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# Qualification Specification

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**CTH Level 4 Certificate in Environmental  
Sustainability Management in  
Hospitality**

**March 2023**

**QAN: 610/0070/9**



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# 1. Introduction

## Overview

The objective of this Qualification Specification is to provide an overview of the **CTH Level 4 Certificate in Environmental Sustainability Management in Hospitality** qualification.

This document includes the aim, size, structure and content including learning outcomes and assessment criteria for each unit, together with a sample assessment.

There is guidance relating to the centre approval, delivery and assessment requirements for this qualification, and details of grading criteria and the grading of units.

Further details regarding this qualification are available from CTH and contained within the more comprehensive Delivery and Assessment Handbook.

## Purpose of the Qualification

The purpose is to provide a qualification that:

- introduces the skills required to develop an environmental management system, including developing key performance indicators for energy, water, waste & CO<sub>2</sub>.
- provides learners with an understanding, theoretical and practical skills to enable the implementation and management of the three pillars of sustainability (energy, water and waste).
- provides learners with the skills to develop, train and manage a sustainable green team within a hospitality business.
- provides learners with the skills and knowledge to actively promote a hospitality business in a green economy.
- enables learners to understand how any business operating within a built environment contributes to CO<sub>2</sub> emissions.
- enables learners to understand why and how behavioural change within a team reduces CO<sub>2</sub> emissions.

## Access and Entry Requirements

The entry requirements below are intended for guidance only as applicants may apply with a wide variety of backgrounds and qualifications.

Approved CTH Centres are responsible for ensuring learners meet the recommended admission requirements below, prior to admission and enrolment, and are deemed able to fulfil the demands of the course and successfully complete the qualification.

Learners must have an appropriate level of academic skills or be given support by centres to acquire the relevant study skills for this qualification.

CTH would also expect approved Centres to undertake an initial assessment of each learner prior to the start of their programme to ensure they are able to provide the learner with any necessary additional support.

Learners are expected to complete a work-based application of learning as part of the qualification; therefore, learners must have access to work placement or experience within a hospitality or tourism business.

Requirements		Recommended Admission Requirements
All Learners	✓ <b>Minimum Age</b>	17 at enrolment.
	✓ <b>English Language</b>	All learners without English as a first language must hold at least IELTS 5.5 or other evidence of competence in English at this level.  The course is taught in English and assessed by written assessments and examinations in the English language.
	✓ <b>Education</b>	This is an open access qualification with admission at the discretion of approved CTH Centres for learners they consider able to successfully complete the qualification.  However, all learners should have completed full time secondary education up to age 16, and it is expected that most will have achieved a recognised qualification at Level 2 in some subjects (UK GCSE level or overseas equivalent).
	✓ <b>Technology</b>	Learners will need a computer or laptop with the internet for both access to online learning resources as well as for assessment purposes. Learners must agree to being recorded whilst taking online assessments.

## CTH Membership Registration

Centres must register learners as CTH Members at the start of the course.

## 2. Centre Approval Requirements

- ✓ Centre Approval Application & Approval Meeting
- ✓ Teaching Facilities
- ✓ Centre Staffing
- ✓ Continuing Professional Development

### Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. Please see the 'About CTH' page at the end of this specification for advice on the CTH approval process or if you wish to discuss your curriculum requirements.

The CTH Approval Committee will consider applications from centres against a set of criteria, including the availability of suitable teaching accommodation and staffing, experience of delivering qualifications at a similar level and evidence of expertise in academically-related areas, including planning the delivery of courses leading to regulated qualifications, quality assurance and preventing malpractice and maladministration. An online video conversation with CTH academic and quality staff will form part of the initial approval application process.

### Teaching Facilities

Suitable teaching rooms and IT facilities should be available to learners. Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

The approved Centre should ideally also provide an appropriate area and facilities for learner relaxation and recreation.

### Centre Staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be occupationally competent or technically knowledgeable in the area for which they are teaching.
- have recent relevant experience in the specific area that they will be assessing or verifying.
- hold a teaching qualification as well as a relevant degree.

CTH will review the CVs of all teaching staff when a potential Centre seeks approval to deliver the qualification. Centres must appoint an Internal Verifier (IV) and have a named quality insurance lead.

### **Continuing Professional Development**

Centres must support their staff to ensure that they have current knowledge of the occupational area, and that delivery, assessment and internal verification is in line with current good practice and takes into consideration relevant international regulatory requirements.

## **3. CTH Support**

### **CTH Delivery and Assessment Handbook**

Centres approved to deliver this qualification will be provided with a comprehensive Delivery and Assessment Handbook designed for the qualification delivery team of teaching and quality assurance staff, and administrators.

### **CTH Workshops**

New CTH centres are offered a short induction session (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH also offers training for teaching staff who may be delivering a unit for the first time.

### **CTH Members Website and Resources**

The CTH Members website is available for both Centre Teaching staff and CTH students. Staff and students can access online resources, including relevant e-books and journals from EBSCO. Teaching staff can download past exam papers and assessments and examiner reports.

Please note that any instructional material provided by CTH should be used to assist teaching staff to develop their own material to support delivery and assessment of the qualification.

## 4. Qualification Size and Level

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. The **CTH Level 4 Certificate in Environmental Sustainability Management in Hospitality** is a vocationally related qualification on the Ofqual Regulated Qualification Framework (RQF) and adheres to the regulations set out in the Ofqual Handbook. Ofqual regulated qualifications are recognised and trusted by parents, employers and educational establishments globally due to the stringent controls and quality assurance requirements Ofqual places on awarding organisations, qualifications and approved delivery centres.

### Qualification Size

The qualification is designed to be delivered in **130** hours of TQT (Total Qualification Time) of which **60** are Guided Learning Hours (GLH). TQT is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification.

### Definitions

- **Guided Learning Hours – GLH**  
This is the amount of time the average learner is expected to spend in supervised learning and practice, but may vary by learner.
- **Total Qualification Time – TQT**  
TQT is made up of Guided Learning Hours, plus all other time taken in preparation, study or any form of participation in education and training, but not under the direct supervision of a trainer or centre marker.

### The following activities are indicative of those included in TQT:

- Guided Learning (GLH) when the trainer is present, e.g. formal classes, lectures, seminars, tutorials, supervised assessment such as exams or observed practice.
- Independent and unsupervised learning or research.
- Unsupervised coursework or directed activity.
- Watching pre-recorded webinars or podcasts.
- Work placement, self-study, visits to hospitality or tourism outlets, revision and time spent on written assignments.

Learners completing this qualification should be able to demonstrate their ability as independent learners.

## Qualification Level

This qualification is at level 4 on the Regulated Qualifications Framework in England (RQF).

CTH qualifications comply with level descriptors set by Ofqual, which are divided into two categories:

- Knowledge and understanding.
- Skills.

The descriptors below set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

### Level 4 Knowledge descriptor:

#### The holder...

- has practical, theoretical, or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- can analyse, interpret, and evaluate relevant information and ideas.
- is aware of the nature of approximate scope of the area of study or work.
- has an informed awareness of different perspectives or approaches within the area of study or work.

### Level 4 Skills descriptor:

#### The holder can...

- identify, adapt, and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- review the effectiveness and appropriateness of methods, actions, and results.



## 5. Qualification Structure

The qualification, units and TQT for the CTH Level 4 Certificate in Environmental Sustainability Management in Hospitality are set out in the following table. Further details of each unit are included later in this specification.

CTH Level 4 Certificate in Environmental Sustainability Management in Hospitality					
Students must achieve all 6 mandatory units, providing 13 credits at level 4.					
Credit Value (CV): 13			QAN: 610/0070/9		
Guided Learning Hours (GLH) for Qualification: 60			Total Qualification Time (TQT) for Qualification: 130		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Methods
4ES	Environmental sustainability and the role of the green manager	4	1	10	<ul style="list-style-type: none"><li>An online synoptic exam assessing all six units.</li><li>Assessment of workbooks for each unit based on the learner’s workplace, to reflect the application of the knowledge and skills learned.</li></ul>
4BPI	Establish baseline of key performance indicators	4	2	10	
4WMC	Water management conservation	4	3	10	
4WMS	Waste management system	4	3	10	
4EMS	Energy management system	4	3	10	
4GMK	Green marketing	4	1	10	
Certificate Total (6 units)			13	60	

This qualification can be a development step to career opportunities leading to implementing, monitoring, and actioning an environmental policy within the business.

## 6. Qualification Grading Criteria

The qualification is graded as either awarded or not awarded. In terms of certification, the synoptic examination and the workbook assessment must both be passed for the qualification to be awarded. Learners will receive an e-Certificate showing they have been awarded the qualification.

CTH operates the following grading scheme in respect of this qualification:

- Assessments undertaken through the **synoptic examination** are graded as follows:

FAIL	PASS
0% to 49%	50% +

- Assessments undertaken through the **workbook assessment** are graded as follows:

Level 4 Grading Criteria	
FAIL 0% to 69%	PASS 70%+
<b>Learners who fail:</b> <ul style="list-style-type: none"> <li>do not meet the requirements of the assessment criteria and learning outcomes of the unit.</li> </ul>	<b>To achieve a Pass grade, learners must:</b> <ul style="list-style-type: none"> <li>meet the requirements of the assessment criteria and learning outcomes.</li> <li>demonstrate a level of understanding of the application of the key issues.</li> <li>make sound judgements that accord with theories and concepts in the area of study.</li> <li>present work that is neat, clear, and well structured, with clearly referenced sources.</li> </ul>

## 7. Assessment Methodology

### Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification. Contact CTH or see the CTH website for more details.

### Assessment Methods

Assessment of learners' work will be carried out by an online examination and an assessment of 6 workbooks based on the learner's implementation of learning in the workplace. Learners' work will be measured against the specified learning outcomes and assessment criteria of each unit.

See Section 9 for specimen assessment materials applicable to this qualification.

### Assessment Responsibilities

CTH is responsible for:

#### **Synoptic Examination:**

- setting all examinations and distributing these electronically to Centres.
- marking and moderating all exam scripts.
- processing registrations and payments prior to issuing access details for assessments.
- providing to all learners detailed instructions and requirements for sitting online assessments, including the remote invigilation system in place. The web-based system will monitor the learners whilst taking the online unit tests.
- writing examination questions which will cover all Learning Outcomes and making them available by a secure web-based system.

#### **Workbook Assessment:**

- providing all workbooks and making these available to centres.

CTH Exam Board will review all results and moderation before final results are issued in the form of e-Certificates.

**Centres must:**

- register learners at the start of the course.
- ensure all CTH qualification and assessment fees are paid in full prior to the first assessment.
- ensure that all learners have government issued photographic identity documents before enrolment, which must include their date of birth. Acceptable documents include passport, driving licence or identity card. This must be available for verification at the start of each assessment.
- prepare learners for the synoptic exam via worked questions in class and mock exams.
- register learners for the workbook assessment by the deadlines for the chosen assessment period stated on the CTH website.
- send the assessment evidence to CTH electronically via SharePoint: learner assessments, completed mark sheets and signed learner & centre marker declarations of authenticity.
- mark and internally verify\* the workbook assessments using the mark sheets provided by CTH.

**\*Internal Verification**

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and providing feedback to the assessors. They should have a good understanding of the units/qualifications being assessed.

The Centre internal verifier assures the quality of the assessment process within the Centre. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should also plan the observation of centre markers during any practical assessments, especially to support new centre markers, and provide constructive feedback.

**External Moderation**

CTH carries out post-exam moderation and checks by reviewing exam recordings for each centre. This includes checks on learner identity, and investigation of any suspected malpractice or other academic dishonesty.

The CTH Exam Board will review the results including marks adjusted following moderation. The Exam Board will consider reports, and further adjustments may be made before final marks are agreed and issued, in the form of e-certificates.

## 8. Qualification Units

Environmental Sustainability and the Role of the Green Manager		4ES
Unit Purpose and Aim(s)	<p>This unit aims to provide learners with the skills and understanding of how any business that operates within a building contributes to CO2 emissions and climate change. It also allows them to understand the importance of the Green Manager role in the fight for positive climate change, appoint key personnel including the green team and how to liaise with all departments of the business to ensure positive behavioural changes happen within their operations.</p> <p>Learners will understand the role of the Green Manager and the importance of measuring and managing the three pillars of sustainability - energy, water, and waste; and know how to plan and conduct effective Green Team meetings.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 10 Hours	Credit Value: 1 Credit
Unit Assessment is by:	One online synoptic exam covering all units, and one workbook assessment.	
Learning Outcome 1	Understand how an environmental management system can reduce the harmful effects on the environment.	
Assessment Criteria		
<div>1.1 Identify how a business use of resources negatively impacts the environment.</div> <div>1.2 Define environmental key performance indicators that affect resources in a hospitality and/or tourism business.</div> <div>1.3 Identify how resource efficiency can generate cost savings.</div> <div>1.4 Outline the four phases of implementing an environmental management system.</div> <div>1.5 Describe how carbon emissions affect climate change.</div>		
Learning Outcome 2	Understand how personal behaviour with regard to using resources impacts climate change and environment.	
Assessment Criteria		
<div>2.1 Describe what is meant by water scarcity around the world and the contributing factors.</div> <div>2.2 Describe the world's global waste problem and the role people play.</div> <div>2.3 Describe how fossil fuels contribute to climate change.</div> <div>2.4 Identify how people can take personal accountability for climate change.</div> <div>2.5 Explain the 17 United Nations Sustainable Development Goals.</div>		

**Learning Outcome 3**

Understand the role of the Green Manager within a hospitality and/or tourism business.

**Assessment Criteria**

- 3.1 Identify the benefits of running a Green Business.
- 3.2 Describe the role of the Green Manager within a business.
- 3.3 Outline some of the tasks of a Green Manager.
- 3.4 Describe the importance of the role of the Green Manager in the fight against climate change.

**Learning Outcome 4**

Be able to appoint and form a Green Team.

**Assessment Criteria**

- 4.1 Define the purpose and responsibilities of a Green Team.
- 4.2 Build a Green Team and allocate tasks to subgroups.
- 4.3 Identify ways to communicate the purpose and actions of a Green Team.

**Learning Outcome 5**

Be able to plan and conduct a Green Team meeting.

**Assessment Criteria**

- 5.1 Describe the importance of planning a meeting in advance.
- 5.2 Describe how setting clear goals can lead to more effective Green Team meetings.
- 5.3 Identify ways to support Green Team members.
- 5.4 Describe the purpose and elements of an agenda for your Green Team meeting.
- 5.5 Describe the importance of keeping minutes of Green Team meetings.

Establish Baseline of Key Performance Indicators		4BPI
<b>Unit Purpose and Aim(s)</b>	<p>This unit aims to teach learners how to establish the initial green KPIs for the business. They can use this baseline of environmental data to evaluate and compare their use, and ensure their green actions are working, therefore reducing carbon emissions over time.</p> <p>Learners will be able to understand terminology, analyse utility bills and data needed to calculate carbon emissions including electricity, gas, oil, waste &amp; water. Learners will understand the importance of accurately calculating the true numbers of customers and staff and how they impact workplace carbon emissions, using mathematical formulas to calculate the % increases or reductions of their green KPIs in order to report back to the team, management and customers.</p>	
<b>Unit Level:</b> 4	<b>Guided Learning Hours (GLH):</b> 10 Hours	<b>Credit Value:</b> 2 Credits
<b>Unit Assessment is by:</b>	One online synoptic exam covering all units, and one workbook assessment.	
<b>Learning Outcome 1</b>	Know how to use utility bills to calculate utility usage and carbon emissions.	
<b>Assessment Criteria</b> <ul style="list-style-type: none"><li>1.1 Describe the importance of utility bills in calculating, setting and evaluating carbon emission use.</li><li>1.2 Identify which utility bills are needed to calculate carbon emissions.</li><li>1.3 List terminology used in environmental data found on utility bills.</li></ul>		
<b>Learning Outcome 2</b>	Be able to make a physical or digital green folder and use environmental data to set and monitor key performance indicators (KPIs).	
<b>Assessment Criteria</b> <ul style="list-style-type: none"><li>2.1 Prepare a physical or digital folder of utility bills for later use.</li><li>2.2 Organise a green folder in a logical order and appropriate format.</li><li>2.3 Demonstrate the use of environmental data to set and monitor key performance indicators.</li></ul>		
<b>Learning Outcome 3</b>	Be able to accurately calculate electricity consumption and set baselines and KPIs.	
<b>Assessment Criteria</b> <ul style="list-style-type: none"><li>3.1 Identify kWh Day units and kWh Night units and the different rates offered.</li><li>3.2 Identify the Average unit price (AUP).</li><li>3.3 Identify what the maximum import capacity (MIC) of a business is and explain its importance.</li></ul>		

**Learning Outcome 4**

Be able to calculate oil usage and set baselines and KPIs.

**Assessment Criteria**

- 4.1 Calculate oil KPI and oil usage using the delivery and meter reading method.
- 4.2 State the carbon emissions generated from your oil usage.

**Learning Outcome 5**

Be able to calculate gas usage and set baselines and KPIs.

**Assessment Criteria**

- 5.1 Calculate gas PKI and gas usage using the delivery, meter and delivery and meter readings methods.
- 5.2 State the carbon emissions generated from your gas usage.

**Learning Outcome 6**

Be able to calculate waste volumes and set baselines and KPIs.

**Assessment Criteria**

- 6.1 Understand and explain waste bill terminology.
- 6.2 Identify different types of waste charges and analyse waste bills.
- 6.3 Calculate landfill, recycling and food waste KPIs at the workplace.

**Learning Outcome 7**

Be able to calculate water usage and set baselines and KPIs.

**Assessment Criteria**

- 7.1 Identify the two methods to calculate water usage.
- 7.2 Analyse water bills and their cost and calculate water KPI.

**Learning Outcome 8**

Know how to monitor, evaluate &amp; report environmental KPIs.

**Assessment Criterion**

- 8.1 Create a work routine to monitor environmental KPIs.



Water Management Conservation		4WMC
Unit Purpose and Aim(s)	<p>This unit aims to provide learners with the skills and understanding of the global water scarcity issues humans have created, and the challenges for a sustainable environment. Learners will know how to calculate water flow rate within a building and how it compares to recommended good practice standards in order to reduce water usage.</p> <p>Learners will be able to use this learning for the conservation of this limited resource, and detect potential leaks in a building by measuring their current usage and establishing a pattern of usage for future monitoring.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 10 Hours	Credit Value: 3 Credits
Unit Assessment is by:	One online synoptic exam covering all units, and one workbook assessment.	
Learning Outcome 1	Know why it is important to conserve water.	
Assessment Criteria		
<div>1.1 Identify sources of water.</div> <div>1.2 Describe what is meant by the term ‘fresh water’ and how much of it is available for human consumption.</div> <div>1.3 Describe the impact of increasing global water scarcity.</div>		
Learning Outcome 2	Be able to calculate water flow rate.	
Assessment Criteria		
<div>2.1 Explain water flow rate.</div> <div>2.2 Identify recommended good practice water flow rates for cisterns, taps and showers.</div>		
Learning Outcome 3	Be able to set up a water leak detection system.	
Assessment Criteria		
<div>3.1 Demonstrate the monitoring and tracking of buildings’ water usage.</div> <div>3.2 Recognise how business levels directly affect water usage.</div> <div>3.3 Describe how to detect potential underground water leaks.</div>		

**Learning Outcome 4**

Be able to reduce a cistern water capacity.

**Assessment Criteria**

- 4.1 Describe the benefits of using a hippo bag in a cistern.
- 4.2 Calculate return on investment (ROI) from reducing cistern capacities.
- 4.3 Develop a water action plan to reduce cistern capacities over time.

**Learning Outcome 5**

Be able to reduce water flow rates from taps and showers.

**Assessment Criteria**

- 5.1 Describe aerators and what they are used for.
- 5.2 Calculate return on investment (ROI) from aerator installations.
- 5.3 Develop a plan to install aerators.

**Learning Outcome 6**

Develop a water action plan for reducing future water usage.

**Assessment Criteria**

- 6.1 Describe the purpose of a water action plan.
- 6.2 Describe the benefits to updating the water action plan.
- 6.3 Identify ways to improve action plans and further reduce water usage.

Waste Management Systems		4WMS
<b>Unit Purpose and Aim(s)</b>	<p>This unit aims to provide learners with the skills and understanding of the global waste problem facing society. Learners will have an understanding of the need to set up a waste management system for the purpose of reducing waste as the first principle of waste management. The learner will be able to identify the different waste streams and the importance of waste segregation.</p> <p>The learners will be able to identify their top waste challenges and implement measures to reduce and monitor waste production at any building particularly for landfill, food, and recycling waste.</p>	
<b>Unit Level:</b> 4	<b>Guided Learning Hours (GLH):</b> 10 Hours	<b>Credit Value:</b> 3 Credits
<b>Unit Assessment is by:</b>	One online synoptic exam covering all units, and one workbook assessment.	
<b>Learning Outcome 1</b>	Be able to explain the global waste problem.	
<b>Assessment Criteria</b> <ul style="list-style-type: none"><li>1.1 Describe how much waste is generated around the world today.</li><li>1.2 List the factors contributing to increased global waste production.</li><li>1.3 Explain the reasons for the exponential increase in plastic production over the past 70 years.</li><li>1.4 Describe different methods of waste disposal.</li><li>1.5 Explain the negative effects waste disposal has on the environment.</li><li>1.6 Identify what should be taken into consideration when calculating the cost of food waste.</li></ul>		
<b>Learning Outcome 2</b>	Understand the importance of waste segregation .	
<b>Assessment Criteria</b> <ul style="list-style-type: none"><li>2.1 Identify cost implications and environmental impact of not having proper waste segregation systems.</li><li>2.2 Implement a waste segregation system in all areas of the business.</li></ul>		
<b>Learning Outcome 3</b>	Understand how to manage waste within a business.	
<b>Assessment Criteria</b> <ul style="list-style-type: none"><li>3.1 List the benefits to the environment for managing waste generation and disposal.</li><li>3.2 Describe the benefits to a business for managing waste generation and disposal.</li><li>3.3 Outline the process to identify top waste challenges for landfill and recycling waste.</li></ul>		

**Learning Outcome 4**

Understand the importance of a waste collection area.

**Assessment Criteria**

- 4.1 Describe the importance of understanding the waste collection cycle for a business.
- 4.2 Explain how completing checks on the waste collection area help identify possible problems.

**Learning Outcome 5**

Understand the importance of monitoring and managing food waste.

**Assessment Criteria**

- 5.1 Describe the importance of understanding the items found in, and the volumes of, food waste in a business.
- 5.2 Describe the process of how to measure food waste coming back from dining areas.
- 5.3 List reasons why food items are returned from service areas.
- 5.4 Identify the importance of analysing food waste data.
- 5.5 Implement solutions for food waste reduction.

**Learning Outcome 6**

Understand the importance of abolishing single use items from business operations.

**Assessment Criteria**

- 6.1 Explain what is meant by single use items within a business.
- 6.2 List the benefits for abolishing single use plastics.
- 6.3 Identify reasons why abolishing single use plastics is seen as difficult.
- 6.4 Calculate return on investment from abolishing single use plastics.
- 6.5 Understand the importance of calculating environmental data from single use plastics.

**Learning Outcome 7**

Establish a waste management action plan for the future.

**Assessment Criteria**

- 7.1 Describe the purpose of a waste management action plan.
- 7.2 Describe the benefits of updating the waste management action plan.
- 7.3 Identify ways to improve action plans and further manage waste.

Energy Management System		4EMS
Unit Purpose and Aim(s)	<p>This unit aims to provide learners with the skills and understanding needed to manage energy within a business, in order to reduce carbon emissions and generate cost savings, and become energy efficient throughout the business. The unit explores the relationship between energy usage, climate change, and how our own behaviour can have an effect on both.</p> <p>The learner will be able to measure current energy use, observe where, when and why they use energy, and establish a team approach to behavioural change towards using only energy that is necessary.</p>	
Unit Level: 4	Guided Learning Hours (GLH): 10 Hours	Credit Value: 3 Credits
Unit Assessment is by:	One online synoptic exam covering all units, and one workbook assessment.	
Learning Outcome 1	Be able to outline why it is important to conserve energy.	
Assessment Criteria		
<div>1.1 Identify how climate change will affect businesses.</div> <div>1.2 Describe the advantages and disadvantages to using energy generated by fossil fuels.</div> <div>1.3 Explain the term renewable energy.</div> <div>1.4 Explain the meaning of personal responsibility for climate change.</div>		
Learning Outcome 2	Identify business energy needs from lighting.	
Assessment Criteria		
<div>2.1 Calculate the annual cost of lighting for the business.</div> <div>2.2 Calculate the return on investment for changing light bulbs to LED or energy saving bulbs.</div>		
Learning Outcome 3	Identify business energy needs from equipment.	
Assessment Criteria		
<div>3.1 Conduct an equipment audit at the business.</div> <div>3.2 Develop an action plan to reduce energy use from equipment.</div>		

**Learning Outcome 4**

Identify energy use in less-used areas of the business.

**Assessment Criteria**

- 4.1 Identify the energy usage of less-used areas.
- 4.2 Establish standardised operational procedures (SOPs) for closing down less-used areas in order to conserve energy.

**Learning Outcome 5**

Audit the business heating system.

**Assessment Criteria**

- 5.1 Identify common heating systems and the fuel used to run them.
- 5.2 Outline recommended heating temperature for hot water for a business.
- 5.3 Describe the importance of regular servicing of boilers.

**Learning Outcome 6**

Audit the building insulation of the business.

**Assessment Criteria**

- 6.1 Conduct a building audit of insulation and identify areas for improvement.
- 6.2 Identify solutions to remedy poor insulation within a business.

**Learning Outcome 7**

Audit the refrigeration systems.

**Assessment Criterion**

- 7.1 Audit refrigeration and freezer equipment.
- 7.2 Identify solutions to remedy identified refrigeration issues.

**Learning Outcome 8**

Establish an energy management action plan for the future.

**Assessment Criteria**

- 8.1 Describe the purpose of an energy management action plan.
- 8.2 Describe the benefits of updating the energy management action plan.
- 8.3 Identify ways to improve action plans and further manage energy waste.

Green Marketing		4GMK
<b>Unit Purpose and Aim(s)</b>	<p>This unit aims to provide learners with the skills and understanding of how to market an environmental programme for a business, in a way that is compelling to potential customers, and share environmental data for powerful messaging.</p> <p>The learner will be able to write a business environmental policy, establish a green programme for customers, enter environmental awards and spread environmental awareness to all stakeholders.</p> <p>The learner will also have a clear understanding of how environmental leadership needs to always be positive, non-judgemental and inclusive.</p>	
<b>Unit Level:</b> 4	<b>Guided Learning Hours (GLH):</b> 10 Hours	<b>Credit Value:</b> 1 Credit
<b>Unit Assessment is by:</b>	One online synoptic exam covering all units, and one workbook assessment.	
<b>Learning Outcome 1</b>	Write a business environmental policy.	
<b>Assessment Criterion</b>		
1.1 Develop an environmental policy for a business.		
<b>Learning Outcome 2</b>	Understand green leadership.	
<b>Assessment Criteria</b>		
2.1 List Describe the characteristics of a good green leader. 2.2 Identify motivating factors for people starting the environmental sustainability journey. 2.3 Describe key elements of motivating other team members. 2.4 Explain the importance of environmental data for effective green leadership.		
<b>Learning Outcome 3</b>	Implement a green marketing strategy.	
<b>Assessment Criterion</b>		
3.1 Create examples of impactful messages using environmental data.		
<b>Learning Outcome 4</b>	Implement a green programme for customers.	
<b>Assessment Criteria</b>		
4.1 Identify the benefits of implementing a green programme for customers. 4.2 Identify the purpose of team training to communicate the green programme to all stakeholders.		



### **Learning Outcome 5**

Know how to apply for environmental awards.

#### **Assessment Criteria**

- 5.1 Describe the benefits to a business of achieving environmental sustainability awards.
- 5.2 Describe how to write award applications for environmental sustainability.
- 5.3 Describe the importance of including environmental data on award applications.



## 9. Sample Assessments

### Synoptic Examination

Sample questions (mixture of short answer and multiple-choice questions).

Please note: All questions are compulsory.

Question 1	Which of the following is a benefit to a business of achieving an environmental sustainability award?	Select one X	1 Mark
	a. It will be nice for the manager to attend the presentation.	<input type="checkbox"/>	
	b. It will make extra work for the staff.	<input type="checkbox"/>	
	c. They put the business in front of the media.	<input type="checkbox"/>	
	d. Improves the hotel manager's position in the community.	<input type="checkbox"/>	
Question 2	Which of the following is one of the United Nations Sustainable Development Goal?	Select one X	1 Mark
	a. Sustainable Cities and Communities.	<input type="checkbox"/>	
	b. Responsible Industry and Economic Growth.	<input type="checkbox"/>	
	c. Climate Changes.	<input type="checkbox"/>	
	d. Life in Deserts.	<input type="checkbox"/>	
Question 3	Identify and explain <b>two</b> United Nations Sustainable Development Goals.		1 Mark
Question 4	Identify <b>four</b> sources of water.		1 Mark

## Workbook Assessment

A series of Workbooks to be completed as well as a report on the Green Manager journey.



## CUSTOMER STATISTICS

	Customers	Staff Covers	Other	Total People	Comments If Any
January				0	
February				0	
March				0	
April				0	
May				0	
June				0	
July				0	
August				0	
September				0	
October				0	
November				0	
December				0	
TOTAL	0	0	0	0	

## Final Report

Write a short report including the following sections:

1. You are asked to **evaluate the performance** of your green programme journey by analysing your green KPI's at the start of the programme against your current KPI's.
2. Outline the **key actions you implemented** to date that have contributed to these changes.
3. Identify what you would **do differently, or areas of improvement** given your experience in implementing the green programme.
4. Outline your **short to medium term action plan** for the continued implementation of your green programme.

## 10. About CTH

CTH, the Confederation of Tourism & Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

### Policies

CTH policies are available to Approved Centres and learners to refer to in the administration and the delivery of the programme.

### Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

### Website & Contact Details

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