# Unit 14: Environment and Sustainability in Hospitality

**Unit code:** R/601/0481

**QCF Level 3:** BTEC National

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of the impact of the hospitality industry on the environment, the conflicting needs of different stakeholders with respect to hospitality, the measures taken by the hospitality industry to ensure a sustainable environment and gain skills to plan and undertake research into an environmental issue.

## ● Unit introduction

The issue of maintaining a sustainable environment is vital for the prosperity of the hospitality industry.

In this unit learners will look at the importance of sustainability in hospitality. Learners will carry out research and present and justify proposals relating to infrastructure, business practices or customer choices.

Learners will develop an understanding of the environmental impacts, both positive and negative, of the hospitality industry, as well as the conflicting needs of customers, businesses and governments. Learners will also develop an understanding of the costs and benefits of environmentally friendly practices to different parties, such as waste disposal and use of energy, the interest groups driving environmentally friendly operations within the context of the hospitality industry, and the role of government.

## ● Learning outcomes

**On completion of this unit a learner should:**

1    Know the impact of the hospitality industry on the environment

2    Understand the conflicting needs of different stakeholders with respect to hospitality

3    Understand the measures taken by the hospitality industry to ensure a sustainable environment

4    Be able to plan and undertake research into an environmental issue in a hospitality business.

# Unit content

### 1 Know the impact of the hospitality industry on the environment

*Environment*: varying definitions and different uses of the term

*Hospitality industry businesses*: hotels; restaurants; pubs, bars and nightclubs; contract food service providers; hospitality services; membership clubs; events

*Impacts of hospitality on the environment*: economic, social, cultural and political; positive impacts eg education, contribution to the economy, social pressures for changes to sustainable practice in hospitality; negative impacts eg pollution, emissions, waste and waste disposal, destruction of habitats, noise, energy consumption; growth of hospitality businesses; increasing customer numbers; impact of customers' choices on the environment

### 2 Understand the conflicting needs of different stakeholders with respect to hospitality

*Stakeholders*: customers/guests; businesses; voluntary sector including pressure and action groups (green tourism, ecotourism); governments and government agencies

*Conflicting needs*: pressures on delicate, at-risk ecosystems due to the growth of businesses; pressures of perceived economic gain against negative environmental impacts; resources needed by hospitality businesses (eg water, energy, land, infrastructure, delivery of goods, personnel); how and why business decisions can cause conflict with local people eg fair trade

*Role of governments and government agencies in matters relating to the environment*: conflicts that may arise between economic and environmental priorities and current UK policies

*Environmental impact assessment*: principles; how and why used

### 3 Understand the measures taken by the hospitality industry to ensure a sustainable environment

*Sustainability in hospitality*: definition; principles (aesthetic, environmental, social, economic, ecological, cultural); alternative terminology; costs and benefits (from different perspectives) of planning and implementing changes as a result of environmental impact assessments

*Measures*: to ensure a sustainable environment; examples of good practice; local sourcing; implications for businesses and customers; sustainable operations within the context of the hospitality industry; changing customers' perceptions

## 4 Be able to plan and undertake research into an environmental issue in a hospitality business

*Environmental issue*: relating to infrastructure, business practices and/or customer choices

*Planning research*: aims; planned outcomes; task dates; review dates; monitoring; data collection tools

*Undertaking research*: primary; secondary; creating and using research resources such as surveys, observation sheets and interview questions; meeting relevant legislation; data collection, presentation and analysis

*Conclusions*: summary of findings; relate to initial aims of research

*Recommendations*: in relation to infrastructure, business practices and/or customer choices; supporting sustainable environment; proposals based on conclusions from research; other considered proposals; justification of proposals to include balance between negative and positive impacts, in relation to other considered proposals, reasons for choice; appropriate communication of persuasive argument

# Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| **To achieve a pass grade the evidence must show that the learner is able to:** | **To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:** | **To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:** |
| **P1** describe the impact of the hospitality industry on the environment [IE 1] <br><br> **P2** explain conflicting needs of stakeholders with respect to hospitality, taking different perspectives into consideration [IE 3] | **M1** analyse the impact of tourism and hospitality on the environment, drawing out key relevant issues | |
| **P3** explain measures taken to ensure a sustainable environment [IE 1] | **M2** assess the approach of sustainable development initiatives in hospitality businesses | |
| **P4** plan research into an environmental issue in a hospitality business [IE 2] <br><br> **P5** analyse data from own research into an environmental issue. [IE 2] | **M3** analyse key data and draw relevant conclusions. | **D1** propose recommendations for implementing control measures to ensure a sustainable environment based on data analysis. |

**PLTS**: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| **Key** | IE – independent enquirers | RL – reflective learners | SM – self-managers |
|---|---|---|---|
| | CT – creative thinkers | TW – team workers | EP – effective participators |

# Essential guidance for tutors

## Delivery

The unit makes an important contribution to the understanding of complex but critical environmental and sustainability issues that are affecting hospitality businesses. The very nature of the hospitality business is dynamic. It is proactive in that it can stimulate growth and reactive in that it is sensitive to ever-changing markets. The sustainability imperative demands that industry is sensitive to the changes it is responsible for.

The unit is a mix of focused tutor-led inputs, investigative work and some practical application. Learners will need to develop a clear understanding of the reasons behind the emergence of the movement and how it is evolving, its current and potential impact on hospitality. Because of the contemporary nature of the subject, visits to appropriate online sources will be important.

Case studies could be used to demonstrate the ways in which industry is responding to the demands of sustainability, as well as identifying the complexity and diversity of the issues faced by hospitality businesses. Group discussions are a useful way of exploring the subject, particularly the more difficult concepts. The case studies will give learners an insight into the extent sustainable development is being embraced by industry.

Learners will look at how significant a role sustainability development is now playing and the ways in which it is being utilised within hospitality environments. Tutor-led inputs would provide a structured resource for the development of learners' understanding of the opportunities, constraints and benefits of sustainable development. Learners also need to understand the importance of regulation, including national indicators and legislation.

As learners are expected to undertake investigations to meet the learning outcomes, the delivery of the unit may require the development of research skills. This would need to focus on sources of information, collating, selecting and analysing information. Learners may enjoy designing and using a customer or staff questionnaire, to link with Unit 26: Industry-related Project in Hospitality.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to the unit and the programme of learning and assessment. |
| Tutor-led discussion about the definition of environment. |
| Tutor-led discussion about the impact of the hospitality industry on the environment. |
| Visit to a hospitality business to develop an awareness of the actions they take to reduce their impact on the environment. |
| **Assignment 1 – The Impact of the Hospitality Industry on the Environment (P1, M1)**<br><br>Learners produce a booklet to raise awareness about the impact of the hospitality industry on the environment. |
| Tutor-led discussion about conflicting needs of stakeholders with respect to hospitality. |
| Tutor-led discussion about the role of governments and government agencies in matters relating to the environment. |
| Tutor-led discussion about environmental impact assessment, its principles and how and why it's used. |
| **Assignment 2 – The Conflicting Needs of Different Stakeholders with Respect to Hospitality (P2)**<br><br>Learners produce a booklet about the conflicting needs of different stakeholders with respect to hospitality. |
| Tutor-led discussion about sustainability in hospitality. |
| Discussion about possible measures to ensure a sustainable environment. |
| **Assignment 3 – The Measures Taken by the Hospitality Industry to Ensure a Sustainable Environment (P3, M2)**<br><br>Learners do a presentation about measures taken by the hospitality industry to ensure a sustainable environment. |
| Learners investigate environmental issues which will be the focus of their presentations. |
| Learners plan their research. |
| Learners undertake their research into environmental issues of their choice. |
| Tutor-led discussion about possible recommendation for implementing control measures to ensure a sustainable environment. |
| **Assignment 4 – Planning and Undertaking Research into an Environmental Issue in a Hospitality Business (P4, P5, M3, D1)**<br><br>Learners do a presentation about an environmental issue in a hospitality business based on investigation accompanied by an executive report. |
| Tutorial support and feedback. |
| Self initiated learning time. |

## Assessment

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

### P1 – P2 – M1

For P1, learners must describe the impact of the hospitality industry on the environment. In doing so, learners must also display an awareness of the general problems associated with sustainable development and identify current economic, social, cultural and political dilemmas.

P2 requires learners to explain conflicting needs of stakeholders with respect to hospitality, taking different perspectives into consideration. It is important that learners are aware of the need to balance the aims of sustainable development with those of businesses. Their explanation need only be at the general level rather than for a specific situation. Learners will, however, make a connection to the requirement of sustainable consumption, production and general efficiency. They will also make references in their work and identify sources used. Evidence for both P1 and P2 could be in the form of a report which shows understanding of the key features of sustainable development and its relevance to the needs of business in general.

To achieve M1, which is a development of P1 and P2, learners need to provide evidence of deeper understanding of the main debates facing businesses. The evidence will go beyond the ways in which sustainability issues impact on business and judge the extent to which businesses are aware and making use of the debates surrounding sustainable development.

### P3 – M2

For P3, learners are required to explain measures taken to ensure a sustainable environment. This should be at a business level, but should also take into account initiatives like those led by NGO's and local and national government. Evidence could take the form of a small group presentation with a separate individual report outlining their research effort. Alternatively a case study approach may be suitable to give the assessor more scope in terms of providing a wider and contrasting range of examples for learners to experience.

M2 requires learners to assess the approach of sustainable development initiatives in hospitality businesses. Evidence could be in the form of a presentation and report around, for example, emerging best practice in hospitality. What differentiates it from P3 is that learners will understand the differences in approach and the possible reasons for this. A case study approach, as mentioned above in P3, could be used to ensure the focus of evidence provided for this criterion should be an explanation and analysis of why there are differences in approach.

### P4 – P5 – M3 – D1

For P4, learners must plan research into an environmental issue in a hospitality business. Learners need to choose a key environmental issue for a hospitality business that has published an environmental policy statement and describe how it reflects sustainability principles. They may wish to choose a hospitality business from elsewhere in the world where, for example, environmental pressures can be different from those in the UK. This will assist learners to gain a wider and more in-depth appreciation of the global nature and significance of the issues.

For P5, learners must analyse their research findings. Learners need to ensure that the physical environmental issues are fully addressed. They also need to consider the range of control measures required to ensure a sustainable environment. Information will be sourced from hospitality businesses or other relevant organisations.

For M3, learners need to compare and review environmental policy statements from at least two hospitality businesses. These businesses may be in different sectors, be different in terms of size, geographical scope, and the types of customers who support them. The learners will explore in more depth the similarities and differences. An appropriate response could be for example to compare the five star city centre boutique hotel with a five star destination resort hotel from a range of chosen perspectives such as brand identity and type of customer.

For D1, learners need to analyse the success of the chosen businesses' various initiatives in addressing relevant key sustainability issues. This will include at least three examples and learners' own commentary on any further issues these generate. For example, the learner might wish to suggest innovative ways of seeking further improvement.

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|---|---|---|
| P1, M1 | The Impact of the Hospitality Industry on the Environment | Learners take on the role of environmental officer and are asked to describe the impact of the hospitality industry on the environment to the staff in a hotel. | Learners produce a booklet for a hotel on its sustainable development initiatives. |
| P2 | The Conflicting Needs of Different Stakeholders with Respect to Hospitality | Learners carry on in their role of environmental officer and create another booklet about the conflicting needs of different stakeholders with respect to hospitality. | Learners produce a booklet for a hotel. |
| P3, M2 | The Measures Taken by the Hospitality Industry to Ensure a Sustainable Environment | Learners carry on in their role of environmental officer and give a presentation about measures taken by the hospitality industry to ensure a sustainable environment. | Learners create a presentation for use with the staff in a hotel |
| P4, P5, M3, D1 | Planning and Undertaking Research into an Environmental Issue in a Hospitality Business | Learners carry on in their role of environmental officer and select a hospitality business and investigate how a key environment issue is monitored and evaluated and make recommendations for improvement. | Learners investigate a key environmental issue for the business of their choice, present findings and make recommendations for improvements in the form of an executive report. |

## Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

| Level 2 | Level 3 |
|---------|---------|
|  | The Hospitality Industry |
|  | Industry-related Project in Hospitality |

## Essential resources

Learners need to access to the internet. Tutors should be aware of the need to keep abreast of the big issues to ensure learners are able to articulate them in a vocationally relevant manner.

## Employer engagement and vocational contexts

Guest speakers, such as environmental and sustainability officers, or visits to hospitality businesses would provide learners with a realistic insight into the management and implementation of initiatives. This would help support desk-based research.

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... | |
|---|---|---|
| Independent enquirers | P1 | describing the impact of the hospitality industry on the environment [IE 1] |
| | P2 | explaining conflicting needs of stakeholders with respect to hospitality, taking different perspectives into consideration [IE 3] |
| | P3 | explaining measures taken to ensure a sustainable environment [IE 1] |
| | P4 | planning research into an environmental issue in a hospitality business [IE 2] |
| | P5 | analysing data from own research into an environmental issue [IE 2]. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|---|---|
| Independent enquirers | analysing the impact of tourism and hospitality on the environment, drawing out key relevant issues<br><br>analysing key data and drawing relevant conclusions<br><br>[IE 4, 6] |
| Effective participators | proposing recommendations for implementing control measures to ensure a sustainable environment based on data analysis [EP 4]. |

## Functional Skills – Level 2

| Skill | When learners are ... |
|---|---|
| **ICT – Use ICT systems** | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching environmental and sustainability hospitality related issues |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | |
| Manage information storage to enable efficient retrieval | maintaining a register/folder base of information |
| Follow and understand the need for safety and security practices | |
| Troubleshoot | |
| **ICT – Find and select information** | |
| Select and use a variety of sources of information independently for a complex task | sourcing and selecting appropriate information |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching and selecting focused information |
| **ICT – Develop, present and communicate information** | |
| Enter, develop and format information independently to suit its meaning and purpose including: <br>• text and tables <br>• images <br>• numbers <br>• records | |
| Bring together information to suit content and purpose | |
| Present information in ways that are fit for purpose and audience | |
| Evaluate the selection and use of ICT tools and facilities used to present information | |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | |

| Skill | When learners are … |
|---|---|
| **Mathematics** | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | |
| Identify the situation or problem and the mathematical methods needed to tackle it | |
| Select and apply a range of skills to find solutions | |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | |
| Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations | presenting findings to others |
| Draw conclusions and provide mathematical justifications | |
| **English** | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | presenting findings to others |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching diverse range of subject material |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | preparing reports and presentation<br><br>maintaining a portfolio of evidence. |