• Bars</li> <li>• Night clubs</li> <li>• Gaming venues.</li> </ul>	

**Element 3: Ensure customers drink within appropriate limits**

- 3.1 Assess *intoxication levels* of customers
- 3.2 Offer *assistance* to intoxicated customers politely
- 3.3 Refer difficult situations to an *appropriate person* within the establishment
- 3.4 Seek assistance from *appropriate people* for situations which pose a threat to safety or security of colleagues, customers or property

*Restrictions for service* should relate to:

- Customers behaving in an intoxicated manner
- Customers behaving in a violent or disorderly manner
- Under-age persons
- Persons under an exclusion order
- Persons requesting service outside licensing hours
- Safe drinking and/or responsible service of alcohol guidelines.

*Proof of age* may include:

- Passport
- License
- Birth-certificate
- Photo ID cards.

*Standard drinks* may relate to:

- Defined amounts contained within drinking guidelines
- As defined by local authorities
- As defined on bottled products.

*Advice* may relate to:

- Types
- Strengths
- Standard drinks
- Restrictions on use
- Effects.

*Intoxicated customers* may refer to:

- Drunk
- Disorderly due to alcohol consumption
- Showing signs of excess consumption of alcohol.

*Assess intoxication levels* may include:

- Observation of changes in behaviour
- Monitoring noise levels
- Monitoring drink orders
- Slowing service.

*Assistance* may include:

- Organising transport for customers wishing to leave
- Offering food and non-alcoholic drinks
- Assisting customers to leave.

*Appropriate person* may include:

- Manager
- Security personnel on site.

*Appropriate people* may include:

- Police
- Ambulance.

**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 customers
- Knowledge of ways of assessing intoxication of customers.

**Linkages To Other Units**

Note: The unit Manage and control conflict situations should be completed prior to commencing this unit

- Prepare and serve cocktails
- Process liquor sales at a bar facility
- Operate a bar facility
- Customers assistance appropriate to situation and level of responsibility.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrated understanding of legal requirements and the principles of responsible service of alcohol
- Demonstrated ability to maintain a responsible drinking environment using appropriate communication, conflict resolution and anger management techniques
- Demonstrated ability to offer.

**Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of managing the responsible service of alcohol 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 maintain a responsible drinking environment 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 service and communication situations that require the application of responsible service of alcohol responsibilities/requirements.

**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*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	2	Assess customer condition before and during service of alcohol
Communicating ideas and information	2	Apply intervention techniques to restrict intoxication of customers
Planning and organising activities	2	Identify the most appropriate way to maintain a responsible drinking environment
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

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Manage responsible service of alcohol D1.HBS.CL5.03
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. How do you identify customers who should be refused service of alcohol?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the legislated and workplace-based standards and requirements regarding the service of alcohol to customers in the venue where you work?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Give me four examples of situations that would restrict the service of alcohol to a customer.	<input type="checkbox"/>	<input type="checkbox"/>
4. How would you ask a person for proof-of-age for the service of alcohol, and what would you accept as legitimate proof-of-age?	<input type="checkbox"/>	<input type="checkbox"/>
5. What is meant by the term 'standard drink'? Give four examples of a standard drink.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. A customer has requested a non-standard drink (that is, a drink containing excess alcohol): how will you refuse service of the requested drink?	<input type="checkbox"/>	<input type="checkbox"/>
7. A customer has asked about the alcoholic content of a beverage they are drinking: how will you determine the answer to this question and how will you advise them?	<input type="checkbox"/>	<input type="checkbox"/>
8. Give me an example of how you would refuse the service of alcohol to someone you believed has had too much to drink.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What factors do you take into account when assessing the level of intoxication of a customer?	<input type="checkbox"/>	<input type="checkbox"/>
10. What assistance (or alternatives) might you offer to a customer who needs to be refused service of alcohol?	<input type="checkbox"/>	<input type="checkbox"/>
11. Why is it important to refer alcohol-related issues you cannot deal with to the manager or security staff rather than ignore the situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. You have identified a situation with an intoxicated customer that poses a threat to colleagues, customers or property: how will you respond to this situation?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Manage responsible service of alcohol – D1.HBS.CL5.03

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. List five things the 'terms and conditions' of a liquor licence may relate to.

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2. A liquor licence authorises the sale of liquor for on-premises and off-premises consumption: what does this mean?

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3. List six persons who may be refused service of alcohol.

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4. List four techniques or strategies which can be used to identify those who should be refused service.

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5. Give three reasons why RSA is important.

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6. Identify five ways you can learn the legal requirements which apply to the premises where you work.

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7. List three ways you can learn the 'House Rules' which apply to the responsible service of alcohol.

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8. Give five examples of 'intoxicated behaviour'.

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9. Give five examples of patrons behaving in a violent or disorderly manner.

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10. List five examples of venue-specific or industry-accepted responsible service of alcohol guidelines which contain restrictions on the service of alcohol.

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11. Name three acceptable evidence of age documents which can be used to determine a person's date of birth.

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12. Who should you request 'proof of age' from when serving alcohol?

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13. What seven checks should you make when checking evidence of age documents given you by patrons?

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14. What is a 'standard drink'?

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15. Give four examples of a drink which is accepted as being a 'standard drink'.

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16. At what rate does the human body process alcohol?

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17. List four factors which will influence the rate at which an individual customer will process the alcohol they have consumed.

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18. What is the only way alcohol can be removed from a person's bloodstream?

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19. List four strategies you might implement to ensure only standard drinks are prepared and served.

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20. Identify four elements of non-verbal communication which should be involved when refusing liquor service to patrons.

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21. Answer 'True' or 'False' to the following question: "When refusing service to a patron, standard procedures are to apologise for the refusal, and use polite and respectful terms during the interaction, such as 'Please' and 'Thank you'".

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22. When explaining to customers their request for a non-standard drink cannot be prepared you should against this is because it is against 'House policy': list three reasons which can be used to explain why such service may be against 'House policy'.

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23. Describe three ways you can deliver outstanding customer service when providing advice to customers on alcoholic beverages.

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24. Identify three ways you can develop 'product knowledge' about alcoholic products.

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25. List five elements or factors you should seek to learn knowledge about when developing your product knowledge on alcoholic products.

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26. Why is it important to have an experienced member of staff observe you when you refuse liquor service to a patron for the first few times?

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27. What is listed as the 'Golden Rule' when refusing service of alcohol to a customer?

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28. Give three reasons why liquor staff should assess the intoxication levels of patrons.

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29. List ten signs or indicators of intoxication.

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30. Describe three techniques which can be used to slow consumption of alcohol by customers.

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31. Identify four actions which might be appropriate when providing practical assistance to a drinker that will enable them to continue to be served with alcohol and remain on the premises.

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32. Give four examples of the physical assistance which may be provided to customers who have been asked to leave the premises.

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33. List three examples of 'difficult situations' which may need to be referred to an appropriate other person.

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34. It has become necessary to refer a difficult situation with a customer: list three persons you might refer this situation to.

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35. If you have to decide between protecting 'people' or 'property' which is the main priority?

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36. What are the three external sources you might seek assistance from if there is a threat, danger or risk in the venue?

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# Answers to Written Questions

## Manage responsible service of alcohol – D1.HBS.CL5.03

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. List five things the ‘terms and conditions’ of a liquor licence may relate to.

- Trading hours
- Types of liquor which can be sold
- The areas from which alcohol can be disposed of
- Customers who may be legally sold alcohol.

### 2. A liquor licence authorises the sale of liquor for on-premises and off-premises consumption: what does this mean?

The venue is allowed to sell liquor both for consumption in/on the premises and for people to buy and take away.

### 3. List six persons who may be refused service of alcohol.

Any from the following:

- Anyone identified by management – this is usually because they have:
  - Seen them do something inappropriate; Heard them say something which is unacceptable such as bad language/swearing, harassing staff or intimidating other customers; Determined they have had enough alcohol to drink; Been banned from the premises on the basis of their previous action
- Anyone who contravenes house policies, such as those who are:
  - Inappropriately dressed; Misbehaving; Swearing or using bad language; Refusing to obey directions given by staff
- Anyone whose presence on the premises renders the business liable to an offence under the liquor licensing legislation:
  - Under legal drinking age; Intoxicated; Drunk; Violent; Gambling in a way prohibited by law for the venue; Disorderly; Trying to obtain liquor for someone who has been refused service; The subject of an exclusion order; Quarrelsome/argumentative; Trying to obtain liquor outside licensed hours; Unable to be served with alcohol given the type of licence in operation; Identified by legislation as not being allowed on licensed premises.

**4. List four techniques or strategies which can be used to identify those who should be refused service.**

- Check people who enter the premises at the door
- Watch the behaviour of patrons
- Listen to customers
- Monitor the number and types of drinks people are consuming.

**5. Give three reasons why RSA is important.**

Any from the following:

- It demonstrates the venue's responsible attitude to doing business by proving it will not provide alcohol to those who are not legally entitled to it
- It helps prevent you being charged and/or fined by the authorities for breaking the law when you service alcohol irresponsibly or illegally
- It protects the venue against legal action from the authorities
- It guards against being sued by customers who are injured (or face loss) as a result of you having served them too much liquor
- Drunk patrons start fights, intimidate staff and other customers, and cause damage to the premises
- A reduction in drunk patrons means a reduction in enforcement by the authorities and a reduction in police presence
- It helps protect customers from injury – especially drink-driving injuries
- Less alcohol abuse results in less assaults, a reduction in domestic violence and fewer health-related illnesses for drinkers
- Staff at the venue will have a better working environment if drunken patrons are avoided.

**6. Identify five ways you can learn the legal requirements which apply to the premises where you work.**

Any from the following:

- Reading the liquor licence/s for your workplace
- Visiting the website of the liquor licensing authority for your country – and reading the information they have online
- Requesting copies of relevant materials as applicable to the licence type/s in the workplace – and reading them
- Contacting an officer/inspector at the liquor licensing authority and asking them questions – or arranging to meet and talk with them
- Reading relevant legislation
- Attending in-house training on 'liquor licensing'.

**7. List three ways you can learn the ‘House Rules’ which apply to the responsible service of alcohol.**

Any from the following:

- Read the internal SOPs for liquor service
- Attend all required in-house RSA training
- Talk to more experienced colleagues
- Talk to management, the owner or your supervisor
- Watch and listen – to see how others implement/apply House rules.

**8. Give five examples of ‘intoxicated behaviour’.**

Any from the following:

- Engaging in aggressive or intimidating behaviour
- Failing to meet accepted standards of behaviour
- Annoying other customers or staff – by their words or actions
- Talking incoherently, slurring their words or speaking in a way that is hard to understand
- Making inappropriate sexual overtures or demonstrating unacceptable sexual behaviour to others
- Not being able to pay attention to what is being said to them, or not being able to understand what is being said to them
- Talking in a rambling, unintelligible manner
- Falling asleep
- Uncoordinated actions such as:
  - Bumping into other patrons
  - Bumping into walls or items of furniture
  - Swaying when standing still
  - Staggering when walking – to the bar; to the toilet; back to their table
  - Knocking over or spilling drinks
  - Having difficulty tendering money to pay for drinks and having difficulty handling change.

**9. Give five examples of patrons behaving in a violent or disorderly manner.**

Any from the following:

- Being argumentative
- Refusing to comply with reasonable requests
- Shouting, talking loudly or engaging in anti-social behaviour/activities
- Being ill tempered or aggressive
- Pushing others
- Fighting
- Threatening to fight.

**10. List five examples of venue-specific or industry-accepted responsible service of alcohol guidelines which contain restrictions on the service of alcohol.**

Any from the following:

- Ban on service of doubles
- Ban on service of cocktails with more than two shots in them
- Ban on service of pre-mixed jugs of drinks
- Ban on service of drinks which are intended to be consumed in one hit/quickly – laybacks, shooters, slammers, test tubes
- Ban on drinking games
- Refusal to add alcohol to the drink of someone who is known not to be drinking alcohol
- Ban on topping up wine glasses from the bottle for guests sitting at the table.

**11. Name three acceptable evidence of age documents which can be used to determine a person's date of birth.**

Any from the following:

- Passport – from any country
- Driver's licence – or motor bike licence
- Birth certificate – the original, not a copy
- A variety of photo-ID cards – such as library cards, government issued ID cards, club membership cards, workplace identity cards
- National identity card
- Any other document approved by your liquor licensing Authority.

**12. Who should you request 'proof of age' from when serving alcohol?**

Anyone you suspect of being under legal drinking age whose age you do not already know.

**13. What seven checks should you make when checking evidence of age documents given you by patrons?**

- Verify the document tendered is, in fact, an acceptable and authorised proof of age document
- Check the card/document to ensure it has not been altered or tampered with
- Be alert to the possibility of a person using someone else's evidence of age documentation
- Asking the person their birth sign/star sign
- Inspecting the card and calculating their actual date of birth
- Looking at the card/document and comparing photo-ID to the person tendering it – does the photo match the person?
- Using the time when checking the evidence of age document (as part of the 'check and chat' process) to determine whether or not the person is drunk and hence should refused admission/service on this basis.

**14. What is a 'standard drink'?**

A drink containing a nominated amount of alcohol commonly in the range of 7 grams to 14 grams of pure alcohol: a commonly accepted standard is 10 grams of pure alcohol per drink.

**15. Give four examples of a drink which is accepted as being a 'standard drink'.**

- One 285 ml glass of normal strength beer
- One 60 ml serve of fortified wine
- One 30 ml serve of spirits
- A 100 ml glass of table wine.

**16. At what rate does the human body process alcohol?**

1 standard drink per hour.

**17. List four factors which will influence the rate at which an individual customer will process the alcohol they have consumed.**

- Gender
- Size
- Individual health
- Age.

**18. What is the only way alcohol can be removed from a person's bloodstream?**

Passage of time.

**19. List four strategies you might implement to ensure only standard drinks are prepared and served.**

Any from the following:

- Prepare mixed drinks strictly according to House Recipes
- Refuse orders for non-standard drinks
- Erect signage in the venue advising only standard drinks will be sold
- Remove measures from behind the bar which will measure double shots
- Refuse requests to add extra liquor to mixed drinks
- Attend internal training
- Ban the service of 'doubles'
- Ban service where there is an undetermined amount of liquor in each drink
- Ban free-pouring of liquor into drinks, or in any other fashion (such as directly in to customer mouths).

**20. Identify four elements of non-verbal communication which should be involved when refusing liquor service to patrons.**

- How you say what you say
- Tone of voice
- Make and maintain eye contact
- How you stand/hold yourself.

**21. Answer 'True' or 'False' to the following question: "When refusing service to a patron, standard procedures are to apologise for the refusal, and use polite and respectful terms during the interaction, such as 'Please' and 'Thank you'".**

True.

**22. When explaining to customers their request for a non-standard drink cannot be prepared you should against this is because it is against 'House policy': list three reasons which can be used to explain why such service may be against 'House policy'**

Any from the following:

- The venue subscribes to a local agreement, charter or code of practice which bans the sale of non-standard drinks
- The venue wants to make sure customers do not become intoxicated on the premises and one way of doing this is restrict the sale of alcohol in each drink
- The venue wants to protect itself – and the customer – from legal action by the Authorities if they are detected as being drunk on the premises
- The venue wants to protect the customer from negative possibilities – Car accidents; Drink-driving charges; Assaults
- The venue wants to be seen as a responsible citizen.

**23. Describe three ways you can deliver outstanding customer service when providing advice to customers on alcoholic beverages.**

Any from the following:

- Letting the customer see the product, bottle or drink they are enquiring about
- Allowing the customer to read, handle and inspect the bottle, can or product
- Providing them with the opportunity to smell the product – where suitable/appropriate
- Giving them a 'taste test' ( a small quantity of the product) to sample – if this is practice is approved by management
- Telling them about the product.

**24. Identify three ways you can develop 'product knowledge' about alcoholic products.**

Any from the following:

- Reading product labels
- Sampling products
- Speaking to others – staff, customers, sales representatives
- Reading relevant magazine articles and books
- Visiting online websites of alcohol producers.

**25. List five elements/factors you should seek to learn knowledge about when developing your product knowledge on alcoholic products.**

Any from the following:

- Different types of liquor
- Brand names
- Alcoholic strengths
- Appearance/what they look like
- Base materials/ingredients
- Serve size
- Price
- Ways product can be used/consumed
- Awards won
- Popularity.

**26. Why is it important to have an experienced member of staff observe you when you refuse liquor service to a patron for the first few times?**

So they can assist if necessary, and so they can de-brief you after the event about what you did well and what needs improvement (what you could have done better).

**27. What is listed as the ‘Golden Rule’ when refusing service of alcohol to a customer?**

You must never back down regardless of what the customer says to you or threatens you with.

**28. Give three reasons why liquor staff should assess the intoxication levels of patrons.**

- Issue warnings to customers so they can modify their rate/style of drinking and remain on the premises
- Identify those who must be refused service but may remain on the premises
- Determine those who are drunk and must be asked to leave the premises.

**29. List ten signs or indicators of intoxication.**

Any from the following:

- Noticeable changes in behaviour of an individual
- Acting in an aggressive or intimidating manner
- Behaving in a way which does not meet accepted standards of behaviour, or House standards
- Annoying other customers or staff – by their words or actions
- Talking incoherently, slurring their words or speaking in a way that is hard to understand
- Having difficulty picking up change from the bar/service counter
- Lack of focus and concentration
- Making inappropriate sexual overtures or demonstrating unacceptable sexual behaviour to others
- Not being able to pay attention to what is being said to them, or not being able to understand what is being said to them
- Talking in a rambling, unintelligible manner
- Falling asleep
- Noise levels – an increase in noise levels often accompanies increased intoxication
- People who engage in drinking games
- Skylarking
- Patrons who are ‘drinking quickly’
- Bumping into other patrons as they walk within the venue
- Bumping into walls or items of furniture
- Swaying when standing still
- Staggering when walking
- Knocking over/spilling drinks
- Having difficulty tendering money to pay for drinks

- Being argumentative
- Refusing to comply with reasonable requests from staff/management
- Shouting, talking loudly or engaging in anti-social behaviour/activities
- Being ill tempered or aggressive
- Pushing others
- Fighting
- Threatening to fight.

**30. Describe three techniques which can be used to slow consumption of alcohol by customers.**

Any from the following:

- Slow down service to the individual – if permitted by venue
- Suggest the customer switch to low-alcoholic drinks
- Suggest patron reduce their drink from a full-shot to a half-shot
- Suggest the customer drink non-alcoholic beverages
- Recommend the customer partake in some food or a meal.

**31. Identify four actions which might be appropriate when providing practical assistance to a drinker that will enable them to continue to be served with alcohol and remain on the premises.**

- Recommend and serve them a low-alcoholic beer or wine
- Recommend and serve a non-alcoholic drink
- Recommend and arrange for the service of a meal
- Provide free 'nibbles' as supplied by the venue.

**32. Give four examples of the physical assistance which may be provided to customers who have been asked to leave the premises.**

Any from the following:

- Help the patron with their belongings
- Check they have not left any property behind
- Ensure all accounts/bills have been paid
- Walk with them to the door to assist with hailing a taxi
- Guide them to the exit and the taxi rank
- Provide direction about where to go
- Help them retrieve items left behind the bar or in a cloak room.

**33. List three examples of 'difficult situations' which may need to be referred to an appropriate other person.**

Any from the following:

- The customer has demanded to see the manager
- The customer is refusing to comply with your stated requests
- The customer has become verbally or physically abusive or threatening
- Other people have become involved in the situation.

**34. It has become necessary to refer a difficult situation with a customer: list three persons you might you refer this situation to.**

Any from the following:

- Owner
- Manager or Duty manager
- Bar manager
- Beverage manager
- Head of Department
- Nominated senior or experienced staff member
- On-site security personnel.

**35. If you have to decide between protecting 'people' or 'property' which is the main priority?**

People.

**36. What are the three external sources you might seek assistance from if there is a threat, danger or risk in the venue?**

- The external security company who services you venue
  - Police
  - Ambulance.
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# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Manage responsible service of alcohol D1.HBS.CL5.03
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Maintain a responsible drinking environment within a licensed environment</li> <li>b) Dispense alcoholic beverages</li> <li>c) Ensure customers drink within appropriate limits</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Maintain a responsible drinking environment within a licensed environment</b>		
Identify customers who should be refused service	<input type="checkbox"/>	<input type="checkbox"/>
Apply enterprise and licensing authority eligibility standards and/or requirements to be served alcohol	<input type="checkbox"/>	<input type="checkbox"/>
Explain restrictions for service courteously and diplomatically	<input type="checkbox"/>	<input type="checkbox"/>
Request proof of age prior to service where appropriate	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 2: Dispense alcoholic beverages</b>		
Prepare and serve standard drinks	<input type="checkbox"/>	<input type="checkbox"/>
Decline request for drinks that exceed standard limits politely and advise reasons for refusal	<input type="checkbox"/>	<input type="checkbox"/>
Provide accurate advice to customers on alcoholic beverages if required	<input type="checkbox"/>	<input type="checkbox"/>
Refuse service to intoxicated customers in a suitable and consistent manner	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Ensure customers drink within appropriate limits</b>		
Assess intoxication levels of customers	<input type="checkbox"/>	<input type="checkbox"/>
Offer assistance to intoxicated customers politely	<input type="checkbox"/>	<input type="checkbox"/>
Refer difficult situations to an appropriate person within the establishment	<input type="checkbox"/>	<input type="checkbox"/>
Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Manage responsible service of alcohol D1.HBS.CL5.03		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Identifies customers who should be refused service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies enterprise and licensing authority eligibility standards and/or requirements to the service of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains restrictions for service courteously and diplomatically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests proof of age prior to service where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and serves standard drinks as opposed to non-standard drinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Declines request for drinks exceeding standard limits politely and advises reason/s for refusal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides accurate advice to customers on alcoholic beverages if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refuses service to intoxicated customers in a suitable manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses intoxication levels of customers and offers assistance to intoxicated customers politely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refers difficult situations to an appropriate person within the establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Manage responsible service of alcohol	D1.HBS.CL5.03
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent/Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Maintain a responsible drinking environment within a licensed environment</b>						
Identify customers who should be refused service						
Apply enterprise and licensing authority eligibility standards and/or requirements to be served alcohol						
Explain restrictions for service courteously and diplomatically						
Request proof of age prior to service where appropriate						
<b>Element 2: Dispense alcoholic beverages</b>						
Prepare and serve standard drinks						
Decline request for drinks that exceed standard limits politely and advise reason/s for refusal						
Provide accurate advice to customers on alcoholic beverages if required						
Refuse service to intoxicated customers in a suitable and consistent manner						

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
<b>Element 3: Ensure customers drink within appropriate limits</b>						
Assess intoxication levels of customers						
Offer assistance to intoxicated customers politely						
Refer difficult situations to an appropriate person within the establishment						
Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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