

Getting the Most Out of Your Training – Complete Hospitality Training

Canonical: <https://cht.edu.au/news/getting-the-most-out-of-your-training/>

Details:

Competency-based training hands the learner more control than a school exam ever did, but only to those who know where the levers are. Ten of them are set out below, roughly in the order they come up.

Before, during and after: make the course yours

Our original guide begins with the learner's own goal. Before enrolling, write down the skill you want to gain or the gap you want to close, then compare it with the actual course overview and outcome. During training, take notes and ask why a process matters; other learners' questions and experience can teach you too. If it suits the group, use breaks to exchange practical ideas and contacts.

After the course, revisit your notes, practise the skills and discuss a useful change with your team lead where workplace approval is needed. Accredited and non-accredited training serve different purposes: check the specific course outcome rather than assuming either one promises a job or a particular credential. The ten administrative and assessment checks below help you make the most of that learning time.

1. Get the USI before you enrol, not after

For nationally recognised training, a USI is generally required before your qualification or Statement of Attainment can be issued, unless an applicable exemption applies. We can explain the requirements for your enrolment. See the official USI exemption guidance . Creating a USI is free; recover an existing one rather than creating another.

One trap: if you have studied any time from 2015 onward you already have a USI . Recover it rather than creating a second, because duplicates split your training history across two records and an employer checking one will not see the other. The RTO must also ask the Registrar to verify that the identifier belongs to you before using it for any purpose — and your USI must not be printed on the certificate itself.

2. Ask for the unit list, then read the performance evidence

A qualification is a list of coded units, and the lists vary enormously:

Code	Qualification	Units	Core	Elective
BSB40520	Certificate IV in Leadership and Management	12	5	7
SIT30622	Certificate III in Hospitality	15	6	9

SIT30722	Certificate III in Hospitality (Restaurant Front of House)	20	9	11
SIT40422	Certificate IV in Hospitality	21	9	12
SIT30821	Certificate III in Commercial Cookery	25	20	5
SIT50422	Diploma of Hospitality Management	28	11	17
SIT40521	Certificate IV in Kitchen Management	33	27	6

Each unit is published on training.gov.au with a section headed performance evidence — the tasks you must be observed doing — and another headed knowledge evidence . Reading the performance evidence before the course starts tells you exactly what will be assessed, which turns every shift and every class into preparation for something specific.

The elective column is the other reason to ask. In SIT50422 , seventeen of twenty-eight units are elective; in SIT30622 , nine of fifteen. Which ones you do is most of the qualification, and the packaging rules say they must be guided by the job outcome sought , local industry requirements and the complexity appropriate to the AQF level . Bring your intended job to that conversation.

3. Use the pre-training review properly

Every learner completes a pre-training review before enrolling, and under Standard 2.2 it is not a formality. It must consider your language, literacy and numeracy , your digital literacy , and your individual requirements including physical skills, prior experience, prerequisites and entry requirements — and it must inform whether you are appropriately placed in that training product.

Use it for three things: to argue for the electives you want, to raise recognition of prior learning, and to be told honestly if the course is the wrong one for you. It is far cheaper to hear that before enrolment.

4. Raise recognition of prior learning, out loud

RTOs must offer RPL under Standard 1.6. It assesses existing evidence against unit requirements; where the evidence holds, the unit is signed off without retraining. A learner with years behind a bar or in a kitchen who says nothing about it will be trained in units that could have been recognised.

It is a genuine assessment against the same evidence requirements as anyone else faces, not a waiver — and how much room there is depends on the qualification. There is far more scope in SIT50422 (39% core) or SIT30622 (40% core) than in SIT40521 (82% core). Our process is described at skills assessment .

5. Understand what your evidence has to satisfy

This is the single most useful thing to know when building a portfolio, because it tells you what "enough" means. Assessment evidence is judged against four rules :

Rule	What the assessor is asking
Validity	Is the evidence adequate to be reasonably assured you hold the skills and knowledge described in the unit?
Sufficiency	Is there enough of it, of the right quality and relevance, to make an informed judgement?
Authenticity	Is this your own original and genuine work?
Currency	Does it demonstrate your current skills and knowledge?

Currency is the one that catches people. A supervisor statement about work you did in 2014 may be authentic and sufficient and still fail on currency. Keep evidence fresh, and keep generating it.

The assessment itself must satisfy four principles : fairness (which includes reasonable adjustment and reassessment where necessary), flexibility (assessing your skills regardless of how or where you acquired them), validity (which requires practical application components in a practical setting), and reliability (another assessor would reach the same judgement).

6. Keep an evidence portfolio from day one

Rosters, position descriptions, supervisor statements, function sheets, menus you have cooked, photographs of plated dishes, records of RSA or food safety units already held — all of it, filed against the unit codes it supports. The portfolio serves the RPL conversation at enrolment and the assessment of later units. Evidence that was never kept cannot be assessed.

7. Treat placement as assessment, not attendance

Where a course includes a workplace component, that is where performance evidence for practical units is collected. Turning up is not the point; being observed doing the tasks the unit describes is. Ask at the outset which units the placement covers, who will observe you, and what they will be looking for.

Some volumes are specified and cannot be compressed, so plan your shifts around them:

Unit	Practical requirement
SITHFAB027 Serve food and beverage	5 service periods, including at least one peak
SITHFAB034 Provide table service of food and beverage	12 service periods, with full menu advice in every one
SITHFAB030 Prepare and serve cocktails	3 service periods, and two cocktails by each of six methods — 12 preparations minimum
SITHFAB025 Prepare and serve espresso coffee	10 specified beverages, on three occasions each
SITXFSA005 Use hygienic practices for food safety	Hand-washing, uniform and PPE use, personal health and hygiene practices, and hygienic food service, each on at least three occasions
SITXFSA006 Participate in safe food handling practices	Controlling hazards at nine critical control points , plus calibrating a temperature probe

If your roster gives you two service periods a fortnight, SITHFAB034 will take three months of shifts. Better to know in week one.

There are three placement routes: one the provider arranges under its own agreements with venues, one you arrange yourself, and a work placement at your existing paid hospitality job. All three require a Placement Agreement completed before it starts , covering supervision, conduct and learning outcomes.

8. Ask for the support you are entitled to

Under the student support standards you must be told how to contact your trainers and assessors , and how long to expect to wait for a reply to an enquiry. You must have channels to disclose a disability at enrolment and at any point afterwards, and the provider is expected to create an environment where asking for a reasonable adjustment is comfortable. Adjustments cannot compromise the integrity of the training product or the industry standard, but within that they are a genuine entitlement rather than a favour.

Wellbeing is also now assessed by reference to the training product content — an RTO teaching RSA and licensed-venue material is expected to have thought about the wellbeing profile that creates — and the provider must assess third-party environments such as work placements for risks to you. See student toolkit and policies .

9. Know what "not yet competent" means

Assessment outcomes are competent or not yet competent . The second is not a fail grade; it identifies the gap and leads to reassessment, and fairness expressly includes enabling reassessment where necessary . Units already found competent are unaffected.

If you believe a decision was wrong, the appeals process must afford procedural fairness, set clear timeframes, and provide review by an independent party at no or low cost — and you must be told all avenues for independent review. Assessment decisions are expressly appealable. Our appeals process is published at policies .

It is also fair to ask who is assessing you. To make assessment judgements a person must hold TAE40122 , TAE40116 , TAE40110 , a diploma or higher in adult education or VET, or a secondary teaching qualification plus an approved assessor skill set, and must have current industry skills and knowledge in the training product. Someone without those may help collect evidence under direction but may not judge you competent.

10. Collect the paperwork at the end

Once you have been assessed as meeting the requirements, certification must be issued within 30 calendar days of the completion of assessment , provided all agreed fees are paid. Check the document carries the RTO's registration code , the NRT logo , and — on a Statement of Attainment — the full title and national code of every unit . Then check the units have appeared on your USI transcript.

One thing not to panic about: an RTO can trade under several names, so the name on a certificate may not match the website. A Complete Healthcare Training document issued between 24 October 2023 and 19 April 2025, or an old Victorian Bar School one, is a genuine RTO 3722 credential. Check the RTO code and the trading-name history on the training.gov.au organisation record.

The levers, in one table

Lever	When	What it changes
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USI, recovered not duplicated	Check at enrolment	Generally required before issue, unless an applicable exemption applies
Unit list and performance evidence	Before the course starts	What you prepare for
Elective choice	At enrolment	Most of the qualification, in the elective-heavy courses
Pre-training review and RPL	At enrolment	Which units you actually need to be trained in
Itemised fee schedule	Before you pay	What the course really costs
Evidence portfolio, tested against the four rules	Continuously	What can be assessed
Placement planned against service-period volumes	During the course	Whether practical units get signed off on time
Reasonable adjustment and support	Any time	Whether the course is doable for you
Reassessment and appeal	After an outcome	Whether a gap stays a gap
The 30-day issuance rule	At the end	Whether you get the document you paid for

To register interest in a CHT course, use the expression of interest form or contact .

The entitlements behind the advice

Most of the above is good practice. Some of it is an obligation the provider owes you, and knowing which is which changes the conversation. These are the numbered standards worth quoting.

Standard	What you are entitled to
1.4	Assessment that satisfies the four principles of assessment — fairness, flexibility, validity and reliability — where fairness expressly includes accommodating your needs and allowing reassessment where necessary , and validity expressly requires practical application components in a practical setting
2.3	Timely access to your trainers, assessors and support staff to help your progress, with queries answered in a timely manner, and to know how to contact them
2.4	Reasonable adjustments where a disability affects how you can demonstrate competence, consistently with the Disability Standards for Education 2005 , and to be told the reasons if an adjustment is not appropriate or possible. What an adjustment cannot change is the competency standard itself

2.6	Wellbeing support identified by reference to what the course actually teaches , and to be told what services and external contacts are available
2.7	A complaints system that is publicly available, procedurally fair, with published timeframes and escalation avenues. A complaint may be made in any form — an informal conversation with a trainer counts
2.8	An appeals system for decisions, including assessment decisions, with procedural fairness and independent review at no or low cost , and to be told all the avenues for that review

Two practical consequences. First, if you are assessed as not yet competent and you disagree, appealing is a right rather than a favour, and reassessment is built into the fairness principle. Second, the channel to disclose a disability has to be open at enrolment and throughout , not only on the application form — so it is never too late in a course to ask.

About us

We are Complete Hospitality Training , RTO 3722, CRICOS 04242E. Level 3, 28 Elizabeth Street, Melbourne VIC 3000, and 410 Elizabeth Street, Surry Hills NSW 2010. Contact melbourne@cht.edu.au or +61 3 9654 1554 .

We link to the relevant course and regulatory sources in this guide. Check those sources for current requirements, and confirm course availability, delivery, fees and entry requirements with us before enrolling.

Source records and further guidance

We link the unit records and regulator guidance relevant to this page below. Check the current source before making an enrolment, licensing or employment decision.

SIT30622 Certificate III in Hospitality

SIT50422 Diploma of Hospitality Management

SITHFAB034 Provide table service of food and beverage

BSB40520 Certificate IV in Leadership and Management

SIT40422 Certificate IV in Hospitality

Responsible Service of Alcohol training requirements (Queensland)

Responsible Service of Alcohol training requirements (Western Australia)

Responsible Service of Alcohol training requirements (Northern Territory)

Responsible Service of Alcohol training requirements (Australian Capital Territory)

Food Standards Code — Standards 3.2.2 and 3.2.2A (food safety practices and food safety management tools)

National Code of Practice for Providers of Education and Training to Overseas Students 2018 — Standards 1 to 11

Outcome Standards for Registered Training Organisations 2025 (full text)

Unique Student Identifier (USI) requirements for RTOs

Can I start a course without a USI?

Ask us about enrolment timing and any applicable exemption. For nationally recognised training, a USI is generally required before your qualification or Statement of Attainment can be issued, unless an applicable exemption applies. We can explain the requirements for your enrolment. See the official USI exemption guidance (<https://www.usi.gov.au/students/create-your-usi/exemptions-usi>). Creating a USI is free; recover an existing one rather than creating another.

I think I already have a USI but cannot find it. Should I make a new one?

No. Recover the existing one. A duplicate splits your training history across two records, so neither shows the full picture, and employers and RTOs check one.

Does recognition of prior learning make the qualification worth less?

No. A unit recognised through RPL is the same unit, recorded the same way on the USI transcript, judged against the same four rules of evidence.

What actually makes my evidence "enough"?

Sufficiency — the quality, quantity and relevance that let an assessor make an informed judgement — combined with validity, authenticity and currency. Currency is the usual weak point: old evidence may be genuine and still not demonstrate your current skills.

What happens after a "not yet competent" result?

The assessor identifies what was missing and reassessment is arranged. Fairness expressly includes enabling reassessment where necessary. Units already found competent are unaffected.

Can I be assessed entirely by written work?

Not for practical units. Validity requires assessment to include practical application components that let you demonstrate the skills in a practical setting. If a practical unit is being assessed by written work alone, ask why.

How many shifts will the practical units actually need?

It depends on the unit. SITHFAB034 alone needs twelve service periods with full menu advice given in every one; SITHFAB030 needs twelve cocktail preparations across three service periods; SITHFAB025 needs ten specified beverages on three occasions each. Ask for the numbers in week one and check them against your roster.

Can I ask for extra time or a different assessment method?

Yes, through reasonable adjustment. You must have a channel to disclose a disability at enrolment and afterwards, and adjustments must be made — provided they do not compromise the integrity of the training product or the industry standard.

Do Statements of Attainment expire?

No. Some things that sit on top of them carry their own currency: a Food Safety Supervisor certificate must have been issued within the preceding five years; Victorian RSA carries three-yearly currency for every certificate holder, not only licensees; the Northern Territory and the ACT expire RSA at three years; Queensland and Western Australia impose no expiry at all. The Statement itself stands.

Does my qualification go out of date?

It can be superseded when the training package is updated, which is different from expiring. SIT40422 supersedes SIT40416 and is not equivalent, so a gap assessment may be needed; BSB40520 is equivalent to BSB42015, so older study may credit straight across. A qualification can also carry an end date — SIR30216 Certificate III in Retail is on our scope record but passed its end date on 28 June 2024.

The name on my certificate is not the name on the website. Is something wrong?

Probably not. Our organisation record carries six trading names, five current. A Complete Healthcare Training certificate from between October 2023 and April 2025 is a genuine RTO 3722 credential even though that name has ended.

How long should I expect to wait for a reply from my trainer?

Whatever benchmark the provider has set and published — you are entitled to be told both how to lodge an enquiry and how long the response should take. If neither is stated, ask for both in writing.

What if I cannot finish?

You receive a Statement of Attainment for the units completed, and those units credit-transfer into a later enrolment. Finish units rather than abandoning them mid-way: a completed unit is a permanent asset, a half-finished one is nothing.

Where should I read next?

Why formal certifications are so important ([/news/why-formal-certifications-are-so-important/](#)) for what a genuine document looks like, your guide to selecting the right hospitality course ([/news/your-guide-to-selecting-the-right-hospitality-course-for-you/](#)) for choosing one, and how to balance education, work and life ([/news/how-to-balance-education-work-and-life/](#)) for fitting it around a roster. The courses list ([/courses/](#)) has what is on offer.

What can I do if I am assessed as not yet competent?

Appeal. Standard 2.8 requires an appeals system covering assessment decisions, with procedural fairness and independent review at no or low cost, and requires you to be told all the avenues for that review. Separately, the fairness principle in Standard 1.4 expressly contemplates reassessment where necessary.

Am I entitled to a response when I contact my trainer?

Yes. Standard 2.3 requires timely access to trainers, assessors and staff to support your progress, and requires queries to be responded to in a timely manner. You are also entitled to know how to contact

them.

Is it too late to ask for support once the course has started?

No. The channel to disclose a disability and ask for a reasonable adjustment must be open at enrolment and throughout, and Standard 2.4 requires adjustments consistent with the Disability Standards for Education 2005, with reasons given if one is not possible.