Crossfields Institute
Qualifications | Education | Development

Qualification Specification

CFI Level 3 Award in Regenerative and Sustainable Hospitality

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Key Facts

Qualification Title	CFI Level 3 Award in Regenerative and Sustainable Hospitality
Qualification Number (QAN)	610/5778/2
Qualification Type	VRQ
Sector	3.1 Agriculture
Level	2
Rules of Combination	Ten compulsory units
Total Qualification Time	120 hours
Guided Learning Hours	72 hours
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	This qualification can be completed over the course of 12 weeks
Developed by	The qualification has been developed by CFI with subject-specific expertise provided by The Apricot Centre and The Bull Inn

Section 1: About this Qualification

1.1 Why take this qualification?

The objective of the CFI Level 3 Award in Regenerative and Sustainable Hospitality aims to equip hospitality professionals with the knowledge and skills needed to implement sustainable and regenerative practices within the industry.

Learners will be provided with a comprehensive understanding of sustainability principles in hospitality, enabling them to minimise environmental impact, promote social responsibility and enhance long-term business resilience through regenerative practices.

The CFI Level 3 Award in Regenerative and Sustainable Hospitality is designed to:

- Equip you with transferable skills that enable progression into other subject areas related to sustainability, hospitality management and tourism.
- Prepare you for employment in eco-conscious hotels, restaurants or other sustainable hospitality settings.
- Develop your ability to work in community-led hospitality initiatives, sustainable tourism or circular food economy businesses.
- Support your role in regenerative and sustainable hospitality, ensuring you can apply best practices in real-world hospitality environments.
- Provide opportunities for personal growth, fostering engagement in lifelong learning, ethical leadership and sustainability-driven hospitality.

1.2 What are the entry requirements?

To enrol in the CFI Level 3 Award in Regenerative and Sustainable Hospitality, learners must demonstrate:

- A commitment to work-based learning – learners must be employed in a hospitality setting, such as a hotel, restaurant, catering business or sustainable food service operation, working a minimum of three days per week throughout the duration of the qualification.
- English language proficiency – if English is not their first language, they must provide evidence of spoken and written competency at a level equivalent to IELTS 6.0.
- Minimum age requirement – applicants must be over 18 years of age.

1.3 What does the qualification cover?

This qualification consists of ten units which cover the following areas:

(1) What is Regenerative & Sustainable Hospitality? Why does it matter?

This unit will introduce you to the fundamentals of sustainability and regeneration and what they mean for the hospitality sector.

(2) Introducing the Triple Bottom Line – Planet, People, Profit
This unit introduces learners to the concept of the Triple Bottom Line (TBL) and examines how regenerative and sustainable operations can be assessed within the conventional framework of hospitality KPIs.

(3) Supply Chains – Food Systems, Farming and Fishing
This unit will focus on food systems in the UK, while also considering European and global trading partners. It will also look at key related terms, the scale and impact of food waste and the topic of carbon sequestration.

(4) Managing a Sustainable Supply Chain – Supplier-Led Menus and Waste No Food
This unit will enable learners to understand how to create, implement and manage a genuinely sustainable food supply chain, and how to minimise food waste throughout the service chain.

(5) How to make your Bar Green
This unit will help learners understand the often-overlooked ecological impact of the bar industry.

(6) How to Work Together to Humanise HR and Build Stronger Communities
This unit aims to explore the advantages and disadvantages of atomistic and conventional approaches to Human Resources (HR).

(7) Managing Resources – How Equipment Technology Can Help and Hinder
This unit will equip learners with the knowledge and skills to effectively manage resources, including waste, water, energy and services.

(8) "Think Global, Act Local"
This unit will explore the United Nations Sustainable Development Goals (UNSDGs), and will cover the basics of how carbon emissions are calculated and contribute to climate change.

(9) Marketing, Storytelling and Greenwashing
This unit explores effective strategies for building and marketing sustainability practices, addresses the risks of greenwashing and looks at the power of storytelling in sustainability marketing.

(10) Business Planning
This unit aims to equip learners with the skills and knowledge to develop a comprehensive business plan focused on sustainable and regenerative hospitality management.

This qualification is at Level 3 as defined by Ofqual:

Ofqual Handbook: General Conditions of Recognition - Section E - Design and development of qualifications - Guidance - GOV.UK (www.gov.uk)

Knowledge descriptor (the holder ...)	Skills descriptor (the holder can ...)
Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

1.4 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach. One activity/piece of evidence can be used to demonstrate that multiple learning outcomes and assessment criteria from different units have been met. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Note: Plagiarism This means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. This includes the use of AI (please see our AI policy for further information). If there is evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to a disciplinary procedure.

1.5 What are the progression opportunities?

This qualification is designed to enhance your skills and practice within your current role or prepare you for further opportunities in:

- Seek or prepare for employment or work experience in regenerative hospitality, including eco-conscious hotels, sustainable restaurants or ethical food service businesses.
- Seek or prepare for employment or work experience in community-led hospitality initiatives, circular food economy enterprises or farm-to-table dining experiences.
- Advance your career in sustainable hospitality management, either through employment or via an apprenticeship/traineeship in regenerative and sustainable hospitality.
- Further your studies in regenerative and sustainable hospitality, pursuing qualifications in sustainable tourism, ethical business management or food system innovation.

Section 2: Units

2.1 Unit List

This qualification comprises ten units, all of which are compulsory.

Unit title	Ofqual ref	Guided Learning Hours (GLH)	Total qualification time (TQT)	Credits
What is Regenerative and Sustainable Hospitality? Why does it matter?	K/651/6111	6	10	1
Introducing the Triple Bottom Line – planet, people, profit	L/651/6112	12	20	2
Supply Chains – food systems, farming and fishing	M/651/6113	6	10	1
Managing a sustainable supply chain – supplier-led menus and waste no food	R/651/6114	12	20	2
How to make your bar green	T/651/6115	6	10	1
People and Community – How to work together to humanise HR and build stronger communities	Y/651/6116	6	10	1
Managing Resources – how equipment technology can help and hinder	A/651/6117	6	10	1
"Think Global – Act Local"	D/651/6118	6	10	1
Marketing, Storytelling and Greenwashing	F/651/6119	6	10	1
Business Planning	K/651/6120	6	10	1
Qualification total		**72**	**120**	**12**

Unit 1: What is Regenerative and Sustainable Hospitality? Why does it matter?

Unit reference	K/651/6111	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit will introduce you to the fundamentals of sustainability and regeneration & what they mean for the hospitality sector. You will learn about the key concepts, thought leaders and trailblazers, the reasoning, data and the potential impact of implementing sustainable business practices.

Unit rationale

This unit will provide learners with an understanding of sustainability within the hospitality industry, focusing on the principles and practices of regenerative approaches. Learners will explore how these practices can affect both individual businesses and the broader sector.

The unit will highlight the key benefits and challenges associated with sustainable business practices, examining the theory and science underpinning them.

Additionally, the unit will introduce learners to key thought leaders in the field and explore the essential pillars for evaluating and analysing regenerative and sustainable practices, including the concepts of People, Planet, Profit, as well as Sourcing, Society and Environment.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Be able to explain the importance of Regenerative and Sustainable Hospitality, both in general terms and with specific reference to their context or business	Learners understand and describe the terms Regenerative and Sustainable in relation to hospitality. Learners explain two key practices of sustainable business, and reflect on the extent to which these practices are currently embodied in their business.

	Learners are introduced to key thought leaders, thinking, studies, organisations, movements and moments that brought sustainable business into the mainstream, and are aware of the origins and history of the sustainable, ecological and ethical business movement. Learners develop knowledge of how the UK's hospitality industry could contribute to a greener future, and describe the key impacts of analysing sustainable hospitality at scale.
2. Understand the methodologies, practices and definitions employed in Regenerative and Sustainable Hospitality and how these are used in daily operations to capture data	Learners describe key methodologies and data types used in Regenerative and Sustainable Hospitality. Learners explain those methodologies and data types used in their own business.

Unit 2: Introducing the Triple Bottom Line – Planet, People, Profit

Unit reference	L/651/6112	**Guided Learning Hours (GLH)**	12
Unit level	3	**Total Qualification Time (TQT)**	20

Unit aim

This unit introduces learners to the concept of the Triple Bottom Line (TBL) and examines how regenerative and sustainable operations can be assessed within the conventional framework of hospitality KPIs. By understanding the TBL, learners will be equipped to guide the ecological, ethical, and economic sustainability of a business.

Learners will explore the impact of the UK's third-largest industry on the climate crisis and how adopting better business practices can positively affect both people and the planet. The unit will also highlight how ethical business models can provide the economic security and long-term viability necessary for future success.

The unit will delve deeper into key financial metrics, focusing on Profit & Loss analysis to assess the economic viability of regenerative and sustainable business practices. Specific attention will be given to areas such as Payroll, Cost of Sales, Energy (including energy-efficient equipment, solar and heat recapture technologies), Waste & Resources, and Procurement, with a focus on understanding how these can be impacted, managed, and improved through sustainable business practices.

Unit rationale

This unit will enable learners to understand how regenerative and sustainable business practices are applied to daily operations within the hospitality industry. Learners will explore how these practices are measured through financial statements, particularly Profit & Loss (P&L) accounts, while also incorporating more qualitative criteria into success metrics.

The unit will conclude with an introduction to market trends, consumer tastes, relevant certifications, protected terms, Environmental, Social and Governance (ESG) considerations, and the role of external audits in evaluating sustainability efforts.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Be able to explain the concept of the Triple Bottom Line	Learners are introduced to the concept of the TBL, and give three qualitative operation examples that could be measured as part of an analysis of a TBL. They explain the differences and similarities between the 'Bottom Line' and the TBL, and understand the impact that adopting better business practices can have on people and the planet. They describe how qualitative analysis can provide a more holistic picture of regenerative & sustainable business practices.
2. Understand how to record data and measurements related to regenerative & sustainable business practices	Learners explore key financial metrics and analyse the viability of regenerative and sustainable business practices. They demonstrate how to use a recording system to monitor equipment use and sustainability. They explain how the recording of data and measurements can inform thinking around regenerative & sustainable business practices.

Unit 3: Supply Chains – Food Systems, Farming and Fishing

Unit reference	M/651/6113	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

Unit 3 will focus on food systems in the UK, while also considering European and global trading partners. This unit will compare ethical, ecological and values-led food producers with conventional, large-scale food systems. By exploring both models, it will analyse various modes of distribution, from vehicles to ships, planes and trains, and compare the methods used in the distribution chain to inform a sustainable procurement strategy.

The unit will define key terms related to food systems, including organic, regenerative, sustainable, ethical, wild, foraged, farmed and fairtrade.

The unit will look at the scale and impact of food waste in conventional food and farming systems and consider solutions and approaches that can mitigate or reduce food waste.

Additionally, the unit will briefly explore carbon sequestration in both soil and sea, highlighting its role in sustainable food systems.

Unit rationale

Understanding food systems is essential in today's world, where the production, distribution, and consumption of food have significant environmental, economic and social impacts. Through the study of food, farming and hospitality, learners will gain an understanding of what food systems are and how they function. They will explore the differences between eco-friendly and conventional food systems, analysing their methods of production, sustainability and environmental impact.

Additionally, learners will examine the chains of distribution that transport food from producers to consumers. By understanding these logistical processes, they will be able to assess how different food systems — along with the transportation networks that support them — contribute to environmental challenges such as carbon emissions, resource depletion and waste.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Be able to explain key concepts of food systems and farming in the UK	Learners understand what is meant by a 'Food System', and can describe the same. They are introduced to, and are able to explain, the difference between traditional agriculture, organic farming and regenerative farming. They describe the benefits that regenerative or organic farming can have on soil health and biodiversity. They understand the variety of methods of distribution in a supply chain and can compare and contrast the carbon costs of different methods.
2. Be able to outline the processes food producers follow to pass external audits and certifications	Learners are introduced to, and can give an outline of the processes that food producers need to undertake to pass external audits and certifications. They can explain the importance of these processes for producers. They may also apply this to their own context or business.

Unit 4: Managing a Sustainable Supply Chain – Supplier-Led Menus and Waste No Food

Unit reference	R/651/6114	**Guided Learning Hours (GLH)**	12
Unit level	3	**Total Qualification Time (TQT)**	20

Unit aim

This unit will enable learners to understand how to create, implement and manage a genuinely sustainable food supply chain, and how to minimise food waste throughout the service chain.

Learners will understand the process of transitioning to supplier-led sourcing, how to evaluate potential suppliers, and how to manage risks while balancing menu planning, supplier-chef relationships, guest expectations and financial considerations.

They will also gain an understanding of the conventional industry-standard supply chain model, often mediated by wholesalers, and be able to contrast it with sourcing the same products through a sustainable supply chain, recognising the differences and benefits of each approach.

Unit rationale

In a rapidly evolving industry, understanding the criteria of what constitutes an ethical and ecological food supply chain is crucial for promoting responsible sourcing, reducing environmental impact and improving social and economic sustainability.

By defining these criteria, learners will gain insight into how sustainable sourcing practices contribute to the broader goals of reducing waste, minimising carbon footprints and supporting ethical business practices.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Be able to explain how to create a regenerative and sustainable network of fresh food suppliers	Learners are introduced to the concept of – and factors involved in adopting – an ethical, ecological food supply chain. This should include sourcing, collaboration and environmental impact reduction.

	They can describe the key steps involved in creating a regenerative and sustainable network of fresh food suppliers. Where applicable, they reflect on their own context and can identify steps they could take to achieve the above, or set this process in motion.
2. Be able to explain the risks and benefits involved in sustainable supply chains	Learners understand the risks and benefits associated with sustainable supply chains, which include a consideration of economic, environmental and social factors. Where they have identified steps they could take in their own context to develop their sourcing practices, they also evaluate the balance of risks and benefits such an approach would entail.

Unit 5: How to make your Bar Green

Unit reference	T/651/6115	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit will enable learners to understand the often-overlooked ecological impact of the bar industry by focusing on the resources, land use and environmental factors involved in bar products such as alcoholic beverages. Learners will gain insight into the significant opportunity the hospitality sector has to reduce its ecological footprint. The unit highlights the impact of various inputs e.g glass, liquid, pesticide use and the land needed for production, while quantifying these factors in terms of economics, and ecological and human costs.

Unit rationale

The bar industry is often overlooked when assessing the ecological impact of the hospitality sector. Traditional production methods in vineyards and grain farming rely on harmful chemicals that damage worker health and biodiversity, while the carbon cost of transporting bar goods adds to the environmental burden.

This unit highlights these impacts and explores sustainable solutions, enabling learners to understand the opportunities the hospitality industry has to reduce its ecological footprint. By focusing on reducing chemical use and transportation costs, learners will gain practical insights into how the bar sector can contribute to a greener future.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Be able to explain the environmental impact of alcoholic beverage production	Learners are introduced to and are able to explain average land use data (hectare/acre) usage for beer, wine and grain spirits. They understand agricultural systems standards associated with the production of alcoholic beverages, and describe the growing methods of regenerative, biodynamic, organic and conventional agriculture and associated standards. They describe the differences and similarities in the production methods used in organic and conventional winemaking.
2. Be able to describe how bar products and bar packaging (e.g. glassware) are used, transported and distributed within the hospitality industry	Learners provide an overview of the use, transport and distribution of bar products and packaging, and may relate this to the arrangements in place in their own context. They describe two issues with the methods of supply systems in the hospitality industry, and identify the extent to which this applies in their setting.
3. Be able to evaluate bar stock in terms of sustainability	Learners describe how to evaluate the sustainability of bar stock, and apply this to their own context.
4. Be able to explain how to source organic, regenerative, local and bulk product options	Learners describe how to source a range of products focusing on sustainable, ethical sourcing practices, which will include sourcing, waste management and eco-friendly practices. They identify the extent to which this is already done in their own context, and where applicable, may set out steps for improving their practice.

Unit 6: People and Community – How to Work Together to Humanise HR and Build Stronger Communities

Unit reference	Y/651/6116	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit aims to provide an overview of the advantages and disadvantages of atomistic and conventional approaches to Human Resources (HR) in comparison to more holistic, person-centred approaches. It will also provide an understanding of HR policies through case studies and demonstrate their impact.

Additionally, the unit will touch on ways in which policies, alongside community engagement, contribute to building personal, collective and economic resilience.

Unit rationale

The hospitality industry has historically been associated with long, unsociable hours and low employee satisfaction. This unit seeks to address these challenges by exploring and promoting more human-centred approaches to Human Resources (HR).

By focusing on better business practices, the unit aims to demonstrate how prioritising employee well-being and adopting more holistic, person-centred HR strategies can lead to improved job satisfaction, better working conditions and a more resilient workforce. Through this approach, the unit highlights the potential for positive change within the hospitality sector.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Demonstrate an understanding of the basic HR policies that all businesses must have in place to ensure compliance and effective workforce management	The learner is aware of and outlines the key HR policies a business must have in place. This includes: • Equality, Diversity & Inclusion • Health & Safety in the Workplace • Manual Handling

	• COSHH/HACCP • Fire Safety • GDPR • Working Time Regulations • Paternity & Maternity • Safeguarding • Licensing • Food Safety • Training & Development • Employment Contracts, Disciplinary Procedures and Code of Conduct They reflect on their own setting's current approach to HR in the context of the above.
2. Be able to explain the benefits for employees, organisations and communities of humanising HR practices	Learners explore the benefits of humanising HR practices. They explore the advantages and disadvantages of a conventional approach to human resources, and contrast this with a more holistic approach. They are aware of relevant case studies which demonstrate the impact of different HR practices. Learners explore how they could personalise aspects of the approach to HR taken in their context to enhance an employee's experience. They understand the role of community in hospitality businesses, describe ways in which hospitality businesses can positively impact their local communities, and make reference to the ways in which this is achieved, and could be improved, in their own context.

Unit 7: Managing Resources – How Equipment Technology Can Help and Hinder

Unit reference	A/651/6117	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit aims to equip learners with the knowledge and skills to effectively manage resources, including waste, water, energy, and services. Learners will explore how to optimise energy use, the role of equipment and technology in supporting or hindering sustainability goals, and the impact of resource management on costs and environmental outcomes.

Unit rationale

Managing the day-to-day use of energy and resources is an integral part of reaching sustainability goals, particularly in industries that heavily rely on resource consumption, such as hospitality and facilities management.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Demonstrate an understanding of how energy and resources are measured and managed in terms of their efficiency and environmental impact	Learners explain how to record resource uses effectively. They explain and/or demonstrate how to create a bespoke record-keeping system for different streams. Learners understand how technology and equipment can contribute to improved resource management. They evaluate and compare two different examples of technology and equipment in terms of their efficiency and environmental impact.
2. Be able to explain the concepts of “Cradle to Grave” and “Cradle to Cradle” resource management	Learners explain the “Cradle to Grave” and “Cradle to Cradle” models of resource management.

	They give real-world examples of these two concepts, and may relate them to their own contexts – identifying the extent to which either model applies, and where improvements might be made.

Unit 8: “Think Global – Act Local” (The UN Sustainability Goals and Scope 1, 2 & 3 emissions and the place of Accreditations, Awards and Certifications)

Unit reference	D/651/6118	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit aims to provide the learner with a basic understanding of this complex, macro topic.

The unit will explore the United Nations Sustainable Development Goals (UNSDGs), including how they were created, why they are important, and how some businesses and organisations integrate the UNSDGs into their business models.

It will then cover the basics of how carbon emissions are calculated, and how Scope 1, 2, and 3 emissions contribute to climate change. The unit will also examine some of the limitations of a carbon-centred approach to climate change.

Next, the unit will shift focus from the global to the local, examining how individual business operations can impact both local and global environments.

A key component of navigating global trade is understanding accreditations, certifications and awards. This unit will introduce learners to Fairtrade, Organic, Biodynamic and MSC certifications, and will explore how external audits, such as the Sustainable Restaurant Association's ‘Food Made Good’ Award, can help hospitality businesses assess and improve their ecological and societal impact.

Unit rationale

In today's globalised world, businesses are increasingly accountable for their environmental and social impacts. Understanding sustainability challenges and how businesses can address them is essential for future leaders. Carbon emissions, resource management, and local actions all play significant roles in global sustainability efforts.

Businesses must not only reduce their carbon footprints but also embrace broader strategies to address environmental issues. Understanding how operations affect both local and global environments is key to aligning business practices with sustainability goals.

Additionally, certifications and external audits, such as Fairtrade, Organic and the Sustainable Restaurant Association's 'Food Made Good' Award help businesses demonstrate their commitment to sustainability and improve their impact. Equipping individuals with this knowledge is crucial for making informed, responsible decisions that contribute to both business success and global sustainability.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Demonstrate a basic understanding of the United Nations Sustainable Development Goals (UNSDGs)	Learners provide an overview of the UNSDGs, including descriptions of why they were created and a summary of their contents.
2. Be able to describe the foundations of Scope 1, 2 & 3 emissions	Learners have an understanding of the concept of, and describe key areas of, Scope 1, 2 and 3 emissions.
3. Be able to give an overview of the key accreditations, certifications, awards and audits and their relevance to the hospitality industry	Learners outline the most commonly-encountered certifications in UK hospitality businesses. They summarise the criteria and standards required to achieve them, and identify any certifications that may apply to their context, including those their setting already holds or is likely to be working towards.

Unit 9: Marketing, Storytelling and Greenwashing

Unit reference	F/651/6119	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit aims to explore effective strategies for building and marketing sustainability practices, focusing on how to communicate what you do, how you do it and why it matters in a way that resonates with customers and the wider community. The unit will also address the risks of greenwashing and the importance of maintaining transparency and authenticity in sustainability marketing.

Additionally, this unit will emphasise the power of storytelling in sustainable marketing, teaching learners to recognise opportunities for content creation, press coverage, networking and community engagement. Through the use of various case studies, learners will examine the sustainable marketing approaches of different businesses, gaining an understanding of how storytelling with integrity enhances customer engagement, brand loyalty and recognition. The unit will also look at the broader benefits of effective sustainable marketing, such as improved recruitment and staff retention.

Unit rationale

The unit focuses on encouraging storytelling that is true and contextualised, and that has integrity and value, and how to communicate this through the different mediums of marketing. Operating sustainably often means higher prices for goods, products and services, so it is imperative that you tell this story. Moreover, raising awareness and using a business's influence has a positive impact on the sustainability movement.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Be able to explain the importance of accuracy when marketing sustainable initiatives	Learners select a campaign and identify potential instances of greenwashing within it. They draft a post that markets a hypothetical sustainable initiative using factual information and clear goals.
2. Understand the different types of marketing and how to use a sustainability story to promote a business	Learners explain how a variety of forms of marketing contribute to an overall marketing strategy – which should include earned media, advertising, social media and press. They reflect on the way sustainable marketing is currently carried out in their setting. They explain the benefits of effective sustainable marketing for businesses, the community, customers and staff.

Unit 10: Business Planning

Unit reference	K/651/6120	**Guided Learning Hours (GLH)**	6
Unit level	3	**Total Qualification Time (TQT)**	10

Unit aim

This unit aims to equip learners with the skills and knowledge to develop a comprehensive business action plan focused on sustainable and regenerative hospitality management. Learners will consolidate their understanding of regenerative business practices and will develop the skills to create a strategic plan that prioritises environmental, social and economic sustainability in hospitality operations.

Unit rationale

Business planning is essential in the hospitality industry as it provides a structured framework for achieving long-term sustainability and success. Effective planning enables hospitality businesses to align their operations with sustainability goals, manage resources efficiently, and meet the evolving expectations of customers, communities and stakeholders.

In a rapidly changing market, particularly with increasing demand for regenerative practices, a well-crafted business plan is crucial for identifying opportunities, mitigating risks and adapting to environmental, social and economic challenges. By consolidating knowledge of sustainable and regenerative practices, hospitality businesses can create actionable strategies that not only enhance their financial viability but also contribute to positive societal and environmental outcomes, ensuring they remain competitive and responsible in the industry.

Learning outcomes The learner will:	Amplification Knowledge, skills and attributes may include:
1. Understand the key principles of business planning	Learners understand and explain how to draw up an outline of a business plan. They understand and are able to explain how the Triple Bottom Line (TBL) influences business planning.

2. Understand both macro and micro factors to consider when creating a sustainable and ethically-driven business plan	Learners describe two macro and two micro factors in a sustainable and ethically-driven business plan.
3. Understand the key points to include in a business action plan	Learners describe the key areas of a business action plan. They may outline the key points of their own action plan, with a view to utilising this in their setting.

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by CFI. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced
- A learning environment that combines both theoretical and practical experiences

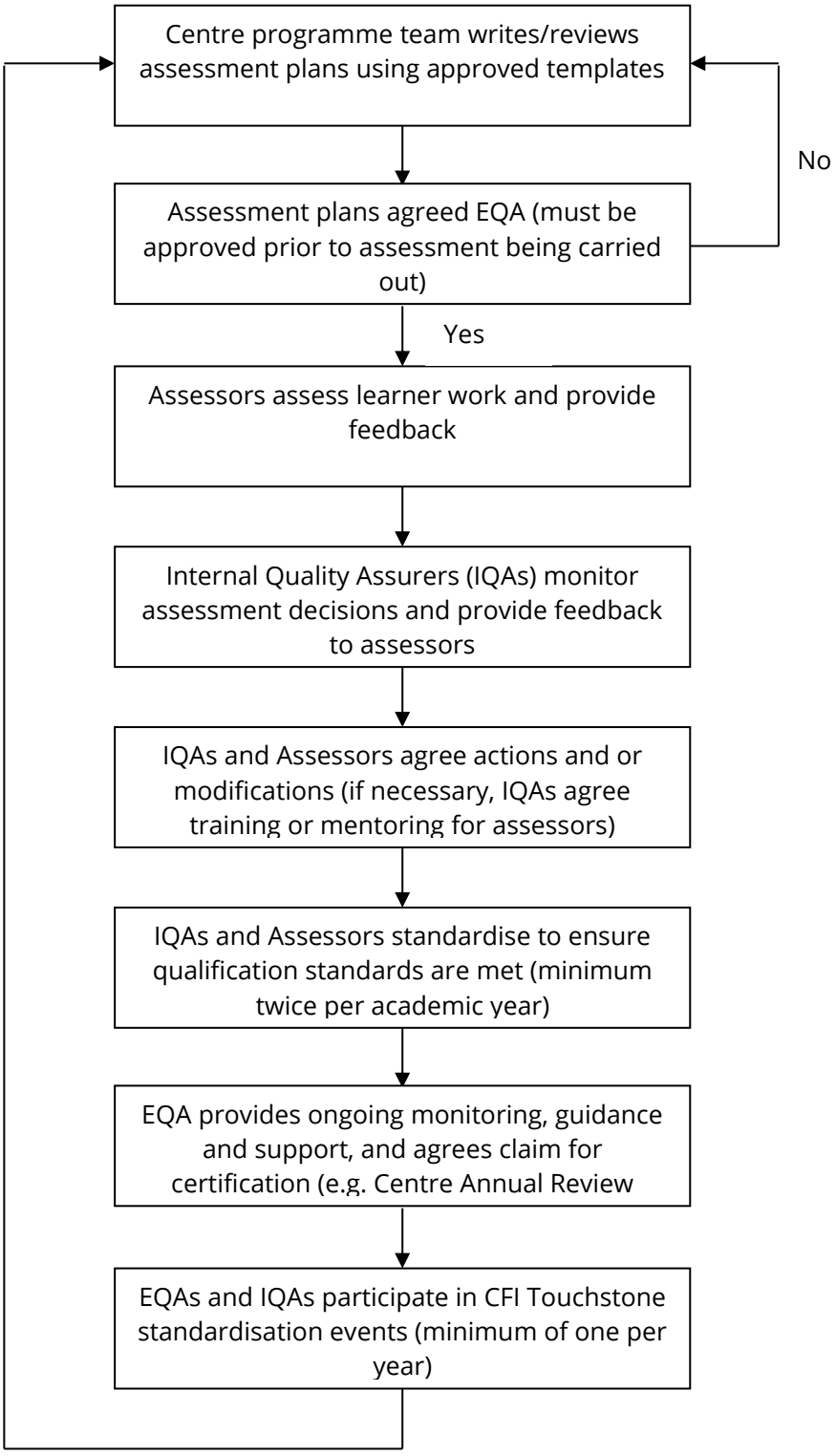
For more information about the process of becoming a centre, please contact us at info@cfiwarding.com or refer to our Centre Handbook (www.cfiawarding.com).

3.2 Quality Assurance

The CFI approach to quality assurance is underpinned by educational values which address the holistic development and transformation of the learner. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach their full potential.

The primary aim of the CFI Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the CFI QA Team.

Centres delivering this qualification are required to follow this CFI Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
No
Assessment plans agreed EQA (must be approved prior to assessment being carried out)
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. Centre Annual Review
EQAs and IQAs participate in CFI Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high-quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. CFI can also provide customised assessor and IQA education as well as review of assessor and IQA practice
- Assessors and IQAs must keep an up-to-date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from CFI
- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for centres

Please note: there may be a charge for training and resources provided by CFI.

3.5 Policies and Procedures

Each centre is required to work in partnership with CFI to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

CFI has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with CFI's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints Policy: which allows learners to take action if they feel they have been treated unfairly
- Learner Appeals Policy: which allows learners to appeal decisions made by centres
- Reasonable Adjustments Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances at the start of the programme
- Special Considerations Policy: which allows centres to request extensions for learners in light of learners' individual circumstances which have delayed their completion of the programme
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias

CFI policies and other key documents are available on our website at www.cfiawarding.com or upon request via info@cfiawarding.com