



# NSW Responsible Service of Alcohol

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## Course Development Guide

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**Section 1 –  
purpose and  
overview**

# Purpose of the NSW RSA course development guide

This guide is for registered training providers who have been approved by Liquor & Gaming NSW (L&GNSW) to deliver a Responsible Service of Alcohol (RSA) course in NSW (approved training providers or ATPs).

On 1 July 2018, Liquor & Gaming NSW introduced a new RSA framework requiring all ATPs to deliver the national RSA course, SITHFAB002 *Provide responsible service of alcohol*, along with the L&GNSW NSW RSA in order to provide competent students with a NSW RSA competency card. This guide provides information for trainers and assessors on where and how to include information from the NSW RSA course handbook in your course materials.

Please note that you are not required to strictly adhere to the order laid out within the NSW RSA course handbook; however, you must ensure your course materials are clear and follow a logical structure.

This document is current as of April 2020. As ATPs, it is your responsibility to ensure the content of your course is kept current, such as when there are changes to relevant legislation.

## What's in this guide?

The RSA course development guide is broken down into three sections:

### Section 1 – purpose and overview

- an overview of the guide
- your responsibilities as an approved training provider
- a summary of available resources.

### Section 2 – content development standards and guidance

- required standards for content development
- general guidance on creating content, learning activities and assessments for the NSW RSA course
- the narrative to include throughout all content.

### Section 3 – mapping and example content

- mapping of NSW RSA content against SITHFAB002 *Provide responsible service of alcohol*
- example content, activities and assessments for the five modules.

## Resources available to you

L&GNSW has provided the following resources to assist ATPs with the development of compliant NSW RSA courses:

- NSW RSA course development guide (this document)
- NSW RSA course handbook
- NSW RSA video resources
- a wide range of information, fact sheets and resource on our website.

# Your responsibilities in course content creation

It is the responsibility of each ATP to develop course content and a training and assessment strategy that:

- includes the required NSW-specific information
- meets the requirements of the national RSA unit of competency: SITHFAB002 *Provide responsible service of alcohol*.

L&GNSW has not developed presentation slides or assessment activities for use by ATPs – this is your responsibility. This guide, however, will help you meet the above NSW-specific requirements.

## What do you need to do?

As the trainer or course developer, it is up to you to ensure your course provides a clear structure that helps the students to understand and appreciate the information they are receiving. This has been outlined later in this document under the section called *Example content, activities and assessments*.

Each student is provided with a resource called the *RSA course handbook*, which details NSW-specific information as a reference guide. This guide contains module headings and the key content that must be covered. You will see it also frames the content from the RSA worker's perspective and contains a strong narrative about the student's role in harm minimisation.

**It is vital that you communicate the purpose of each module and link it back to the narrative for the overall course.**

It is your job to provide a meaningful and engaging learning experience that empowers and motivates the students into action. It's not just about being compliant with the law – we want students to focus on best practice harm minimisation and how it can be applied in their workplace.

Ultimately, we want each student to engage in a meaningful learning experience that provides them with many opportunities to practice and test elements of the RSA competency.

## Why do we care about this?

One of the key purposes of RSA training is to reduce alcohol-related harm in NSW. A lot of responsibility is placed on the shoulders of licensees and RSA frontline staff, but ATPs also have an impact on harm minimisation.

Quality training is critical to ensure that workers in the liquor industry understand and practice the responsible service of alcohol. For each responsible worker that you train to a high standard, you contribute towards lifting the standards across the liquor sector, which supports the industry in its efforts to minimise the harms related to alcohol.

In contrast, poor training has been shown to lead to alcohol-related harm. Venues and workers that have been prosecuted for serious breaches of the NSW liquor laws have been linked back to ATPs delivering inadequate training and assessment practices that lack integrity.

Your job is to support the liquor industry and help it to be safe and responsible. Through the high-quality training you provide, you will assist new entrants to understand the impacts of alcohol misuse, be aware of their responsibilities under the NSW liquor laws, be able to practise good RSA, and be a champion for best practice harm minimisation.

# RSA resources and how to use them

## NSW RSA course handbook

The course handbook can be used by ATPs to ensure their RSA course and assessment materials meet L&GNSW requirements.

The contents of the guide should be integrated into relevant sections of your SITHFAB002 course, which will ensure it meets both ASQA and L&GNSW requirements. Please note that the course handbook alone does *not* fully meet the requirements of SITHFAB002 *Provide responsible service of alcohol*.

The NSW RSA course handbook contains five modules, each of which has a list of learning objectives and covers different topics.

It is also used as a guidance document by L&GNSW when approving training provider courses to ensure all NSW RSA content required by L&GNSW is covered within the proposed course materials.

## RSA video resources

L&GNSW produced a series of useful video resources which are available for ATPs to show in class or embed in their online courses.

### Video case studies

These give students context as to why we regulate the sale, supply and service of alcohol and how RSA frontline workers can contribute towards harm minimisation:

- Impacts of alcohol: <https://www.youtube.com/watch?v=Bio2aKM6D7c>
- Your role in harm minimisation: <https://www.youtube.com/watch?v=BbnnJBjme28>

### Scenario videos

These videos show a range of scenarios which RSA frontline staff may face in the workplace:

- Identifying intoxication: <https://www.youtube.com/watch?v=5iK-NK3YmUM>
- Erratic drinking behaviours and preventing intoxication: <https://www.youtube.com/watch?v=pd-sn16Bf5A>
- Refusal of service: <https://www.youtube.com/watch?v=x36NXtPIIJI>
- ID checks: [https://www.youtube.com/watch?v=9\\_1weWxFc28](https://www.youtube.com/watch?v=9_1weWxFc28)

## Using the videos for discussion

Here's an example of how to use one of the videos for discussion:

- 1) show the [Refusal of service video](#) to your class
- 2) pause it at the point where the intoxicated woman approaches the bar and asks for a G&T (44 seconds in)
- 3) ask your students:
  - a. what signs they should be looking out for?
  - b. what they would do in a situation like this?
- 4) after a group discussion, show the remainder of the video.

## Other resources

L&GNSW has a suite of additional resources available which you are welcome to use:

- NSW RSA online check your knowledge quiz – you can request this by emailing [atp.enquiries@liquorandgaming.nsw.gov.au](mailto:atp.enquiries@liquorandgaming.nsw.gov.au)
- a suite of RSA learning resources: <https://www.liquorandgaming.nsw.gov.au/resources/rsa-learning-resources>

You could also make your own resources, for example:

- a sample incident register
- scenario cards for role plays or assessments
- sample voluntary signage
- a sample plan of management
- a sample house policy.



## Section 2 – content development and guidance

# Required standards for content development

It's important to remember that the NSW RSA competency is a licence. For the same reason that there are high training standards for a driver licence, we require high standards from all ATPs when delivering NSW RSA training courses.

This guide provides comprehensive guidance on how to develop high-quality content for the NSW RSA course.

At the end of this section, the topic *Developing quality assessment questions* provides examples of both acceptable and unacceptable assessments and why they are deemed as such.

In section 3, we have included comprehensive examples of content, learning activities and assessment tools. Following this guide for each topic will ensure your course content meets the required standard.

It is critical to include a strong, recurrent narrative on the student's role in harm minimisation throughout your content. More on this below.

## Meeting ASQA and L&GNSW requirements

Bear in mind that your content must conform to both Liquor & Gaming NSW's standards and ASQA's requirements. As an RTO, it is your responsibility to ensure you are meeting all your requirements under ASQA. This guide does not outline those requirements.

Find more details about the SITHFAB002 course here:

<https://training.gov.au/Training/Details/SITHFAB002>

ASQA has also developed various guides to help you build compliant courses, such as their guide to developing assessment tools:

[https://www.asqa.gov.au/sites/default/files/Guide\\_to\\_developing\\_assessment\\_tools.pdf](https://www.asqa.gov.au/sites/default/files/Guide_to_developing_assessment_tools.pdf)

The [Conditions of Approval to deliver the NSW RSA](#) course sets out L&GNSW's requirements in relation to course delivery, assessment framework and course delivery data reporting

There are numerous instances where NSW liquor laws are different to laws in other states. When delivering the SITHFAB002 alongside the NSW RSA course, it is imperative that you meet both ASQA's and L&GNSW's requirements so that a student can obtain a NSW RSA competency to work in the NSW liquor industry.

L&GNSW requires NSW RSA courses to cover all the topics found in the NSW RSA Course Handbook. *Appendix 1: NSW RSA checklist table* contains a list of these topics and is a useful reference point when developing content.

Section 3 of this document provides sample content to guide how you address NSW RSA topics. While certain topics will naturally require a greater level of detail than others, particular emphasis should be given to any topic that relates to harm minimisation and the specific legislative requirements as outlined in the NSW liquor laws.

# General guidance on creating content and learning activities

This section provides guidance on creating high quality content and learning activities.

## Narrative for your course content

Alcohol is consumed responsibly and safely by most people. However, there are significant harmful effects when it is abused or misused and these effects can have wide-ranging impacts on individuals, their friends and family, and society as a whole.

For this reason, it's critical that your training content has a clear narrative around the importance of harm minimisation in the responsible service of alcohol. And in emphasising the importance of the worker understanding and practising their responsibilities so they can apply these in the workplace to contribute towards minimising harm.

### Key message to be reinforced throughout the content

*As an RSA champion, you have the power to positively impact your workplace, your customers, and the broader community when you promote the sale, service and supply of alcohol in a responsible and professional manner.*

*Everyone with an RSA can contribute towards a culture in which people drink responsibly and treat each other with respect. When RSA is done well, staff and customers can enjoy a much safer and more positive environment with a greatly reduced risk of harm related to the abuse and misuse of alcohol. Neighbours and the community surrounding licensed premises are also far less likely to be negatively impacted. Good RSA leads to a better experience for everyone.*

*Not only do good RSA practices help minimise the harms of alcohol abuse and misuse, they can ensure individuals and their employers are not subject to enforcement action or costly fines.*

We want students to walk away with more than just a competency card. We want them to feel empowered to create safe workplaces and communities, to care about their colleagues and customers and to reduce alcohol-related harm in society. The framing of your course content can do a lot to support this aim.

Always be mindful of how your content – and the way it's delivered – demonstrates the purpose of each module and how it relates back to the RSA practitioner.

# Guidance on developing assessment tools

It is the responsibility of each ATP to develop assessment tools that are relevant to the NSW liquor industry and meet the assessment requirements of the SITHFAB002 *Provide responsible service of alcohol* unit of competency.

Therefore, L&GNSW have not developed assessment tools for use by external NSW RSA providers. We have, however, produced the following guidelines to assist you in your development of those assessments and included example assessment tools in section 3 of this document.

## Conditions of assessment

It is a requirement of the national unit of competency (SITHFAB002 - <https://training.gov.au/Training/Details/SITHFAB002>) that assessments reflect industry conditions. As per the assessment conditions set out under the national unit of competency, skills must be demonstrated in an *operational hospitality environment*. In NSW, as it is illegal to sell, serve or supply alcohol without a valid NSW RSA competency, this must be in a simulated industry environment.

Read more about the conditions of assessment and your obligations under them here: [https://training.gov.au/TrainingComponentFiles/SIT/SITHFAB002\\_AssessmentRequirements\\_R1.pdf](https://training.gov.au/TrainingComponentFiles/SIT/SITHFAB002_AssessmentRequirements_R1.pdf)

## Critical considerations

There are a number of critical considerations you should bear in mind when developing and delivering assessment activities. These are set out in the [Conditions of Approval](#) to deliver RSA in NSW. You:

- must follow the conditions of assessment, such as:
  - not providing answers to assessment questions
  - not allowing students to share answers
  - ensuring that all assessments are valid, reliable and conducted with integrity
  - giving students maximum of three attempts to pass the assessment
  - not solely relying on students' resubmitting revised answers when they are submitting a reassessment
- must follow the 100% pass mark requirement. This should be balanced against the number of questions, so the assessment is not too long and difficult but is sufficient to demonstrate competency.

## Additional considerations for RSA delivered online

There is specific guidance on assessment material and student support set out in the [Conditions of Approval](#) for L&GNSW ATPs delivering RSA in an online environment:

## Online assessment material and student support

It is a condition of approval that final assessment materials must comply with the assessment requirements for the RSA national unit of competency SITHFAB002 *Provide responsible service of alcohol* and include L&GNSW's New South Wales RSA course content.

### Check your progress quiz

An ATP must ensure that the online course includes a 'check your progress' quiz provided by L&GNSW on conclusion of each module. The student must achieve a 100% mark on that quiz before they can proceed to the next module.

At least fifty (50) per cent of the final assessment must be in the form of free text questions (i.e. not multiple choice or true/false questions). The automated assessment of a student's competency is not acceptable. In demonstrating the capacity to meet this requirement, approved training providers should:

- a. use randomly generated 'banks' of assessment material to ensure that students are not all completing the same assessment
- b. provide information to students about assessment requirements and processes
- c. provide tailored communication and support for all students, including people with special needs and those in remote locations
- d. make available to students, feedback and support at all times during which they are completing the course and any assessment. This should include at a minimum:
  - i. telephone support
  - ii. email or real time online support from qualified assessor(s)
  - iii. being available to provide feedback to students on their performance
  - iv. online tools for participant feedback on satisfaction with the course
- e. Ensure students are unable to 'fast track' through the online content

## Clustering assessments

Clustering assessments is where more than one topic is combined into a single assessment activity. This is an effective way to assess students, as it provides them with the opportunity to demonstrate multiple skills and areas of knowledge in one event.

In the following example of a clustered assessment, students are required to demonstrate that they have the:

- knowledge to recognise the signs of intoxication
- knowledge to identify acceptable proof of identity
- practical skills to refuse service to those customers who are not to be served alcohol (intoxicated persons and minors).

<p><b>Assessment – role play with identifying intoxication, ID checks and refusal of service</b></p>	<p>Use trainers and/or students to act out the following scenario in a real or simulated workplace setting:</p> <p><i>A group of friends approaches the bar where you are working. They all look young, and one is stumbling and struggling to get coins out of her wallet. What should you do when they order a round of drinks?</i></p> <p>The student being assessed must demonstrate that they are able to:</p> <ul style="list-style-type: none"> <li>• identify the signs of intoxication</li> <li>• conduct an ID check, and</li> <li>• refuse service to <ul style="list-style-type: none"> <li>– the person who is showing signs of intoxication, and</li> <li>– the person who looks underage and does not produce an acceptable evidence of age document.</li> </ul> </li> </ul>
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This challenging scenario will draw upon a range of the skills and knowledge the student has acquired during the training and will effectively assess each of these areas.

## Developing quality assessment questions

As part of your assessment, you should develop questions where the student selects the correct answer(s) from a list of possible options. A bank of questions may be developed and answer options may be randomised (in online environments) to ensure all students are not presented with the same options.

As students must achieve a 100% pass mark to demonstrate competency, please give careful consideration to the number, difficulty and relevancy of questions.

Questions need to be relevant to the student's upcoming role as a worker in the liquor industry and they need to be at a suitable challenge level. We have seen examples of highly technical or irrelevant questions where it would not be reasonable to expect a student could know the answer or where knowing the answer would not help them with the responsible service of alcohol. Also consider the total number of questions sufficient for the student to demonstrate competency.

See some examples of good and bad assessment questions below:

<p>Examples of <b>good</b> (✓) assessment questions</p>	<p>The following questions are relevant to working in the industry and are pitched at an appropriate level for the national unit of competency SITHFAB002.</p> <p>Correct answers are <b>highlighted green</b>.</p> <p><b>1) RSA training is designed to:</b></p> <ul style="list-style-type: none"><li>• convince you that drinking alcohol is dangerous and unhealthy</li><li>• <b>ensure you are aware of your legal responsibilities, know how to apply RSA in practice and understand the consequences if you do not</b></li><li>• increase your knowledge of the different types of alcohol sold</li><li>• ensure you know how to advise customers on the best drinks to buy.</li></ul> <p><b>2) Under the NSW liquor laws, a person is deemed to be intoxicated if: Select the correct answer.</b></p> <ul style="list-style-type: none"><li>• <b>their speech, balance, coordination or behaviour is noticeably affected and it is reasonable to believe that this is the result of the consumption of alcohol</b></li><li>• they are talking loudly and laughing at everything, even if it's not funny</li><li>• they have had more than five drinks on any one day</li><li>• they have had more than eight drinks on any one day</li></ul> <p><b>3) Which of the following is <u>not</u> a myth associated with the speed at which a person can sober up?</b></p> <ul style="list-style-type: none"><li>• getting fresh air and exercising</li><li>• <b>allowing time</b></li><li>• drinking coffee</li><li>• having a cold shower</li></ul> <p><b>4) Which of the following customers must be refused service of alcohol in NSW? Select all that apply.</b></p> <ul style="list-style-type: none"><li>• <b>intoxicated persons</b></li><li>• <b>those purchasing alcohol on behalf of minors</b></li><li>• anyone under 25 years old</li><li>• anyone who requests more than 2 drinks at a time</li></ul>
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Examples of **bad (X)** assessment questions

The following questions are either irrelevant or are too difficult for someone studying the RSA course.

1) How many licensed premises were included on the violent venues list in 2018?

- 16
- **20**
- 34
- none

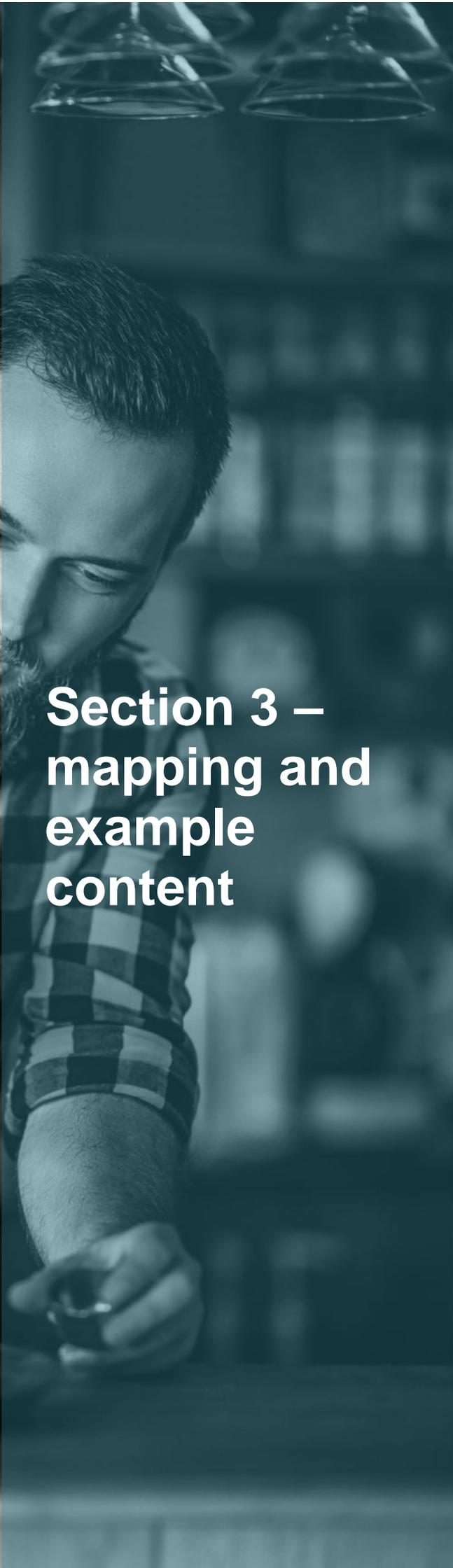
*This is a poor question because it is not necessary for the RSA worker to know information as specific as this, especially since it is no longer current. A better question would be to ask them what the purpose of the Violent venues scheme is*

2) Your new workplace, a hotel based in the Kings Cross Prescribed Precinct, is required to install CCTV cameras. Where are you required to install these cameras?

Select all that apply.

- **all entry and exit points of the premises**
- **the footpath immediately adjacent to the premises**
- staff and guest rooms
- **all publicly accessible areas (other than toilets) on the premises**

*While this is important for the licensee, it is not the responsibility of the RSA frontline worker to know where CCTV is installed. It is unreasonable to expect students of the RSA course to know the answer to this question*



**Section 3 –  
mapping and  
example  
content**

## Mapping NSW to National RSA content

The table on the three pages following this one shows how you can map **NSW content (from the NSW RSA course handbook)** against the SITHFAB002 *Provide responsible service of alcohol unit of competency*. This allows ATPs to provide evidence that their content meets training package unit of competency and assessment requirements while at the same time meeting L&GNSW's requirements.

### Mapping table example

In the example below, we are looking at performance criteria **3.1 Assess intoxication levels of customers using appropriate methods from SITHFAB002**. You can see that this corresponds to **Module 2: Intoxication – 2.2 Assessing intoxication (all sub-topics)** from the NSW RSA course handbook.

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
Element	Performance Criteria	Module	Sub-topic
3. Assess alcohol affected customers and identify those to whom sale or service must be refused	3.1 Assess intoxication levels of customers using appropriate methods.	Module 2: Intoxication	2.2 Assessing intoxication (all sub-topics)

Therefore, if your content reflects **2.2 Assessing intoxication** from the NSW RSA course handbook, it will also meet the requirements of **3.1 Assess intoxication levels of customers using appropriate methods** under SITHFAB002.

### Including a mapping table

All topics in the course handbook need to be included in your training course. For new RTOs applying to deliver the NSW RSA course, you should include a mapping table to demonstrate how the topics you have included meet both L&GNSW and ASQA's requirements.

Ensuring that all required topics have been covered will speed up the approval process.

## Mapping of NSW specific elements to National RSA – full table

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
Elements	Performance Criteria	Module	Sub-topic
1. Sell or serve alcohol responsibly	1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.	Module 1: NSW liquor laws	All topics and sub-topics
		Module 2: Intoxication	2.2 Assessing intoxication? (all sub-topics)
		Module 3: Minors	3.1 Laws relating to minors (all sub-topics)
		Module 4: Harm minimisation strategies and approaches	4.1 Mandatory strategies to minimise harm in NSW (all sub-topics) 4.2 Best practice strategies to minimise harm in NSW (all sub-topics)
		Module 5: Compliance and enforcement	5.1 Compliance and enforcement in NSW (all sub-topics) 5.2 Regulatory schemes (all sub-topics)
	1.2. Where appropriate, request and obtain acceptable proof of age prior to sale or service.	Module 3: Minors	3.2.1 Proof of age 3.2.2 Checking customer ID thoroughly 3.2.4 False ID procedure
	1.3. Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation.	Module 2: Intoxication	2.3.2 Provide accurate information to customers 4.2.2 House Policy
	1.4. Assist customers with information on the range of non-alcoholic beverages available for purchase.	Module 2: Intoxication	2.3.6 Encourage responsible drinking
	1.5. Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service.	Module 2: Intoxication	2.2.6 Alcohol and other drugs or medications
		Module 3: Minors	3.2 Monitoring and preventing underage drinking (all sub-topics)

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
Elements	Performance Criteria	Module	Sub-topic
2. Assist customers to drink within appropriate limits	2.1. Prepare and serve standard drinks or samples according to industry requirements and professional standards.	Module 2: Intoxication	2.3.3 Standard drinks
	2.2. Use a professional manner to encourage customers to drink within appropriate limits.	Module 2: Intoxication	2.3.2 Provide accurate information to customers 2.3.6 Encourage responsible drinking
	2.3. Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action.	Module 2: Intoxication	2.2.5 Erratic drinking patterns
	2.4. Monitor emotional and physical state of customers for signs of intoxication and effects of illicit or other drug use.	Module 2: Intoxication	2.2.6 Alcohol and other drugs or medications 2.3.5 Early intervention 2.2.1 Steps to prevent intoxication 2.3.4 Know your customer
	2.5. Where appropriate, offer food and non-alcoholic beverages.	Module 2: Intoxication	2.3.6 Encourage responsible drinking
	2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal.	Module 2: Intoxication	2.3.1 Steps to prevent intoxication  <i>Access L&amp;GNSW's <a href="#">Prevention of intoxication guidelines on licensed premises for more info</a></i>
3. Assess alcohol affected customers and identify those to whom sale or service must be refused	3.1. Assess intoxication levels of customers using appropriate methods.	Module 2: Intoxication	2.2 Assessing intoxication (all sub-topics)  <i>Access L&amp;GNSW's <a href="#">Intoxication guidelines on licensed premises for more info</a></i>
	3.2. When assessing intoxication, take into account factors that may affect individual responses to alcohol.	Module 2: Intoxication	2.2.6 Assessing Intoxication (Alcohol and other drugs or medications) 2.3.4 Know your customer

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
Elements	Performance Criteria	Module	Sub-topic
	3.3. Identify customers to whom sale or service must be refused according to state and territory legislation.	Module 2: Intoxication	2.4.1 Identify customers to whom service must be refused
		Module 3: Minors	3.2.5 Refusing alcohol service to minors 3.1.6 Secondary sales/supply 3.2.6 Schoolies
4. Refuse to provide alcohol	4.1. Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage.	Module 2: Intoxication	2.4.2 Work as a team 2.4.3 How to refuse service 2.4.4 Steps to refuse service 2.4.6 Refused customers – their responsibilities 4.1.3 Signage
	4.2. Provide appropriate assistance to customers when refusing service.		2.4.5 Ensure the customer's safety
	4.3. Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations.		2.4.3 How to refuse service 2.4.4 Steps to refuse service
	4.4. Use appropriate communication and conflict resolution skills to handle difficult situations.		2.4.3 How to refuse service 2.4.4 Steps to refuse service
	4.5. Refer difficult situations beyond the scope of own responsibility to the appropriate person.		2.4.3 How to refuse service 2.4.4 Steps to refuse service
	4.6. Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy.		2.4.3 How to refuse service 2.4.4 Steps to refuse service 2.4.8 Barring and banning 2.4.7 Fail to Quit

# Example content, activities and assessments

This section runs through each of the five modules in the RSA course. As well as providing a list of topics for the module and the key message you should be conveying in your content, we highlight one topic per module and include example content, activities, and assessment tools based on that topic. There are also additional activities and assessments for some modules.

Remember that the narrative you build into your course content is key in ensuring your students walk away with a deep appreciation for the importance and benefits of performing RSA well. It's not about teaching them the rules, it's about empowering them to be an RSA champion and take responsibility for ensuring their customers, colleagues and community stay safe.

## Module 1: NSW liquor laws



For this module, we will use the topic **How does RSA help?** for example content, activities and assessments

### Key topics

- What is RSA?
- History of RSA
- Why was RSA introduced?
- **How does RSA help? (example content below)**
- NSW liquor laws
  - *Liquor Act 2007*
  - Liquor Regulation 2018
  - Prescribed Precincts
  - Liquor licensing in NSW
    - Licence types
    - Licence conditions
    - Understanding licensing conditions
- NSW regulatory authorities
  - Liquor & Gaming NSW
  - Independent Liquor & Gaming Authority
  - NSW Police Force

### Narrative for this module

As a frontline worker, you can do a lot more than simply learn what the law says about RSA and understand how to apply it – you can develop an appreciation for the reasons *why* liquor is regulated. The key purpose of the liquor legislation is to reduce alcohol-related harm in NSW. So first and foremost, you should be concerned about harm minimisation.

**Harm minimisation** is one of the most important elements of RSA and we would like you to walk away with a deep appreciation for how much influence you personally have on reducing alcohol-related harms.

This module also introduces the concept of liquor licensing and discusses the bodies which regulate the industry.

### Mapping – How does RSA help?

This topic meets the requirements of SITHFAB002 and the NSW RSA course as below:

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
	Performance Criteria	Module	Sub-topic
1. Sell or serve alcohol responsibly	1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.	Module 1: NSW liquor laws	All topics and sub-topics

### Example content – How does RSA help?

<b>Key message of topic</b>	The misuse and abuse of alcohol can cause serious harm to individuals, their friends and families, and the wider community. As an RSA worker, you can have a significant impact on the minimisation of these harms by selling, serving and supplying alcohol responsibly.
<b>Resource suggestions</b>	The following resources could be useful for the development or delivery of the topic <i>How does RSA help?</i> <ul style="list-style-type: none"> <li>• Impacts of Alcohol video: <a href="https://www.youtube.com/watch?v=Bio2aKM6D7c">https://www.youtube.com/watch?v=Bio2aKM6D7c</a></li> <li>• <i>Liquor Act 2007</i></li> <li>• Liquor Regulation 2018.</li> </ul>
<b>Example content on topic <i>How does RSA help?</i></b>	<p><b>Setting the scene – Why should alcohol be regulated?</b>            There are about 17,000 businesses licensed to sell, serve or supply alcohol in NSW. While alcohol is widely available and enjoyed safely and responsibly by many Australians, alcohol-related harms are an ongoing concern.</p> <div style="border: 1px solid #00A6C9; border-radius: 15px; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>We start with a picture showing how widespread alcohol is</p> </div> <div style="border: 2px solid #E67E22; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p> <b>Pop quiz</b>            Ask students why they think liquor should be regulated.</p> </div> <p>The misuse and abuse of alcohol can have serious effects on individuals, their friends and families, and communities. Risks associated with irresponsible drinking include accidents, injury and violence.</p> <div style="border: 1px solid #00A6C9; border-radius: 15px; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>The following two paragraphs detail a range of issues caused by alcohol misuse. This provides the “why” for regulation</p> </div> <p>During 2014 and 2015, there were more than 53,000 hospitalisations in NSW that were alcohol related. This represents around 1.9 per cent of all hospitalisations for people aged 15 years and older.</p>

In 2017, there were 4,186 deaths nationwide where alcohol was mentioned as being a contributing factor, for example, deaths involving road accidents or violent assaults. This particularly affected those aged 15-29. Not only is the misuse of alcohol having a negative impact on individuals, but also on their families, friends, and the broader community.

You could use a graph to display some of these statistics. If all you do is read out stats, will students remember them?

The misuse and abuse of alcohol also puts unnecessary pressure on the NSW Police Force, ambulance services and hospitals. Emergency services staff are stretched to capacity as they treat people who have been involved in incidents resulting from excessive alcohol consumption, and they are often subjected to threats and violence from intoxicated people.

When poor customer behaviour is left unchecked, it may escalate and manifest into serious crime including assaults, property damage, sexual assaults, and more.

In NSW, it is estimated that the total cost to society for alcohol misuse is greater than \$3.87 billion a year.



### Tip

This is a great time to show the **Impacts of Alcohol video** produced by Liquor & Gaming NSW. This video highlights the impacts of alcohol and introduces the concept of the RSA frontline worker being able to contribute to harm minimisation:

Keep your delivery engaging. Show a video, do an activity, get students actively participating

<https://www.youtube.com/watch?v=Bio2aKM6D7c>

Now we discuss good RSA practices and how they help with the above issues

### What does this mean for me?

Good RSA practices are essential to minimise the risk of alcohol-related violence, injuries and health issues, and to help ensure people don't become intoxicated and cause problems for you, your colleagues, your customers and the community.

This is where you come in. As RSA workers on the frontline, you can make a huge difference to the issues mentioned above. If you are careful to always sell, serve or supply alcohol responsibly, you can have a major contribution towards minimising harm.

We bring in the student and show how this relates directly to them, and how their actions as RSA frontline staff can contribute towards harm minimisation



### Pop quiz

At this point, you could ask a few of the students what they think the benefits of RSA are. Pop quizzes can help keep students focused, as they know they need to pay attention at all times in case they are asked something.

Using students' names, rotating through everyone and asking lots of questions keeps the class alert

When you do RSA well, it can:

- improve the safety of staff, customers and the community by reducing the risk of violence and disorderly behaviour
- improve the reputation of businesses with liquor licenses and reduce legal costs associated with poorly managed businesses
- reduce health implications for customers and encourage a more positive social experience.

It's not just the right thing to do, it's also the law. Specific legislation is in place that sets out requirements for the responsible service of alcohol and associated penalties where requirements are not met. In NSW, this is the *Liquor Act 2007* and the *Liquor Regulation 2018*, which combined are known as the NSW liquor laws.

We introduce the law – another reason for future RSA workers to care about doing their job well

These laws directly affect you as an RSA practitioner, so you need to understand the obligations of your role.

## Developing learning activities – How does RSA help?

For the learning objective *How does RSA help?*, you could use a thought experiment like the activity suggested below, or explore historical media cases to highlight what has gone wrong when liquor laws haven't been followed.

<p><b>Activity – class discussion on topic</b> <i>How does RSA help?</i></p>	<p>Tell your students to imagine that a hotel is given a complete exemption to the liquor laws. None of the rules matter – they can do whatever they want.</p> <p>Discuss what the impact of each of these exceptions might be:</p> <ul style="list-style-type: none"> <li>• There's no closure period – the hotel can operate 24/7</li> <li>• They don't have to hire any security – think of a busy Saturday night</li> <li>• They don't offer any food and the only water you can get is \$5 a bottle</li> <li>• Anyone can drink as much as they want</li> <li>• Children of any age are allowed to drink.</li> </ul> <p>Would you want to live in the same street as this hotel? Would you want to work there? Or go there as a customer? How safe would you feel?</p> <p>Make sure you pick different students for each example.</p>	<p>Students can look at liquor laws from a different angle and appreciate why they exist. Make sure this doesn't become a discussion on the merits of individual laws – keep it about the principle of why regulation is important</p>
		<p>Always good practice!</p>

## Developing assessment tools – How does RSA help?

The assessment activities in this guide are provided as *examples only* to demonstrate how assessment activities can incorporate NSW-specific components (learning elements from the NSW Student Handbook) that meet *SITHFAB002* requirement(s).

The example assessment below allows students to demonstrate how they meet the knowledge evidence for the unit, as per this table:

Unit requirement		Proposed activity	How will it be NSW relevant?
<p><b>Knowledge Evidence:</b></p> <ul style="list-style-type: none"> <li>• Specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency</li> <li>• The type and depth of knowledge required to meet the demands of the unit of competency</li> </ul>	<p>1. Sell or serve alcohol responsibly</p> <p>1.2. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.</p>	<p>Quiz-style knowledge assessment activity:</p> <ul style="list-style-type: none"> <li>• Students could be given multiple choice or multiple response questions relating to the reasons liquor is regulated</li> </ul>	<p>The assessment questions will relate to the NSW liquor laws, specifically the <i>Liquor Act 2007</i> and <i>Liquor Regulation 2018</i></p>

Example assessment below:

**Assessment – quiz-style knowledge assessment activity on topic *How does RSA help?***

The following assessment questions relate to why liquor is regulated and could be modified and used as a standalone assessment or as part of a wider assessment that covers the entire module or course.

Correct answers have been highlighted in **green**.

**Why were the prescribed precincts designated in NSW? (Select the most appropriate answer)**

- **to help reduce levels of alcohol-related violence and anti-social behaviour in these areas**
- to reduce the number of customers and tourists which visit these areas
- to reduce the number of licensed premises in these areas
- to encourage businesses to relocate to other areas

**Why does the *Liquor Act 2007* address your actions as a frontline staff member? (Select the most appropriate answer)**

- to encourage you to dissuade customers from consuming alcohol
- to ensure you understand your workplace's legal obligations so you can inform your boss if they are not complying with legislation around mandatory signage
- to discourage you from working in the liquor industry altogether
- **to guide you in minimising the harm associated with the misuse and abuse of alcohol**

This question ties in the reasons why liquor is regulated and the actions of RSA workers

**Which of the following statements is true about licence conditions in NSW? (Select the most appropriate answer)**

- licence conditions are only mandatory for licensed premises which trade after midnight
- **licence conditions generally impose restrictions or requirements on a business to help them minimise potential harms**
- liquor licences help businesses understand how to increase sales of alcohol
- a licensee can choose whether or not to comply with licence conditions as they are only guidance tips

## Module 2: Intoxication



For this module, we will use the topic **Preventing intoxication** for example content, activities and assessments

### Key topics

- What does the law say?
- What does this mean for you?
- Penalties for serving an intoxicated person
- Assessing intoxication
  - What is intoxication?
  - Reasonable belief
  - Signs of intoxication
  - Erratic drinking patterns
  - Alcohol and other drugs or medications
- **Preventing intoxication (example content below)**
  - Standard drinks
  - Early intervention
  - Encourage responsible drinking
- Refusing service
  - How to refuse service
  - Dealing with troublesome customers
  - Refused customers – their responsibilities
  - Fail to Quit
  - Barring and banning

### Narrative for this module

Preventing and managing intoxication is the most challenging part of the job for an RSA worker. You will be relying on the knowledge and practical skills you learn in this module on a day to day basis, especially when managing intoxicated or troublesome customers in real-life situations.

Here are three key points to bear in mind at all times:

- preventing intoxication is much better than having to deal with it
- it's all about harm minimisation – creating a safe, fun experience that people want to repeat
- care for your customers, colleagues, and the community.

Refusing service to intoxicated and aggressive customers is one of the greatest challenges of the job and you are required to demonstrate not just the theoretical knowledge of how to do this but the practical skills as well. You will undertake practical exercises, such as scenarios, where you will receive feedback from your trainer and have a chance to implement that feedback.

Remember that RSA applies to a range of business types, not only bars and hotels. You will learn how to manage intoxication in a range of settings including bars, hotels, clubs, bottle shops, vessels and events.

## Mapping – preventing intoxication

This topic meets the requirements of SITHFAB002 and the NSW RSA course as below:

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
	Performance Criteria	Module	Sub-topic
2. Assist customers to drink within appropriate limits	2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal.	Module 2: Intoxication	2.3.2 Steps to prevent intoxication

## Example content – Preventing intoxication

<b>Key message of topic</b>	The misuse and abuse of alcohol can cause serious harm to individuals, their friends and families, and the wider community. As an RSA worker, you can make a significant impact on the minimisation of these harms by selling, serving and supplying alcohol responsibly.	
<b>Resource suggestions</b>	<p>The following resources could be useful for the development or delivery of the topic <i>preventing intoxication</i>:</p> <ul style="list-style-type: none"> <li>• Erratic drinking behaviours and preventing intoxication video: <a href="https://www.youtube.com/watch?v=pd-sn16Bf5A">https://www.youtube.com/watch?v=pd-sn16Bf5A</a></li> <li>• Prevention of intoxication on licensed premises guidelines: <a href="https://www.liquorandgaming.nsw.gov.au/documents/gl/gl4002-prevention-of-intoxication-on-licensed-premises-guidelines.pdf">https://www.liquorandgaming.nsw.gov.au/documents/gl/gl4002-prevention-of-intoxication-on-licensed-premises-guidelines.pdf</a></li> <li>• Standard drinks guidelines: <a href="https://www.health.gov.au/health-topics/alcohol/about-alcohol/standard-drinks-guide">https://www.health.gov.au/health-topics/alcohol/about-alcohol/standard-drinks-guide</a></li> </ul>	
<b>Example content on topic</b> <i>Preventing intoxication</i>	<p>A whole range of unwanted social problems, from noise disturbances and car accidents to serious assaults and death, can be caused by people who have become intoxicated. These are often everyday people who wouldn't cause such issues when they are sober. They could be your customers.</p> <p>Preventing intoxication is one of the most important aspects of the job when you're responsibly serving alcohol, as you can help reduce the number of alcohol-related issues that occur. Not only is it the right thing to do, it's also your legal responsibility. Both you and your employer can receive fines and other penalties for allowing customers to become intoxicated. It's far easier to prevent a person from becoming intoxicated on-premises than to refuse service to an intoxicated person. For all of these reasons, you should intervene early to prevent your customers from becoming intoxicated.</p>	<div data-bbox="1118 1364 1501 1592" style="border: 1px solid #00838f; border-radius: 15px; padding: 10px; margin-bottom: 20px;"> <p>We start by highlighting that intoxicated people can cause issues, and they could be the students' customers</p> </div> <div data-bbox="1118 1644 1501 1901" style="border: 1px solid #00838f; border-radius: 15px; padding: 10px;"> <p>Still taking the student's perspective, we highlight the reasons why they should care about preventing intoxication</p> </div>

First of all, you need to know how to identify at-risk customers.



### Tip

The **Erratic drinking behaviours and preventing intoxication video** shows us a group of friends who are displaying erratic drinking behaviours. Pause the video at the point where the customer approaches the counter (1:01) and ask students:

- to explain what warning signs this young man is showing that make him at risk of becoming intoxicated
- to give their verbal response to his request for multiple drinks

This tests students on their knowledge of the warning signs and the practical skills of slowing down service

See:

<https://www.youtube.com/watch?v=pd-sn16Bf5A>



### Pop quiz

What signs or behaviours should you be looking for to know your customer is heading towards intoxication?

Rather than just listing a number of erratic drinking behaviours, this is framed from an RSA worker's perspective. This helps bridge the gap between theory and reality

### Erratic drinking behaviours

If you witness any of the following behaviours from a customer, you should be particularly alert – these customers may well be heading towards intoxication:

- mixing a wide range of drink types
- drinking quickly and asking for more immediately
- ordering more than one drink for own consumption.

These behaviours are referred to as “erratic drinking patterns” and are warning signs you should pay careful attention to. These customers should be monitored closely so they don't become intoxicated and cause issues.



### Pop quiz

Ask students what they think they could do to prevent intoxication.

### Strategies to prevent intoxication

If you suspect that a customer or group of customers might be heading towards intoxication, there are a range of strategies you can employ. These include:

- monitoring your customers' drinking patterns

- providing customers with accurate information so that they can make informed, sensible decisions
- offering food and non-alcoholic drink options
- slowing down service
- offering water.

Be proactive – talk to your customers to gauge their level of intoxication. Engaging customers helps you not only build rapport but also monitor them for signs of intoxication, which are much easier to spot when you interact with them.

After running through other strategies to prevent intoxication, we highlight the importance of talking to customers. We call this out to put extra emphasis on the value of being proactive, and also because strong communication skills are an essential part of RSA

Combining all of the above techniques will enable you to encourage responsible drinking and help prevent intoxication. Remember that it's better to prevent intoxication than have to deal with it, so use these strategies early and often.

Let's take a closer look at a couple of the strategies.



### Pop quiz

Why would it be helpful to customers to provide them with information?

### Providing customers with information

When you provide accurate information about alcohol consumption to customers, it helps them understand:

- what the law says
- the responsible practices that are in place within your workplace (and why they are in place)
- the types, strengths, standard drinks and alcoholic percentages of a range of alcoholic beverages
- the consequences for them if they become intoxicated.

Get your students thinking about how to frame things positively for their customers. It's not about stopping the party, it's about helping them keep the party going

Customers might not always understand how much alcohol they are actually consuming, so giving them information about the strengths of their drinks can help them make better decisions. The [standard drinks guide](#) explains that different types of drinks have different strengths and can be served in different measures.

A standard drink is always equal to 10 grams of alcohol, so giving customers information on how many standard drinks there are in their order helps them know exactly how much alcohol they are drinking. This can also help them make better decisions about whether or not they're okay to drive.

For example, beers can have a strength of 2.7% to 4.8%, whereas wines typically have strengths ranging from 11.5% to 13% and spirits such as scotch, rum, bourbon and vodka have strengths of around 40%.

Another way to encourage customers to drink responsibly is to remind them that if they become intoxicated, the law states you will have to refuse them service and ask them to leave. You don't want to be put in a position where you have to ask someone to leave, so customers should help you ensure their night doesn't get cut short.



### Pop quiz

How could you slow down service?

#### Slowing down service

If you see a customer drinking rapidly, you can slow down service to help them from becoming intoxicated. You can do this in a number of ways:

- reduce the number of drinks you give them if they ask for more than one
- give them a time out. If you are concerned about how quickly they are drinking, it's okay to tell them to come back later
- offer them food, water or non-alcoholic beverages.

There are a number of different settings in which people drink alcohol. Whether it's a pub, a vessel, a wedding or a concert, use the above strategies to prevent people from becoming intoxicated.

Remember that RSA is relevant to a number of settings. In your examples and case studies, ensure you include liquor stores, festivals, events and vessels, not just pubs, clubs, hotels and restaurants

## Developing learning activities – Preventing intoxication

It's important to demonstrate how intoxication is prevented in a range of scenarios, as preventing intoxication in different contexts has different challenges.

Remember to develop learning activities that cover different contexts, e.g. different:

- licence types – on-premises sale, club sale, off-premises sales, packaged liquor licence supply
- customer types – young people, older people, males, females.

## Developing assessment tools – Preventing intoxication

The example assessment below allows students to demonstrate how they meet the performance criteria for the unit, as per this table:

Unit requirement		Proposed activity	How will it be NSW-relevant?
<p><b>Performance criteria:</b></p> <ul style="list-style-type: none"> <li>The required performance in relevant tasks, roles and skills to demonstrate achievement of the element</li> </ul>	<p>2. Assist customers to drink within appropriate limits</p> <p>2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal</p>	<p>Role play scenario:</p> <ul style="list-style-type: none"> <li>Students will be given scenarios involving requests for alcohol to be served in an irresponsible manner</li> <li>Students will be asked questions about how they would respond in this situation</li> <li>Students will be required to undertake a role play activity and demonstrate what they would do and say in that situation</li> </ul>	<ul style="list-style-type: none"> <li>Scenario(s) shall contain details of irresponsible service practices that are relevant, specific and/or a current issue in NSW</li> <li>Student will be required to identify service practices deemed irresponsible in NSW and respond to the customer accordingly and appropriately</li> </ul>

Example assessment below:

<p><b>Assessment – role play scenario on topic Preventing intoxication</b></p>	<p>The below scenario could be played out as a role play activity, where the trainer and/or students play the roles of the partygoers and a student has to respond as an RSA worker serving drinks.</p> <p><i>You are working in a hotel bar as a bar attendant when a group of young men arrive to celebrate a bachelor party. The group do not appear to be intoxicated and order a schooner of beer each.</i></p> <p><i>The best man also asks for 10 shots of sambuca and tells the groom he must down them all in under 20 seconds. The groom accepts the challenge.</i></p> <p><u>Questions and assessor guidance</u>  <b>What action would you take in this situation and why?</b></p> <p>The student must explain that they would refuse service of the sambuca shots. Drinking games and rapid consumption of alcohol are classed as irresponsible drinking practices and are therefore prohibited on the premises.</p>	<p>Refusing to provide a customer with the order they have requested is one of the most challenging aspects of RSA. It's critical to ensure that students can do this confidently and competently. Providing them with the opportunity to practise this skill prior to the assessment will give them the best chance of succeeding</p>
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	<p>The student may also explain that as the group don't appear to be intoxicated, they would go ahead and serve the beers, and perhaps a single sambuca shot.</p> <p>They may also explain harm minimisation measures they could implement, such as informing colleagues about the situation, offering food or water, and closely monitoring the customers' behaviour and drinking patterns throughout the evening.</p> <p>The student should not refuse all service or ask the customer(s) to leave the venue at this stage.</p> <p><b>Example of what to say to the customers in this situation</b>  <i>"I'm sorry, but I can't serve 10 shots to one person as it's against the law in NSW to promote irresponsible drinking practices. You could become intoxicated and I could be fined or lose my job. Not a good combination. I can get those beers for you though, and how about one shot for the groom?"</i></p>
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### Additional activities and assessments

Some additional activities and assessments for other topics within this module you could include are below.

<p><b>Assessment – verbal questioning on topic</b>  <b>How to refuse service</b></p>	<p>Describe the following scenarios and ask the students how they would respond.</p> <p><i>You are working in a busy licensed restaurant. An over 35s football team is celebrating at the end of the season and they have been drinking beers and champagne. You notice one of the players get up to go to the bathroom and he is swaying, stumbling and bumping into tables.</i></p> <p style="text-align: center;"><u>Questions and assessor guidance</u></p> <p><b>What action would you take in this situation and why?</b></p> <p>The student must explain to the player that since they are showing the signs of intoxication, they will unfortunately be required to leave the premises. The student may also explain further action they could take, such as calling the intoxicated player a taxi or asking a teammate to arrange for a pickup.</p> <div style="border: 1px solid #008080; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Again, this is one of the most challenging aspects of RSA. Ensure students have sufficient opportunity to practise before being assessed</p> </div> <p><b>Example of what to say to the customers in this situation</b>  <i>I'm really sorry to do this, but as you're showing the signs of intoxication, I'm actually going to have to ask you to leave the restaurant. I hate to spoil the celebrations but the law in NSW states that an intoxicated person must leave a licensed premises, and I can risk being fined or losing my job if I allow you to stay. You could also receive a fine if you don't leave. How about I call you a taxi, or I can ask one of your mates to call someone to pick you up?</i></p>
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## Module 3: Minors



For this module, we will use the topic **When is a minor allowed inside licensed premises?** for example content, activities and assessments

### Key topics

- Laws relating to minors
  - Penalties for serving minors
  - Defences under the law
  - **When is a minor allowed inside licensed premises? (example below)**
  - Who is a responsible adult?
  - Secondary sales/supply
- Monitoring and preventing underage drinking
  - Proof of age and acceptable evidence
  - Checking customer ID thoroughly
  - Secondary ID
  - Checking a Digital Driver Licence
  - False ID procedure
  - Refusing alcohol service to minors
  - Schoolies

### Narrative for this module

Ensuring you never sell, serve or supply minors with alcohol is one of the key requirements of RSA.

For both health and social reasons, minors are highly vulnerable when it comes to the negative effects of alcohol. In general, the younger and smaller a person is, the less tolerant they are to alcohol. Minors are also more likely to undertake behaviours like binge drinking, dangerous physical activities and risky sexual behaviour. They are also at greater risk of physical assault and sexual violence.

It is therefore extremely important that you are not just rigorous in your approach to preventing underage drinking but proactive as well. “I didn’t realise they were underage” is never an excuse.

Other than the harm that can occur from underage drinking, there are also strict penalties for serving, selling or supplying alcohol to a minor. You could face large fines or even prison time if you serve a minor, or you could be responsible for your workplace getting shut down.

When delivering this module, there needs to be a strong focus on the practical skills students will need when working in the field. A theoretical understanding of the topic alone will not be sufficient when faced with a challenging and confronting social situation in a high-pressure environment.

## Mapping – When is a minor allowed inside licensed premises?

This topic meets the requirements of SITHFAB002 and the NSW RSA course as below:

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
	Performance Criteria	Module	Sub-topic
1. Sell or serve alcohol responsibly	1.1 Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.	Module 3: Minors	3.1 Laws relating to minors (all sub-topics)

### Example content – When is a minor allowed inside licensed premises?

<b>Key message of topic</b>	The consumption of alcohol can cause serious harm to minors. As an RSA worker, you can significantly reduce this harm by ensuring you never sell, serve or supply alcohol to a minor.	
<b>Resource suggestions</b>	<p>The following resources could be useful for the development or delivery of the topic <i>When is a minor allowed inside licensed premises?</i>:</p> <ul style="list-style-type: none"> <li>• ID checks video: <a href="https://www.youtube.com/watch?v=9_1weWXFc28">https://www.youtube.com/watch?v=9_1weWXFc28</a></li> <li>• ve<a href="https://www.youtube.com/watch?v=re5TqWQgWd4">https://www.youtube.com/watch?v=re5TqWQgWd4</a></li> <li>• minors in licensed venues page on Liquor &amp; Gaming NSW website: <a href="https://www.liquorandgaming.nsw.gov.au/community-and-stakeholders/underage-drinking/minors-in-licensed-venues">https://www.liquorandgaming.nsw.gov.au/community-and-stakeholders/underage-drinking/minors-in-licensed-venues</a></li> <li>• checking a Digital Driver Licence: <a href="https://www.service.nsw.gov.au/campaign/digital-driver-licence/licence-checkers-and-digital-driver-licence-trial">https://www.service.nsw.gov.au/campaign/digital-driver-licence/licence-checkers-and-digital-driver-licence-trial</a></li> </ul>	
<b>Example content on topic <i>When is a minor allowed inside licensed premises?</i></b>	<p>If you picture a crowded nightclub at midnight, it would be easy to make the assumption that minors aren't allowed in any "licensed premises". But when you think about the fact that most restaurants are "licensed premises" too and they're often packed full of families with children, it's clear that the rules around where minors are and aren't allowed to be aren't as simple as you might think.</p> <p>There is one rule, however, which is very clear and never has any exceptions: <b>it's against the law for anyone to sell, supply or serve alcohol to a minor on licensed premises.</b> Always. If you ever do sell, supply or serve alcohol to a minor, both you and your employer could receive severe penalties including substantial fines and up to 12 months' imprisonment.</p> <p>The minors themselves could be fined up to \$2,200 for consuming alcohol or entering/remaining in an area they are not authorised to be in.</p>	<div data-bbox="1011 1301 1461 1518" style="border: 1px solid #00a651; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>Most students probably haven't thought about what a licensed premises is so we start by acknowledging that this is a complex area</p> </div> <div data-bbox="991 1637 1461 1917" style="border: 1px solid #00a651; border-radius: 15px; padding: 10px;"> <p>An unequivocal statement so that no matter what students think about when minors can or can't be allowed into different licensed premises, they know to <i>never</i> sell, supply or serve them alcohol</p> </div>

It's important you know when minors may or may not be present in a licensed premises, especially if you move from one type of workplace to another.

### **So, when can minors be on a licensed premises?**

Minors can actually enter and remain in most types of licensed premises in NSW under certain circumstances, so long as they are not sold, supplied or served alcohol.

Let's look at the rules around different licence types.



#### **Pop quiz**

Ask students to name different types of workplaces that involve the responsible service of alcohol and whether or not minors are allowed in.

### **Restaurants**

In venues like restaurants and cafes, where the primary purpose of the business is the consumption of food rather than the consumption of alcohol, minors are allowed so long as they are never served, sold or supplied alcohol.

This content can be quite dry, so we've framed it from the perspective of the student to help them connect to it. Rather than writing in the passive tense, we use phrases like, "the hotel you're working in" and "if you get work at a festival, you should check..." etc.

### **Nightclubs**

If you're working in a nightclub, minors generally won't be allowed in but there is an exception that allows them to be in a nightclub in the company of a responsible adult in certain cases. Check with your manager if that applies to your workplace.

### **Small Bars**

If you work in a small bar, minors can't be on the premises during liquor trading hours which are usually from midday until the close of business.

### **Festivals**

This depends. Some music festivals allow minors to attend, others do not. If you get work at a festival, you should check whether or not under 18s are allowed to be there. Either way, of course, you cannot serve, sell or supply them with alcohol.

### **Remote Sales (delivery)**

If you work as a delivery driver, remember these key rules:

- never deliver any alcohol to a person who is under 18
- ask for proof of identity if you think the person accepting the delivery might be under 25 years
- get written instructions from the licensee on how the liquor is to be delivered.



#### **Pop quiz**

When might a minor be allowed in a restricted area?

### **Registered Clubs**

Like with hotels, minors are allowed in a club's dining areas but cannot enter or remain in bar areas. With the correct authorisation from Liquor & Gaming NSW, minors are allowed in certain parts of the club you're working at in a variety of situations. These include:

- non-restricted area authorisation: minors can be in specified areas with a responsible adult
- club functions authorisation: minors can attend functions like weddings in certain parts of the club
- junior member authorisation: minors who are members can access areas of the club to participation in sporting activities or prizegiving ceremonies related to sport.

### **Hotels**

In a hotel, minors are allowed in certain areas but not in others. For example, minors cannot access bar areas, but they are allowed in "minors area authorisations".

If the hotel you're working in has a minors area authorisation, e.g. bistros and lounge areas, this is where minors are allowed so long as they're in the company of a "responsible adult". Minors are also allowed in a hotel's dining area if it's used permanently and primarily for the consumption of meals at tables.

### **Can minors ever be in restricted areas?**

There are indeed circumstances when a minor can be present in an otherwise restricted area. Some examples include if the minor:

- is walking through a bar area to get to another area of the hotel or club, so long as they're with a responsible adult
- is an apprentice or trainee receiving trade training
- is watching or performing in a show, so long as they're with a responsible adult
- has been formally invited to a wedding held at a club by someone who is a club member, the child or parent of a member, or someone who has acted as a guardian.

### **Who's responsible if a minor is in an area they are not permitted to be in?**

Everyone is responsible for ensuring minors don't get served, sold or supplied alcohol. You need to be on the lookout for minors; if you see someone you suspect is underage in a restricted area, you should check their ID.

Even if you don't serve, sell or supply alcohol to a minor, the licensee of your workplace could get in trouble if minors are caught in restricted areas. You could lose your job if your manager expected you to check IDs and you didn't.

## Developing learning activities – when is a minor allowed inside licensed premises?

<p><b>Activity – brainstorming in groups followed by class discussion on topic <i>When is a minor allowed inside licensed premises?</i></b></p>	<p>You could use scenario-based discussions to explore this topic. For example:</p> <p><i>A family of five come to the local RSL club where you've just started working to celebrate a birthday. One or two of them appear to be under the age of 20.</i></p> <p>In your groups, discuss the following questions and write down your responses:</p> <ul style="list-style-type: none"> <li>• when and how would you confirm they are a minor?</li> <li>• if confirmed a minor, should you refuse service? Should you ask them to leave?</li> <li>• what if the young person's parent serves them the drink?</li> <li>• what if it was a BYO restaurant? If the family brought their own alcohol, can they give it to the young person?</li> <li>• what if one of the parents says the young person is allowed to drink at home on special occasions and insists they will have a drink here?</li> <li>• what if you catch the minor trying to sneak a drink?</li> <li>• what if you didn't check their ID, and a Liquor &amp; Gaming compliance officer finds that you had served a minor? What are the repercussions for you and your employer?</li> <li>• what if you had checked their ID and wrongly determined they were not minors? What are your defences under law?</li> </ul> <p>Give them 10 minutes to work together on the activity.</p> <p>Now let's go through and discuss your answers.</p>
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You can use the Table in section 1.2.4.1 of the course handbook to show how the law applies to different licence types

Ensure you drive home the key message about the need to proactively identify minors

## Developing assessment tools – When is a minor allowed inside licensed premises?

<p><b>Assessment – practical activity on topic <i>When is a minor allowed inside licensed premises?</i></b></p>	<p>This scenario requires students to demonstrate an understanding of when minors may or may not be present in certain areas of certain licensed premises.</p> <p><i>Set the scene so that there is a dining area on one side of the room and a bar on the other. Two students sit at a table in the dining area, one being under 18 and the other being their 19-year-old friend. Another two students stand at the bar, again one being under 18 and the other being their parent.</i></p> <p>What should you do in this scenario? Should you allow the minor to dine with their friend in the dining area? And should you allow the other minor to be at the bar with their parent? What would you say to both of these groups?</p>
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This is a challenging scenario where the student will need to ask the minor in the dining area to leave unless they have a responsible adult to accompany them, and the minor at the bar to move to a minors authorisation area, e.g. the dining area

## Additional activities and assessments

Some additional activities and assessments for other topics within this module you could include are below.

<p><b>Activity – simulated work environment</b></p>	<p>It's crucial that students are exposed to the real-world challenges of checking IDs. It's one thing to look at photos of proof of identity documents on a computer screen, another thing to see real cards in a dark and noisy environment.</p> <p>To simulate a challenging RSA environment, you could dim the lighting and play loud music. Have some students play the role of bar staff and others play as customers. Provide the customers with acceptable ID as well as non-acceptable ID such as a gym card or an international card which is not a passport or driver's licence.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Ask students who are not participating in the exercise to remain seated for WHS reasons.</p> </div> <p>Have students check the IDs presented to them. Provide a flashlight so they can inspect the IDs to properly determine whether or not they are acceptable. They should also practise refusing service to those whose IDs are unacceptable.</p>
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<p><b>Activity – matching exercise</b></p>	<p>Match the questions from column A with the appropriate answers from column B.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>These are in matching order. Needless to say, mix them up!</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; background-color: #e0e0e0; margin: -5px -5px 5px -5px;"><b>Column A</b></p> <p>You are a salesperson at a liquor counter in a department store and you see a mum with a young person purchasing some pre-mixed drinks with her grocery. What should you do?</p> <p>You are a bar attendant, you see a group of friends in a pub, one of whom appears quite young, but you've seen the security at the door check their IDs. Can you serve them?</p> <p>A family are eating at a restaurant where you work as a waiter. You see the father pouring a glass of wine for one of the children who looks around 12. What should you do?</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; background-color: #e0e0e0; margin: -5px -5px 5px -5px;"><b>Column B</b></p> <p>Ask to check the ID of the young person, and if identified as a minor, refuse service.</p> <p>If you suspect they are under 18 then you need to confirm they are not minors before you can serve them. You should ask for ID from <i>anyone</i> you think could be 25 years or under, even if they've already been checked.</p> <p>Explain to the father that the sale, service or supply of alcohol to a minor is prohibited on any licenced premises, even by a parent, and that the child is not allowed to drink any wine or other alcohol.</p> </div> </div>
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	<p>You are a bar attendant at Castle Hill RSL Club which is hosting an over 21 soccer presentation night and see a young person prepping for a performance at the event. Can he/she be allowed on the premises?</p>	<p>Yes, provided the party is in a designated part of the venue with 'minors area authorisation', the person is accompanied by a responsible adult and the minor is present only until conclusion of their performance.</p>
	<p>You are a glass collector, and you notice a group of friends on a fun night out taking turns to get rounds of drinks. One of them appears quite young and is not getting the drinks but is consuming them. What should you do?</p>	<p>It is against the law to sell, serve or supply liquor to minors on licensed premises. Even though you are not directly involved in selling the drink, as a person servicing customers you have a responsibility to prevent service of liquor to minors. You can ask to check the young person's ID or notify your supervisor immediately regarding the incident.</p>

<p><b>Activity – video with verbal questioning on topic monitoring and preventing underage drinking</b></p>	<p>This video is a great way of illustrating how difficult it is to accurately guess someone's age from looking at them. You can show it to your students and have them call out their guesses for each person while the timer is counting down.</p> <p><a href="https://www.youtube.com/watch?v=crVfJQWG4kc">https://www.youtube.com/watch?v=crVfJQWG4kc</a></p>
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## Module 4: Harm minimisation strategies



For this module, we will use the topic **Plan of management** for example content, activities and assessments

### Key topics

- why harm minimisation is important
- mandatory strategies to minimise harm in NSW
  - mandatory RSA training
  - trading hours
  - signage
  - advertising and promotions
  - remote sales
- best practice strategies to minimise harm in NSW
  - **plan of management (example below)**
  - business policies and procedures
  - incident registers
  - RSA marshals
  - house policy
  - liquor accords
  - voluntary signage
  - self-exclusion
  - no gang colours
- best practice strategies for RSA frontlines and workplaces.

### Narrative for this module

We have already discussed the concept of “harm minimisation” many times but this module will explore the topic in more depth and detail. Not only will you learn about a wide range of mandatory and voluntary harm minimisation strategies, you will learn how you can practice them in your workplace.

These strategies aren’t just in place to fulfil a legal requirement. They are there to help you apply RSA in practice and to navigate the challenging situations you are likely to face on the job. For example, your workplace will have mandatory signage and can also have voluntary signage. These should not simply be put on the wall and forgotten about. They are a useful source of information for both yourself and your customers and should be referred to often. Pointing out signage to your customers can help you manage and prevent intoxication.

Knowing what the strategies are is a good starting point, but you need to understand *why* they are in place and how they can help you reduce alcohol-related harms. Businesses often choose to implement further strategies and initiatives over and above the mandatory requirements, so you should understand the how and why of these too.

The best practice strategies and initiatives are not a “one-size fits all solution” to harm minimisation. Your workplace will have its own risks and challenges and you should be aware of what these are so you can contribute towards a positive experience for your fellow staff, customers and the whole community.

As an RSA worker, you should always bear these tips in mind:

- talk to your customers to develop rapport and monitor them for signs of intoxication
- slow down service if customers are drinking quickly or erratically
- offer food, water and non-alcoholic beverages
- speak to a colleague, manager or security staff if you're concerned about a customer
- if one person is buying drinks for friends, make sure you check on their intoxication levels too
- check IDs even if security staff have already checked them.

## Mapping – Plan of management

This topic meets the requirements of SITHFAB002 and the NSW RSA course as below:

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
Element	Performance Criteria	Module	Sub-topic
1. Sell or serve alcohol responsibly	1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.	Module 4: Harm minimisation strategies and approaches	4.1 Mandatory strategies to minimise harm in NSW (all sub-topics) 4.2 Best practice strategies to minimise harm in NSW (all sub-topics)

## Example content – Plan of management

<b>Key message of topic</b>	A plan of management is an important document that outlines how your workplace is approaching harm minimisation. It's not just for your manager or licensee – you can refer to it whenever you want a refresher or deeper understanding of the harm minimisation measures in place where you work. You should always feel free to suggest new ideas on how your workplace can address harm to your manager.
<b>Resource suggestions</b>	The following resources could be useful for the development or delivery of the topic <i>Plan of management</i> : <ul style="list-style-type: none"> <li>• Your role in harm minimisation video: <a href="https://www.youtube.com/watch?v=BbnnJBjme28">https://www.youtube.com/watch?v=BbnnJBjme28</a></li> <li>• licence conditions: <a href="https://www.liquorandgaming.nsw.gov.au/resources/licence-conditions">https://www.liquorandgaming.nsw.gov.au/resources/licence-conditions</a></li> <li>• liquor promotions guidelines: <a href="https://www.liquorandgaming.nsw.gov.au/documents/gl/gl4001-liquor-promotion-guidelines.pdf">https://www.liquorandgaming.nsw.gov.au/documents/gl/gl4001-liquor-promotion-guidelines.pdf</a></li> <li>• compliance checklists: <a href="https://www.liquorandgaming.nsw.gov.au/resources/compliance-checklist">https://www.liquorandgaming.nsw.gov.au/resources/compliance-checklist</a></li> <li>• signage: <a href="https://www.liquorandgaming.nsw.gov.au/operating-a-business/running-your-business/signs-for-your-business">https://www.liquorandgaming.nsw.gov.au/operating-a-business/running-your-business/signs-for-your-business</a></li> </ul>

**Example content –  
Plan of management**

**What is a plan of management?**

A plan of management is a document that outlines a business's approach to harm minimisation and informs you of the specific strategies and procedures that are in place. Any workplace which deals with RSA could have one, such as a bar, nightclub, restaurant, special event, festival or vessel.

Remembering to always refer to different workplaces where RSA applies

A plan of management will be different for each business as everyone has different challenges to manage. A large sporting arena deals with a huge number of people, whereas an express delivery provider brings alcohol direct to people's doors. Think about the challenges you would face dealing with fifty thousand people – many of whom would be drinking – vs delivering alcohol to a house party where people might have been drinking steadily for hours.



**Pop quiz**

What do you think should be included in a plan of management for a vessel or a music festival?

Again, this gets students thinking more deeply about RSA settings beyond bars and restaurants

A plan of management should outline how the challenges specific to your workplace will be managed and what procedures are in place for staff to follow. The contents will depend on the type of business, but some key areas include:

- what are the key activities that will be conducted on your premises?
- what are the conditions of your licence?
- how many customers can be permitted on the premises?
- what are the trading hours?
- what are your policies and procedures regarding responsible service of alcohol?
- what are your policies regarding liquor promotions?
- how does your workplace manage intoxication, customer behaviour, and minors?
- how does your workplace ensure that customers, staff, and the local community stay safe?
- what are the security arrangements in your workplace (how many security staff, at what times etc)?
- how do you manage crowds?
- what transport options are available to customers and staff?
- how are staff trained?
- any other factors that are unique to the business.

What else could you include? Obtain a copy of a real plan of management to get ideas of what to put in any examples





### Tip

The **Your role in harm minimisation video** focuses on the work of liquor accords, licensees and RSA workers in minimising harm. After watching the section on “what strategies have been put in place” (0:52 – 1:46), ask students how they could incorporate those ideas into a plan of management. See the video:

<https://www.youtube.com/watch?v=pd-sn16Bf5A>

### Who should use a plan of management?

A plan of management is for everyone. In the first instance, the manager or licensee of your business will create the plan of management to ensure the business is compliant with the law and to help reduce harm. It will then be up to all staff to ensure this plan is followed at all times.

While you'll understand the general principles of RSA from completing this training, a plan of management can help you better understand the potential risks in your workplace and ensure you and your colleagues understand how you can contribute to addressing those risks and reducing harm in your workplace.

Always tie the content back to the student so they can see how it's directly relevant to them

Your boss might refer you to the plan of management when you're being inducted or when you undergo further training. Since it outlines a number of policies and processes within your business, it's a useful point of reference for whenever you need a refresher on how your workplace is minimising harm.

### How does a plan of management affect you as an RSA worker?

A plan of management details how your workplace complies with the law and addresses harm minimisation, so it's more than just an “optional read”. It's critical that you're closely familiar with the entire contents so you can comply with the law and help your customers, colleagues and community stay safe.

Failing to follow your workplace's plan of management could lead to negative outcomes. You could be fined or lose your job for not following the correct procedures, or someone could get hurt as a result of poor practices.

Demonstrate the tangible impacts failing to follow a plan of management could have on a student

You can also contribute to its development. A plan of management should be a working document that is regularly reviewed to ensure it is relevant and comprehensive. For example, if you identify a new risk or a behavioural trend from your customers, talk to your manager so you can come up with strategies to address these issues.

Always remember to refer to your workplace's plan of management and share any ideas on additions with your manager.

## Developing learning activities – Plan of management

Explaining the purpose of harm minimisation is critical to the successful delivery of an RSA course. The concept is not easily understood and trainers should be ready to tailor their approach to different learners. Many people have little or no contact with the law or regulations – pointing to these documents is of little learning value if it is the only way harm minimisation is addressed. It is better to emphasise the objectives of the *Liquor Act 2007* by explaining the aims and the issues it addresses.

Consider different activities that can help different learner types understand the concept of harm minimisation, such as this activity below or those found under the additional activities and assessments section.

<b>Activity – written activity on topic <i>Plan of management</i></b>	<p>Describe the scenario below to students and give them 5-10 minutes to write out their response. This gives them the chance to think about harm minimisation from a different perspective and hopefully develop a deeper appreciation for how to implement it.</p> <p><i>There have been a number of issues in your local area and the manager of the pub you have recently started working for has asked for your help coming up with ideas to address them. She asks for your input into the plan of management.</i></p> <p>What idea/strategies would you include in a plan of management to address the following issues:</p> <ul style="list-style-type: none"><li>• most Friday and Saturday nights at around 2am, a number of intoxicated or quarrelsome customers attempt to gain entry into your pub</li><li>• customers who are asked to leave other venues in the surrounding area frequently try their luck getting into your pub. Your manager says the other licensed premises in the area are keen to address this</li><li>• customers from party buses frequently cause trouble when they come into your venue</li></ul> <p>Write out how your pub could manage these three issues.</p>
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The *Your role in harm minimisation* video talks about how the Newtown Liquor Accord addressed a similar issue using WhatsApp. Show the video prior to this exercise to provide students with guidance

## Developing assessment tools – Plan of management

The example assessment below allows students to demonstrate how they meet the performance criteria for the unit, as per this table:

Unit requirement		Proposed activity	How will it be NSW-relevant?
<p><b>Performance Evidence:</b></p> <ul style="list-style-type: none"> <li>• Specifies the skills to be demonstrated relevant to the product and process</li> <li>• The frequency or volume of the product or process</li> </ul>	<p>Document organisational policies and procedures that must be followed for the responsible sale or service of alcohol</p>	<p>Written activity</p> <ul style="list-style-type: none"> <li>• Student will be presented with a scenario and their workplace’s sample plan of management</li> <li>• Student will be required to note what they need to do to ensure they comply with the staff requirements included in the plan of management</li> </ul>	<ul style="list-style-type: none"> <li>• A plan of management shall be developed that addresses a variety of real-world concerns that commonly occur in NSW</li> <li>• Student will be required to demonstrate knowledge of NSW-specific requirements and report how they would meet the requirements of the plan of management while at the same time complying with the liquor laws and demonstrating best practice harm minimisation</li> </ul>

Example assessment below:

<p><b>Assessment – written activity on topic <i>Plan of management</i></b></p>	<p>Provide the student with the following scenario and the sample plan of management you have developed, then ask them to write out what they would do in the following scenarios.</p> <p>You will need to create your own sample plan of management to provide to students.</p> <p><i>You have started a new job at a liquor store and your manager has provided you with a copy of the store’s plan of management (see separate sample plan). Detail in writing how you would address the following scenarios:</i></p> <ul style="list-style-type: none"> <li>• <i>two males who look around 20 enter your store. They bring some beers to the register. Your plan of management says that it is store policy for all staff to always check the ID of anyone who looks 25 or under. One of the males does not have ID. What should you do?</i></li> <li>• <i>a customer enters your store at 9:58pm, two minutes before closing time. You let them know that they must make their purchase before 10pm; however, they bring a bottle of wine to the counter at 10:01pm. Your plan of management says that you should only sell customers liquor during the formal trading hours. It’s only 1 minute late – what should you do?</i></li> </ul>	<p>Provide the scenarios and the plan of management as separate documents so the students have to cross-reference them to work out their answers</p>
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## Additional activities and assessments

Some additional activities and assessments for other topics within this module you could include are below.

<p><b>Activity – class discussion on topic</b> <i>Why harm minimisation is important</i></p>	<p>You can raise a few discussion questions to test students' comprehension. Hopefully they will be able to see the connection between strategies used to keep people safe from the harms of alcohol and other strategies that keep people safe from other harms.</p> <p>For what other areas/activities is a harm minimisation principle applied? E.g. road rules for motorists, safety legislation for construction workers.</p>
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<p><b>Activity – matching exercise on topic</b> <i>Best practice strategies to minimise harm in NSW</i></p>	<p>The rows have not been rearranged in this table. Currently, the correct responses line up.</p> <p><i>Match the questions from column A with the appropriate answers from column B.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Column A</th> <th style="background-color: #e0e0e0;">Column B</th> </tr> </thead> <tbody> <tr> <td>Plan of management</td> <td>A detailed plan that outlines management practices that will contribute to a safe, compliant business.</td> </tr> <tr> <td>Policies, procedures and conditions</td> <td>These must be met during the day-to-day operation of a business to minimise harm, protect staff and customers and help a venue comply with the law.</td> </tr> <tr> <td>Self-audit checklists</td> <td>A variety of licence-specific checklists to assist with compliance monitoring, covering legal requirements such as signage, advertising and staff training.</td> </tr> <tr> <td>Incident register</td> <td>This record keeping document gives the business a good understanding of events that affect the safety of patrons and the venue. They include dates, times and information about any customers who have caused issues.</td> </tr> <tr> <td>RSA marshals</td> <td>Someone whose role is to make sure venues comply with RSA obligations.</td> </tr> <tr> <td>House policy</td> <td>A means by which to display the expected behaviour of customers, management procedures and possible consequences of poor behaviour.</td> </tr> <tr> <td>Liquor accords</td> <td>A group of local stakeholders (e.g. licensed venues, police or council staff) who work together to develop strategies to address alcohol-related issues, anti-social behaviour and violence in their area.</td> </tr> </tbody> </table>	Column A	Column B	Plan of management	A detailed plan that outlines management practices that will contribute to a safe, compliant business.	Policies, procedures and conditions	These must be met during the day-to-day operation of a business to minimise harm, protect staff and customers and help a venue comply with the law.	Self-audit checklists	A variety of licence-specific checklists to assist with compliance monitoring, covering legal requirements such as signage, advertising and staff training.	Incident register	This record keeping document gives the business a good understanding of events that affect the safety of patrons and the venue. They include dates, times and information about any customers who have caused issues.	RSA marshals	Someone whose role is to make sure venues comply with RSA obligations.	House policy	A means by which to display the expected behaviour of customers, management procedures and possible consequences of poor behaviour.	Liquor accords	A group of local stakeholders (e.g. licensed venues, police or council staff) who work together to develop strategies to address alcohol-related issues, anti-social behaviour and violence in their area.
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	Voluntary signage	A range of signs that may be useful for different types of licensed venues to assist with harm minimisation, such as proof of identity requirements and how to check ID correctly.
	Self-exclusion	When a customer enters into an agreement with a licensee or licensed venue to not be allowed in because of personal alcohol or gambling issues.
	No gang colours	A person wearing any form of clothing or accessory associated with a gang may be refused entry or removed from licensed premises.

## Module 5: Compliance and enforcement



For this module, we will use the topic **Compliance and enforcement in NSW** for example content, activities and assessments

### Key topics

- **Compliance and enforcement in NSW (example below)**
  - Possible enforcement action
  - Possible penalties
  - What can enforcement action mean for you and your employer?
- Regulatory schemes
  - Violent Venues scheme
  - Three Strikes scheme
  - Minors Sanctions scheme
- What can regulatory schemes mean for you and your employer?

### Narrative for this module

Broadly speaking, the NSW liquor laws exist to reduce the harms of alcohol misuse and abuse. They are there to help you, your colleagues, your customers and your community. Enforcement action may be taken if the liquor laws are breached, and this can affect you as an RSA worker both directly, in the case of fines or your competency card being suspended, or indirectly, such as if your workplace is temporarily shut down and you lose shifts.

The main focus of the NSW liquor authorities is to educate the sector and assist businesses and RSA frontline workers with harm minimisation. Any compliance and enforcement action taken by the authorities is when it is deemed necessary, is in proportion to the non-compliance and aims to promote positive changes.

A key way the liquor laws are enforced in NSW is through regulatory schemes. There are three regulatory schemes – the Violent Venues scheme, the Three Strikes scheme and the Minors Sanctions scheme – which could be brought into force if serious breaches of the laws occur.

You need to be aware of how your actions can contribute towards a regulatory scheme being applied to your workplace and how it could affect your job. There are a range of possible consequences that could affect you if your workplace is subject to one of these schemes, even if you had nothing to do with the incident that triggered the instigation of the scheme.

## Mapping – Compliance and enforcement in NSW

This topic meets the requirements of SITHFAB002 and the NSW RSA course as below:

SITHFAB002 <i>Provide responsible service of alcohol</i>		NSW RSA course handbook	
Element	Performance Criteria	Module	Sub-topic
1. Sell or serve alcohol responsibly	1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.	Module 5: Compliance and enforcement	5.1 Compliance and enforcement in NSW (all sub-topics) 5.2 Regulatory schemes (all sub-topics)

## Example content – Compliance and enforcement in NSW

<b>Key message of topic</b>	A range of measures are in place to enforce the liquor laws. These measures, which include compliance and enforcement actions, are designed to keep workplaces and communities safe. These actions can impact you as an RSA worker as they can result in changed conditions in your workplace.
<b>Resource suggestions</b>	<p>The following resources could be useful for the development or delivery of the topic <i>compliance and enforcement in NSW</i>:</p> <ul style="list-style-type: none"> <li>penalties for RSA breaches: <a href="https://www.liquorandgaming.nsw.gov.au/community-and-stakeholders/underage-drinking/underage-drinking-fines">https://www.liquorandgaming.nsw.gov.au/community-and-stakeholders/underage-drinking/underage-drinking-fines</a></li> <li>compliance checklists: <a href="https://www.liquorandgaming.nsw.gov.au/resources/compliance-checklist">https://www.liquorandgaming.nsw.gov.au/resources/compliance-checklist</a></li> </ul>
<b>Example content – Compliance and enforcement in NSW</b>	<p>When the liquor laws are breached, “non-compliance” has taken place. There are a range of possible consequences as a result of non-compliance and these can affect your workplace, the licensee you work for, your colleagues and yourself.</p> <p>When non-compliance occurs, compliance and enforcement action may occur. Any action taken considers: the seriousness of any incident, any harm caused, any history of breaches, any mitigating or aggravating factors, the expectations of the community and other factors.</p> <p>Breaches of the liquor laws can be identified when NSW Police or Liquor &amp; Gaming NSW conduct inspections or if there have been complaints.</p> <p>Enforcement actions could include:</p> <ul style="list-style-type: none"> <li>warnings or penalty notices</li> <li>additional inspections or audits</li> <li>additional licence conditions being added</li> <li>being sanctioned under a regulatory scheme</li> <li>prosecution through the civil and criminal courts</li> <li>disciplinary action imposed by the Independent Liquor &amp; Gaming Authority</li> <li>the suspension, cancellation or disqualification of a licence.</li> </ul>

Remember that RSA is heavily focused on harm minimisation. When the liquor laws are breached, the chances of harm being caused rise significantly. The enforcement actions aren't just arbitrary punishments, they are tools that help licensees ensure they and their staff are always selling, serving and supplying alcohol responsibly.

Rather than just talking about the rules and the punishments, incorporate the "why". Students need to appreciate that these measures exist to minimise harm

### Penalties for breaching the liquor laws

Enforcement action may affect you as an RSA worker directly or indirectly. You could receive a penalty notice if you breach the laws yourself and you could be affected if the licensing conditions in your workplace change.

Penalties for offences under the *Liquor Act 2007* can comprise of up to:

- \$11,000 for individuals
- \$27,500 for corporations
- 12 months' imprisonment.

Something to be aware of is "vicarious liability". When you commit an offence, your licensee is also accountable for your actions and can be penalised. Committing an offence could result in a penalty for you, a penalty for your licensee and even termination if your licensee decides to fire you.

Liquor & Gaming NSW can also suspend or cancel your RSA certification or disqualify you from holding an RSA certification for up to 12 months for serious breaches of the RSA laws.

Again, it's important to highlight the direct relationship between RSA workers' actions and real-world consequences

So not only can your actions result in harm, you could receive a penalty, lose your job or even lose your livelihood if you breach the liquor laws.



### Discussion

What do you think your manager would say if you were caught selling alcohol to a minor?

It's also worth considering the longer term consequences if disciplinary action is taken against you. These can include:

- difficulty in securing a job elsewhere in the liquor industry
- difficulty in getting into university
- negative impacts on your reputation
- preventing you from pursuing certain careers, e.g. a police officer or restaurant owner

## Developing learning activities – Compliance and enforcement in NSW

<b>Activity – written response to scenario on topic Compliance and enforcement in NSW</b>	<p>Provide students with the following question and ask for a written response.</p> <p>Using information found via the following webpage, write out:</p> <ul style="list-style-type: none"><li>• five different offences under the liquor laws</li><li>• the maximum penalty someone would have to pay for committing those each of those offences</li><li>• how these penalties can help to reduce the potential harms of alcohol consumption</li></ul> <p><a href="https://www.liquorandgaming.nsw.gov.au/community-and-stakeholders/underage-drinking/underage-drinking-fines">https://www.liquorandgaming.nsw.gov.au/community-and-stakeholders/underage-drinking/underage-drinking-fines</a></p>
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## Developing assessment tools – Compliance and enforcement in NSW

<b>Assessment – written response on topic Compliance and enforcement in NSW</b>	<p>Provide students with the following scenario and ask them to write out how they would respond. Ask them to consider as many factors as possible in their response.</p> <p><i>You have recently started working at a small bar. Not long before you started, the bar was closed down for a week after one of the staff served a 16-year old. The staff member was fired and you took his position.</i></p> <p><i>One evening, a group of young people come to your bar and start chatting to your colleague, Maddie. They went to the same high school as her. She is very sociable and laughs with the group as she serves them drinks. You can see that she introduces herself to some of the group so it's clear that she doesn't know all of them. However, you notice she is not checking IDs, and they all look under 25.</i></p> <p><i>What should you say to Maddie? Make sure you consider the possible impacts on the people involved as well as the licensed premises.</i></p> <p style="text-align: center;"><u>Questions and assessor guidance</u></p> <p><b>Acceptable responses</b></p> <p>The students' responses could cover:</p> <ul style="list-style-type: none"><li>• the potential impacts of serving alcohol to anyone who turns out to be under 18</li><li>• the fines for Maddie, the licensed venue and the minors who are drinking</li><li>• the possibility of being sanctioned under a regulatory scheme.</li></ul>
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## Next steps (additional information)

At the end of the training, it's a good idea to advise students about the process they need to follow before they can start work, as this differs greatly from other states and territories.

Students in NSW must have their interim certificate before they can start work. This will allow them to work for 90 days without their competency card. Remember that the ATP conditions of approval state you must provide successful students with an interim certificate on the same day as training if the student completes a course during business hours or on the next business day if they complete a course outside of business hours.

Students should go to Service NSW as soon as possible after the interim certificate has been issued to do their Proof of Identification (POI) check and obtain their competency card. Once they have done their POI check, they can download their digital competency card straight away. Students can access more information on getting digital competency cards on [our website](#) here.

Students should also be reminded that RSA is only one of the competencies they might need. They should check with their employer if an RCG or privacy competency will also be required.

All of this information is available in the course handbook and on the Liquor & Gaming NSW website.

## Good luck

It takes a lot of effort to build high-quality training content and all of the associated resources, activities and assessment tools. RSA is a licence in NSW and hence we have high standards of training and assessment.

Responsible service of alcohol is a very important area and it is great to have you as a part of it.

We would like to wish you all the best with your course development!

## Web resources

Alcohol and Drug Foundation: <https://adf.org.au/resources/publications/>

Alcohol Think Again: <https://alcoholthinkagain.com.au/>

Preventing alcohol and drug problems in your community: A practical guide to planning programs and campaigns <https://cdn.adf.org.au/media/documents/ADF-PreventionResearch-Jun14.pdf>

Harm Minimisation: <http://nceta.flinders.edu.au/society/harm-minimisation/>

Australian Qualifications Framework 2013: <https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>

Guide to Developing Assessment Tools:

[https://www.asqa.gov.au/sites/g/files/net3521/f/Guide\\_to\\_developing\\_assessment\\_tools.pdf](https://www.asqa.gov.au/sites/g/files/net3521/f/Guide_to_developing_assessment_tools.pdf)

## Appendix 1: NSW RSA checklist table

This table reflects the structure of the NSW RSA Course Handbook and can be used as a checklist when developing your NSW RSA course to ensure all topics have been covered.

Content checklist for RSA classroom courses		Check (Y or N)
<b>Introduction</b>		
Welcome to the Liquor & Gaming NSW RSA training		
Purpose of the training		
Why do I need to complete RSA training?		
<b>Module 1: NSW liquor laws</b>		
<b>Introduction</b>		
<b>Module 1 key topics</b>		
1.1.	What is RSA?	
1.1.1.	History of RSA	
1.1.2.	Why was RSA introduced?	
1.1.3.	How does RSA help?	
1.2.	NSW liquor laws	
1.2.1.	Liquor Act 2007	
1.2.2.	Liquor Regulation 2018	
1.2.3.	Prescribed Precincts	
1.2.4.	Liquor licensing in NSW	
1.2.4.1	Licence types	
1.2.4.2	Licence conditions	
1.2.4.3	Understanding licensing conditions	
1.3.	NSW regulatory authorities	
1.3.1.	Liquor & Gaming NSW	
1.3.2.	Independent Liquor & Gaming Authority (the Authority)	
1.3.3.	NSW Police Force	
<b>Module summary</b>		
<b>Module 2: Intoxication</b>		
<b>Module 2 key topics</b>		
2.1.	Law relating to intoxication	
2.1.1.	What does the law say?	
2.1.2.	What does this mean for you?	
2.1.3.	Penalties	
2.2.	Assessing intoxication	
2.2.1	What is intoxication?	
2.2.2.	NSW definition of intoxication	
2.2.3.	Reasonable belief	
2.2.4.	Signs of intoxication	
2.2.5	Erratic drinking patterns	
2.2.6	Alcohol and other drugs or medications	
2.2.7	Conditions that exhibit similar signs to intoxication	

Content checklist for RSA classroom courses		Check (Y or N)
2.3.	Preventing intoxication	
2.3.1.	Steps to prevent intoxication	
2.3.2.	Provide accurate information to customers	
2.3.3.	Standard drinks	
2.3.4.	Know your customer	
2.3.5.	Early intervention	
2.3.6.	Encourage responsible drinking	
2.3.6.1	Free drinking water	
2.3.6.2	Non- or low-alcohol beverages	
2.3.6.3	Food options	
2.4.	Refusing service	
2.4.1.	Identify customers to whom service must be refused	
2.4.1.1	Troublesome or disorderly customers	
2.4.2.	Work as a team	
2.4.3.	How to refuse service	
2.4.4.	Steps to refuse service	
2.4.5.	Ensure the customer's safety	
2.4.6.	Refused customers – their responsibilities	
2.4.7.	Fail to Quit	
2.4.8.	Barring and banning	
<b>Module summary</b>		
<b>Module 3: Minors</b>		
<b>Module 3 key topics</b>		
3.1.	<b>Laws relating to minors</b>	
3.1.1	What does the law say	
3.1.2.	Statutory defence	
3.1.3.	What does this mean for you?	
3.1.3.1.	Penalties for serving minors?	
3.1.4.	When is a minor allowed inside licensed premises?	
3.1.5.	Who is a responsible adult?	
3.1.6.	Secondary sales/supply	
3.1.6.1	Penalties for secondary supply	
3.2.	Monitoring and preventing underage drinking	
3.2.1.	Proof of age	
3.2.1.1	Acceptable proof of age documents	
3.2.2.	Checking customer ID thoroughly	
3.2.3.	Checking a Digital Driver Licence	
3.2.4.	False ID procedure	
3.2.5.	Refusing alcohol service to minors	
3.2.6.	Schoolies	
<b>Module summary</b>		
<b>Module 4: Harm minimisation strategies and approaches</b>		
<b>Module 4 key topics</b>		
4.1.	Mandatory strategies to minimise harm in NSW	

Content checklist for RSA classroom courses		Check (Y or N)
4.1.1	Mandatory training	
4.1.2	Trading hours	
4.1.2.1	Staffies	
4.1.2.2	Standard trading hours	
4.1.3	Signage	
4.1.4	Advertising and promotions	
4.1.5.	Remote sales	
4.2.	Best practice strategies to minimise harm in NSW	
4.2.1.	Plan of management	
4.2.2	House policy	
4.2.3.	Other business policies and procedures	
4.2.4.	Incident registers	
4.2.5.	RSA marshals	
4.2.6.	Liquor accords	
4.2.7.	Voluntary signage	
4.2.8.	Self-exclusion	
4.2.9.	No gang colours	
4.2.10	Best practice frontline worker strategies	
<b>Module summary</b>		
<b>Module 5: Compliance &amp; Enforcement</b>		
<b>Module 5 key topics</b>		
5.1.	Compliance and enforcement in NSW	
5.1.1.	Identifying non-compliance	
5.1.2.	Investigation and enforcement	
5.1.3.	Possible penalties	
5.1.4.	What can enforcement action mean for you and your employer?	
5.2.	Regulatory schemes – ceased on 1 January 2021	
5.2.1.	Violent Venues Scheme	
5.2.2.	Three Strikes Scheme	
5.2.3.	Minors Sanctions scheme	
5.3	Incentives and demerit points system	
5.3.1	Old Strikes	
5.3.2	What can this system mean for you and your employer?	
<b>Module summary</b>		
<b>Next steps</b>		
Additional training		
Responsible Conduct of Gambling (RCG) training		
Privacy training		
Licensee and Advanced Licensee training		
Getting your competency card		
Renewal of NSW competency cards		
Minors and NSW competency card		
Key resources		
RSA videos		

