

The Power of Positive Reinforcement in Hospitality Training - Complete Hospitality Training

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Details:

In competency-based training there are only two verdicts: competent, and not yet competent. The words not yet carry the whole idea — they describe a stage in a process rather than a judgement about a person, and reinforcement during training exists to keep a learner moving through that stage, not to congratulate them for having finished it.

There is also a unit for this. SITXHRM007 Coach others in job skills is a core unit in four qualifications on our scope — SIT30622 Certificate III in Hospitality, SIT30722 Certificate III in Hospitality (Restaurant Front of House), SIT30821 Certificate III in Commercial Cookery and SIT40422 Certificate IV in Hospitality. Coaching is not an optional management flourish in this industry; it is built into the Certificate III core, which means every qualified operator is expected to be able to do it.

Reinforcing a learner is not the same as reinforcing a worker

A supervisor reinforcing a competent employee is rewarding output. A trainer reinforcing a learner is shaping a behaviour that is not yet reliable. That difference changes what gets praised. Partway up a learning curve the useful target is the process — the sequence, the check, the decision — because the output is not yet consistent enough to be a fair measure of anything.

The training package builds that expectation of repetition in, which is why process-level reinforcement matters so much. Several units specify volumes of practice that cannot be compressed:

| Unit | Practice the unit requires | | --- | --- | | 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, 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 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 probe calibration and contamination reporting |

Those numbers are the reason reinforcement is structural rather than sentimental. A learner has to want to come back and do the thing a tenth time. Something has to make that happen.

Sequencing is part of coaching, and prerequisites decide it

This is the most commonly skipped piece of practical training design, and it is the fastest way to demoralise a learner: enrolling them in a unit they are blocked from completing.

The national register sets prerequisites in the food and beverage stream, and one unit does most of the gating:

| Unit | Prerequisite(s) | | --- | --- | | SITHFAB021 Provide responsible service of alcohol | — | | SITHFAB022 Clean and tidy bar areas | SITXFSA005 | | SITHFAB023 Operate a bar | SITHFAB021 and SITXFSA005 | | SITHFAB024 Prepare and serve non-alcoholic beverages | SITXFSA005 |

SITHFAB025 Prepare and serve espresso coffee | SITXFSA005 | | SITHFAB026 Provide room service | SITXFSA005 | | SITHFAB027 Serve food and beverage | SITXFSA005 | | SITHFAB030 Prepare and serve cocktails | SITHFAB021 , SITHFAB023 and SITXFSA005 | | SITHFAB034 Provide table service of food and beverage | SITHFAB021 and SITXFSA005 | | SITHFAB035 Provide silver service | SITXFSA005 |

Three things follow that are worth knowing before you build a training plan.

SITXFSA005 is the gateway unit for the whole stream — nine units hang off it, from SITHFAB022 through to SITHFAB035 . Put it first. Keep that figure scoped to the food and beverage stream, because the same unit also sits in front of cookery, patisserie and kitchen units elsewhere in the SIT package, which would be a different total about a different set of units.

RSA reaches exactly as far. SITHFAB021 is a prerequisite to nine units of its own — SITHFAB023 , SITHFAB029 , SITHFAB030 , SITHFAB031 , SITHFAB032 , SITHFAB033 , SITHFAB034 , SITHFAB037 and SITHFAB039 — so a training plan that leaves RSA late blocks as much as one that leaves food safety late. Only four units in the stream carry no prerequisite at all: SITHFAB021 , SITHFAB028 , SITHFAB036 and SITHFAB038 .

Four units in the stream carry two or more prerequisites. SITHFAB023 Operate a bar and SITHFAB034 Provide table service of food and beverage each carry two, and in both the second is RSA ; SITHFAB030 Prepare and serve cocktails carries three, adding SITHFAB023 ; and SITHFAB039 Manage the sale or service of wine carries three of its own in SITHFAB021 , SITHFAB032 and SITHFAB033 . The RSA gate surprises almost everyone, because RSA is normally filed under liquor licensing. Here it is an academic prerequisite: it blocks a table service unit regardless of the venue's licence status or the state liquor regime. The register's own explanation is that SITHFAB034 covers higher-order service techniques required by senior food and beverage attendants, while SITHFAB027 covers fundamental technical skills for casual dining — and the extra alcohol prerequisite reflects that difference. That is a useful thing to be able to explain to a learner who thinks RSA is irrelevant to the dining room.

Two of those prerequisites are worth reading as chains rather than single gates, because they set the shape of a multi-term plan. SITXFSA005 , then SITHFAB023 , then SITHFAB030 puts the cocktail unit three deep and needing RSA as well. And SITHFAB021 , then SITHFAB032 and SITHFAB033 , then SITHFAB039 is a sommelier path four units deep — the longest sequence in the stream, and not something to start in a learner's final term.

One structural convenience: SIT30722 carries both SITHFAB021 and SITXFSA005 as core, so a learner in that qualification has cleared the two prerequisites standing in front of most of the stream from the outset — though not all of it, since SITHFAB030 additionally needs SITHFAB023 and SITHFAB039 additionally needs SITHFAB032 and SITHFAB033 . See restaurant waiting and SIT30722 .

Reinforcement starts before the first shift: the pre-training review

The most consequential coaching conversation usually happens before training begins, and it is a regulatory requirement rather than good practice.

Standard 2.2 of the Outcome Standards for registered training organisations requires that students are advised, prior to enrolment , about the suitability of the training product for them, taking into account their skills and competencies. Its performance indicators require procedures to review, before enrolment, a prospective student's skills and competencies including their language, literacy and numeracy proficiency and digital literacy , and to advise each prospective student whether the product suits them. That review is the pre-training review .

Name the instrument when you cite it, because two different instruments both carry a "Standard 2.2": the Outcome Standards for RTOs, which is this one and applies to every learner, and the National Code 2018, whose Standard 2.2 concerns assessing an overseas student's English, qualifications or work experience for course entry.

Why it matters for reinforcement: a learner set up in a product above their current level will accumulate not-yet-competent results, and no amount of encouragement fixes a placement problem. CHT completes an LLN assessment during application and enrolment to determine the learner's Australian Core Skills Framework level, identify support needs and inform the training strategy. Its own enrolment conditions expect LLN skills at around ACSF Level 3, roughly senior secondary school level, across several qualifications including its Certificate III and Certificate IV programs in hospitality, business, and leadership and management, and it applies a minimum age of 16 at commencement with additional documentation for applicants under 17. Those are our own conditions rather than regulatory requirements, and they can change — confirm the current policy. See policies .

Recognition is the strongest motivator available, and it has two forms

The pre-training review is also where existing skills get recognised, which for an experienced worker is worth more than any amount of praise.

| | Recognition of prior learning | Credit transfer | | --- | --- | --- | | Standard | 1.6 of the Outcome Standards for RTOs | 1.7 | | Recognises | Skills and knowledge gained without formal training — work, life, unaccredited courses | A unit already certified as complete at any RTO | | Assessment? | Yes , against the same evidence as the course. It is not a waiver | None at all | | Coaching use | Tells an experienced cook their years count for something specific | Stops a learner repeating a unit they already hold |

Getting this wrong in the other direction is demotivating in a different way: telling an experienced person RPL is "automatic" and then assessing them against full evidence feels like a bait and switch. It is an assessment. Say so up front. See skills assessment .

Recognition is a performance criterion, not a management fashion

Everything above is technique, and technique is contestable. The part that is assessed, and therefore checkable, sits inside the HR units themselves.

SITXHRM012 Monitor staff performance is current on our scope of registration, and its first element requires a supervisor to provide recognition and rewards for achievements and outstanding performance . That is a performance criterion of an assessed unit rather than a preference about management style. The same element requires the supervisor to consult with and inform colleagues about expected standards of performance using appropriate communication mechanisms, to monitor ongoing performance through regular performance appraisals and by maintaining close contact with the workplace and colleagues, to provide regular guidance and support, and to identify the need for further coaching or training and organise it according to organisational policy.

The unit also fixes what performance is measured against, which is where most venue-level reinforcement quietly fails. Performance must be monitored against at least six of these ten named standards :

| The ten standards named in SITXHRM012 | | --- | | Adherence to procedures | | Cost minimisation | | Customer service standards | | Level of accuracy in work | | Personal presentation | | Productivity | | Punctuality | | Response times | | Team interaction | | Waste minimisation |

A venue that reinforces "attitude" is reinforcing nothing on that list. A venue that reinforces response times, accuracy and team interaction is reinforcing three of them, and can say which.

The unit also separates two things that are routinely blurred. Element 2 requires performance problems to be identified and investigated, addressed with feedback and coaching, and solutions discussed and agreed with the colleague — and it distinguishes informal counselling, whose outcomes are followed up by review in the workplace, from a formal counselling session organised and conducted according to required procedures. Element 3 requires formal performance management systems to be implemented and individual performance evaluations conducted openly and fairly. Reinforcement lives in element 1. It does not substitute for either element 2 step when there is a real performance problem, and praising around a problem is how a formal step arrives with no warning.

Do not read this page as a claim about where SITXHRM012 sits in a qualification. It is current on our scope of registration at deliver-and-assess extent; whether it is core or elective in a particular qualification is a question for the packaging rules on training.gov.au.

Two business-package units on our scope take the same position from the management side rather than the supervisory side:

| Unit | Where recognition sits in it | | --- | --- | | BSBLDR522 Manage people performance | Element 4 closes the cycle by requiring the manager to reinforce excellence in performance through recognition and continuous feedback, alongside developing performance improvement and development plans and responding to underperforming individuals | | BSBTWK502 Manage team effectiveness | Performance evidence requires the candidate to provide feedback to encourage, value and reward others, and to model desired behaviour and practices themselves |

BSBLDR522 element 1 adds the condition that makes reinforcement legible to the person receiving it: performance standards and key performance indicators must be developed and confirmed with the relevant staff, not handed down. Praise measured against a standard the employee has never agreed to is not reinforcement, it is a surprise. BSBTWK502 element 4.3 adds the obligation most "recognise your people" advice omits, which is to communicate and follow up unresolved issues, concerns and problems raised by team members with line management. Recognition that arrives while a raised problem sits unanswered is read, correctly, as a substitute for action.

Specific beats vague, every time

Vague praise feels pleasant and teaches nothing. Specific reinforcement names the behaviour precisely enough that the learner can reproduce it deliberately next time.

| Vague | Specific | Why the specific version works | | --- | --- | --- | | Good job tonight | You called checks two minutes ahead through the busiest block, so the pass never backed up | Names a repeatable behaviour rather than a feeling | | You need to be faster | Your extraction is right; the delay is grinding each cup to order instead of during the previous extraction | Separates what is already competent from the one thing to change | | Be more confident | Greet within the time the venue has set and give your name — that is the observable step being assessed | Ties feedback to a criterion rather than a personality trait | | Watch your hygiene | You dried your hands on your apron after washing; use the paper towel, because hand-washing is assessed as a complete sequence | Names the exact step, and says why it is assessed |

The common thread is that good feedback quotes the criterion. Every unit on training.gov.au publishes its performance evidence — the tasks a learner must be observed doing — and its knowledge evidence. A trainer who has read those can point at a sentence rather than an impression, and a learner who has read them knows what they are aiming at. That is the single cheapest improvement available to either party.

Correct the action, not the person

Feedback aimed at an action is information. Feedback aimed at the person is a character assessment, and learners defend themselves against it instead of using it. The practical test is whether the sentence

names something the learner did — the second course went out before the first was cleared — or something the learner supposedly is . The first can be changed on the next service. The second cannot be changed at all.

There is a regulatory shadow to this too. Providers are now expected to identify wellbeing needs by reference to the training product content , and the named risks include failing to prevent and address abuse, harassment or violence among student cohorts, and not assessing third-party environments such as work placements that could harm a learner. A kitchen culture that runs on personal criticism is not just poor teaching; it is the kind of environment a provider is expected to have looked at.

Effort and output are reinforced at different times

Early in a learning curve, output is unreliable by definition, so reinforcing effort and correct process is what keeps a learner practising through the awkward stage where nothing yet works smoothly. Once a task is performed reliably, reinforcement should shift to output and consistency . Continuing to praise effort at that point reads as faint praise and signals to an already competent worker that little is expected of them.

The qualification structure hints at when that shift is due. SIT30622 has six core units and nine electives; SIT40422 has nine core units, three of them HR units — SITXHRM007 Coach others in job skills, SITXHRM008 Roster staff and SITXHRM009 Lead and manage people. At Certificate III the person is being coached; at Certificate IV they are expected to coach. Reinforcement that still targets effort at that point is aimed at the wrong level. BSB40520 Certificate IV in Leadership and Management takes the same step outside the hospitality package, with BSBLDR411 Demonstrate leadership in the workplace and BSBXTW401 Lead and facilitate a team among its five core units.

For an apprentice, the strongest reinforcement is a wage stage

An apprentice is the one learner for whom a training result has a direct, dated consequence in the pay cycle, and that makes an accurate assessment message the most concrete recognition available to them.

Where apprenticeship legislation allows competency-based progression and the training contract does not say otherwise, an apprentice indentured after 23 January 2020 progresses by stage rather than by year, with each stage set as a higher percentage of the award's standard rate — which is the Level 4 rate, the same classification the Certificate III floor lands on.

Progression happens when the RTO, the employer and the apprentice agree the requirements have been met — or where the employer has been given written advice that the RTO assessed the apprentice as meeting the requirements for all relevant units and has not notified disagreement within 21 days of receiving it. Silence for 21 days is deemed agreement. The higher rate is then payable from the first full pay period on or after the date agreement or determination is reached.

The practical consequence runs both ways. An employer who files the RTO's letter and does nothing is not holding a position open for discussion; they are accruing an underpayment on a 21-day clock. And a trainer who tells an apprentice "you passed" without telling them a written advice has gone to the employer has withheld the only piece of feedback with a date attached to it.

The award protects the training itself as well, which is the other half of reinforcement. Under clause 12.7 of MA000009 and MA000119 :

12.7(a) the employer must release the apprentice to attend training or assessment without loss of pay or continuity of employment ;

12.7(b) time spent in training or assessment counts as time worked ;

12.7(c) to (e) the employer must reimburse the apprentice for all fees paid to an RTO for required courses and for required textbooks the employer did not supply , due by the later of 6 months after the

apprenticeship starts, 6 months after the relevant stage, or 3 months after the RTO's training starts , subject to satisfactory progress.

Trainees have the equivalent release right at Schedule E clause E.5.2 of the Miscellaneous Award 2020: released without loss of pay and without loss of continuity of employment , with that time counting as time worked . School-based traineeships vary.

None of that is a reward a supervisor grants. It is an entitlement a supervisor can either administer on time or quietly withhold, and it does more to a learner's motivation than any amount of encouragement on the floor.

The reinforcement that is not a compliment

The strongest thing a coach can offer is not praise. It is telling a learner accurately what the qualification is worth, which is a matter of award classification rather than encouragement.

Modern award coverage in this industry is decided by the premises, not the job title . The same job title maps to a different award and a different pay table depending on where the person works:

| Award | Code | Premises | | --- | --- | --- | | Hospitality Industry (General) Award 2020 | MA000009 | Hotels, pubs, taverns, motels, resorts, casinos, caterers, accommodation | | Registered and Licensed Clubs Award 2020 | MA000058 | Not-for-profit registered clubs — RSL, bowls, golf, sporting | | Restaurant Industry Award 2020 | MA000119 | Standalone restaurants, cafes, night clubs, reception centres, roadhouses | | Fast Food Industry Award 2010 | MA000003 | Takeaway, food courts, food sold mainly to be eaten away from the counter |

Two traps in that table. Registered clubs are not MA000009 — clause 4.4(d)(i) of that award expressly excludes clubs registered or recognised under State or Territory legislation — and night clubs are not the clubs award either, because a night club is commercial rather than not-for-profit, which puts it in MA000119.

The part that matters to a learner: under MA000009 clause 18.1 , MA000119 clause 18.1 and MA000058 clause 18.3 , a relevant AQF Certificate III or higher, used at work , sets a minimum classification of Level 4 . MA000009 and MA000119 both require that the employee actually makes use of the skills and knowledge derived from the Certificate III competencies — it is not automatic on completion. MA000058 states the floor for "AQF Certificate III qualifications relevant to the classification in which they are employed", without "or higher", and adds that the Fair Work Commission may require the employee to demonstrate that they use the relevant skills. The Fast Food Industry Award has no equivalent provision.

So "finish this and use it, and in three of the four awards your classification floor moves" is a true, specific, checkable statement. It is also far more motivating than praise, and it is the reason the coaching conversation should include what the qualification does rather than only how the learner is going.

No pay rates appear on this page, deliberately. Award rates re-set every 1 July and a stale figure is worse than none. Check the current rate for a classification using the Fair Work Ombudsman's Pay and Conditions Tool, against the award code that matches the premises . See working hours, rosters and public holidays and superannuation, tax and payslips .

Where assessment draws a line

Coaching and assessment are different activities, and the line between them is not a matter of style.

Feedback while a learner practises is teaching. Once that learner is being assessed against a unit of competency, the assessor is gathering evidence about what the learner can do unaided — and one of the four rules of evidence is authenticity , which requires the assessor to be assured the evidence is the learner's own original and genuine work. Prompting someone through a task compromises that directly.

A second rule, validity, requires the evidence to be adequate for reasonable assurance that the learner holds the skills described in the unit. Coached performance is not evidence of unaided performance. Encouragement is not evidence.

What the standards do protect is the learner's position around the assessment. Fairness expressly includes accommodating the learner's needs, implementing reasonable adjustments where appropriate, and enabling reassessment where necessary. Flexibility requires assessment to be appropriate to the context, the training product and the learner, and to assess their skills regardless of how or where they acquired them. So a not-yet-competent result is meant to lead somewhere, and a learner who needs an adjustment is meant to be able to ask without it counting against them.

One more thing worth knowing about who decides. Outcome Standard 3.2 requires training and assessment to be delivered to VET students by credentialed people with current skills and knowledge in training and assessment, and the Credential Policy accompanying the Standards specifies which credentials satisfy that for each role — TAE40122, TAE40116, TAE40110, a diploma or higher in adult education or VET, or a secondary teaching qualification plus an approved assessor skill set — together with current industry skills and knowledge in the training product. Someone with relevant industry credentials but not one of those may coach you and help collect evidence under direction, but may not decide whether you are competent. That separation is useful in practice: the person doing most of the encouraging is often not the person making the call.

These obligations belong to the registered training organisation — CHT, RTO 3722, is bound by them, and its current registration, exercised by the Australian Skills Quality Authority, runs to 30 June 2032 across a scope of 17 qualifications, 81 skill sets and 579 units. A venue running its own in-house training carries no obligations under the RTO Standards, although its work health and safety, food safety and award duties continue regardless. For nationally recognised outcomes delivered on site, see the workplace training pages.

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.

Registered since 1 June 1994; current registration, exercised by ASQA, runs to 30 June 2032.

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.

SITXFSA005 Use hygienic practices for food safety

SITHFAB021 Provide responsible service of alcohol

SITHFAB030 Prepare and serve cocktails

SITHFAB034 Provide table service of food and beverage

SITHFAB023 Operate a bar

Hospitality Industry (General) Award 2020 (MA000009)

Restaurant Industry Award 2020 (MA000119)

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)

Is positive reinforcement just being nice?

No. It is the deliberate strengthening of one specific behaviour, and it requires precision. A pleasant trainer who never names a behaviour is not reinforcing anything.

Is giving someone recognition actually part of an assessed unit?

Yes, in three of them. SITXHRM012 Monitor staff performance requires a supervisor to provide recognition and rewards for achievements and outstanding performance as a performance criterion in element 1. BSBLDR522 Manage people performance closes element 4 with reinforcing excellence in performance through recognition and continuous feedback. BSBTWK502 Manage team effectiveness requires the candidate to provide feedback to encourage, value and reward others. All three are current on our scope of registration.

What standards is a worker's performance supposed to be measured against?

SITXHRM012 names ten and requires at least six to be monitored: adherence to procedures, cost minimisation, customer service standards, level of accuracy in work, personal presentation, productivity, punctuality, response times, team interaction and waste minimisation. "Attitude" is not one of them.

Should performance standards be set by the manager alone?

Not under BSBLDR522. Element 1 requires performance standards and key performance indicators to be developed and confirmed with the relevant staff. A standard nobody has agreed to cannot be reinforced against, because the employee has no way to aim at it.

Is coaching actually part of a hospitality qualification?

Yes. SITXHRM007 Coach others in job skills is a core unit in SIT30622, SIT30722, SIT30821 and SIT40422. It is not an elective anyone can trade away.

Does reinforcement lower standards?

The opposite, when done properly. Naming exactly what met the standard makes that standard clearer than a general complaint about performance ever does — and the standard itself is published, unit by unit, as performance evidence.

What should a trainer actually quote when giving feedback?

The unit's performance evidence. It lists the tasks a learner must be observed doing, so feedback can name a criterion rather than an impression. Knowledge evidence covers what they must be able to explain.

How do I sequence units so a learner is not blocked?

Put SITXFSA005 first — within the food and beverage stream it is a prerequisite for nine units: SITHFAB022, SITHFAB023, SITHFAB024, SITHFAB025, SITHFAB026, SITHFAB027, SITHFAB030, SITHFAB034 and SITHFAB035. Put RSA SITHFAB021 early too, because it gates nine units of its own. Four units carry two or more prerequisites — SITHFAB023 and SITHFAB034 carry two, SITHFAB030 and SITHFAB039 carry three — so those four are the ones to place late in a plan rather than early.

Why does a table service unit require RSA?

Because it is an academic prerequisite, not a licensing one. The register's reasoning is that SITHFAB034 covers higher-order service techniques for senior food and beverage attendants, and the alcohol prerequisite reflects that, irrespective of the venue's licence or the state regime.

When should recognition of prior learning be raised?

At the pre-training review, before enrolment. It is assessed against the same evidence as the course under Standard 1.6, so it is an assessment rather than a waiver. Credit transfer, under Standard 1.7, recognises an already-certified unit with no reassessment at all. We first verify the evidence and equivalence, check that the units fit your training product, and check for licensing or regulatory restrictions before granting credit. See ASQA's credit-transfer guidance (<https://www.asqa.gov.au/for-providers/standards-for-RTOs/practice-guides/quality-area-1-training-and-assessment/RPL-and-credit-transfer-practice-guide>).

What is a pre-training review for?

Advising a prospective student, before enrolment, whether the training product suits them, taking into account their skills and competencies — required by Standard 2.2 of the Outcome Standards for RTOs, with language, literacy, numeracy and digital literacy expressly named.

How does an apprentice's competency progress turn into a higher rate?

By agreement, or by silence. Progression happens when the RTO, the employer and the apprentice agree the requirements have been met, or where the employer received written advice that the RTO assessed the apprentice as meeting the requirements for all relevant units and did not notify disagreement within 21 days. The higher rate is payable from the first full pay period on or after the date agreement or determination is reached. For the current amount at any stage, use the Fair Work Ombudsman's Pay and Conditions Tool.

Does an employer have to pay an apprentice for time spent in training?

Yes. Clause 12.7(a) of MA000009 and MA000119 requires release to attend training or assessment without loss of pay or continuity of employment, and 12.7(b) makes that time count as time worked. Clauses 12.7(c) to (e) require reimbursement of all fees paid to an RTO for required courses and of required textbooks the employer did not supply, due by the later of 6 months after the apprenticeship starts, 6 months after the relevant stage, or 3 months after the RTO's training starts, subject to satisfactory progress. Trainees have the equivalent right at Schedule E clause E.5.2 of the Miscellaneous Award 2020.

Can a trainer give feedback during an assessment?

Not in a way that supplies the answer or the action. Authenticity requires the evidence to be the learner's own genuine work, and validity requires it to show what they can do. Feedback belongs to the practice stage.

What happens when a learner is repeatedly not yet competent?

The result identifies which criterion was not met, so the response is targeted practice on that criterion followed by a further attempt. Fairness expressly includes enabling reassessment where necessary. Units already found competent are unaffected. See the published policies (/policies/).

Can a learner ask for the assessment to be done differently?

They can ask for a reasonable adjustment, and providers are expected to create an environment where that request is comfortable — with channels to disclose a disability at enrolment and at any point afterwards. The limit is that an adjustment must not compromise the integrity of the training product or the industry standard.

What if a learner thinks an assessment decision was unfair?

They can appeal. The appeals process must afford procedural fairness, set clear timeframes and provide independent review at no or low cost, and the learner must be told all avenues for independent review. Assessment decisions are expressly appealable.

Who is allowed to tell me I am competent?

Someone holding one of TAE40122, TAE40116, TAE40110, a diploma or higher in adult education or VET, or a secondary teaching qualification plus an approved assessor skill set, with current industry skills and knowledge in the training product. Standard 3.2 sets the credentialling requirement and the Credential Policy specifies which credentials apply to each role. Others may coach and collect evidence under direction only.

Does finishing a Certificate III actually change anything on a payslip?

It can. Under MA000009 cl 18.1, MA000119 cl 18.1 and MA000058 cl 18.3, a relevant AQF Certificate III or higher, used at work, sets a minimum classification of Level 4. The Fast Food Industry Award MA000003 has no equivalent provision. Check the current rate for that classification with the Fair Work Ombudsman's Pay and Conditions Tool.

Which award applies to my venue?

The premises decides, not the job title. Hotels, pubs, casinos and caterers are MA000009; not-for-profit registered clubs are MA000058, which MA000009 clause 4.4(d)(i) expressly excludes; standalone restaurants, cafes and night clubs are MA000119; takeaway and food courts are MA000003.

How much practice should a learner expect before assessment?

More than most people expect, and the unit says so. SITHFAB034 requires twelve service periods with full menu advice in every one; SITHFAB030 requires twelve cocktail preparations; SITHFAB025 requires ten beverages on three occasions each. Build the roster around the numbers rather than hoping.

Does this apply to venue trainers as well as RTO trainers?

The technique applies to both. The assessment obligations do not — they attach only to a registered training organisation. A venue's own duties are the award, work health and safety and food safety. Venues wanting nationally recognised outcomes on site should look at workplace training ([/workplace-training/certificate-iv-in-hospitality/](#)) or lodge a course enquiry ([/contact/](#)).

Where should a new supervisor start?

With the unit they will be assessed against, and then with the practical guides: how to motivate employees in hospitality ([/news/how-to-motivate-employees-hospitality/](#)), managing and motivating your hospitality team ([/news/managing-and-motivating-your-hospitality-team-tips-and-tricks/](#)), and creating an effective training plan ([/news/how-to-create-an-effective-training-plan-for-your-hospitality-business/](#)). Getting the most out of your training ([/news/getting-the-most-out-of-your-training/](#)) covers the same ground from the learner's side, and the benefits of cross-training ([/news/the-benefits-of-cross-training-in-the-hospitality-industry/](#)) covers where to point a competent worker next. For the rostering consequences of releasing an apprentice to training, see steps for rostering and time management ([/news/steps-for-rostering-time-management/](#)).