

Hospitality, leisure, sport and tourism

2008

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Mansfield

NG18 4FN

Tel 01623 450788

Fax 01623 450481

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Preface

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.

This subject benchmark statement, together with others published concurrently, refers to the **bachelor's degree with honours**¹. In addition, some subject benchmark statements provide guidance on integrated master's awards.

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions (HEIs) when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum in the subject.

Subject benchmark statements also provide support to HEIs in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards. Subject benchmark statements allow for flexibility and innovation in programme design and can stimulate academic discussion and debate upon the content of new and existing programmes within an agreed overall framework. Their use in supporting programme design, delivery and review within HEIs is supportive of moves towards an emphasis on institutional responsibility for standards and quality.

Subject benchmark statements may also be of interest to prospective students and employers seeking information about the nature and standards of awards in a given subject or subject area.

The relationship between the standards set out in this document and those produced by professional, statutory or regulatory bodies for individual disciplines will be a matter for individual HEIs to consider in detail.

This subject benchmark statement represents a revised version of the original published in 2000. The review process was overseen by the Quality Assurance Agency for Higher Education (QAA) as part of a periodic review of all subject benchmark statements published in 2000. The review and subsequent revision of the subject benchmark statement was undertaken by a group of subject specialists drawn from, and acting on behalf of, the subject community. The revised subject benchmark statement went through a full consultation with the wider academic community and stakeholder groups.

QAA publishes and distributes this subject benchmark statement and other subject benchmark statements developed by similar subject-specific groups.

¹ This is equivalent to the honours degree in the *Scottish Credit and Qualifications Framework* (level 10) and in the *Credit and Qualifications Framework for Wales* (level 6).

The Disability Equality Duty (DED) came into force on 4 December 2006². The DED requires public authorities, including HEIs, to act proactively on disability equality issues. The Duty complements the individual rights focus of the *Disability Discrimination Act* and is aimed at improving public services and outcomes for disabled people as a whole. Responsibility for making sure that such duty is met lies with HEIs.

The Equality and Human Rights Commission³ has published guidance⁴ to help HEIs prepare for the implementation of the Duty and provided illustrative examples on how to take the Duty forward. HEIs are encouraged to read this guidance when considering their approach to engaging with components of the Academic Infrastructure⁵, of which subject benchmark statements are a part.

Additional information that may assist HEIs when engaging with subject benchmark statements can be found in the *Code of Practice (revised) for providers of post-16 education and related services*⁶, and also through the Equality Challenge Unit⁷ which is established to promote equality and diversity in higher education.

² In England, Scotland and Wales.

³ On 1 October 2007, the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission merged into the new Equality and Human Rights Commission.

⁴ Copies of the guidance *Further and higher education institutions and the Disability Equality Duty, Guidance for Principals, Vice-Chancellors, governing boards and senior managers working in further and higher education institutions in England, Scotland and Wales*, may be obtained from www.equalityhumanrights.com/en/forbusinessesandorganisation/publicauthorities/disabilityequalityd/pages/disabilitye.aspx

⁵ An explanation of the Academic Infrastructure, and the roles of subject benchmark statements within it, is available at www.qaa.ac.uk/academicinfrastructure

⁶ Copies of the *Code of Practice (revised) for providers of post-16 education and related services*, published by the Disability Rights Commission, may be obtained from www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx

⁷ Equality Challenge Unit, www.ecu.ac.uk

Foreword

A group for the review and revision of the subject benchmark statement for hospitality, leisure, sport and tourism (HLST) was formed by representatives of the following academic subject bodies: the Association for Events Management Education; the Association for Tourism in Higher Education; the British Association of Sport and Exercise Sciences; the Council for Hospitality Management Education; and the Leisure Studies Association, along with representation from the Hospitality, Leisure, Sport and Tourism Network of the Higher Education Academy (HEA).

From the outset of the review exercise, the review group was mindful of the mix of subjects - each with their different contexts - that the subject benchmark statement covered. Moreover, the chair of the original group, Vicky Harris, made the following comment in her letter of introduction to the original benchmark statement with its future review in mind, 'the group recognized the need for the composition of Unit 25 to be reviewed and if appropriate re-structured in 3 to 5 years time based on the experience of implementing these statements...a disaggregation of the Unit may be advisable in the future to ensure they have specific benchmarking statements to guide their development'. However, in surveying factors such as the Research Assessment Exercise (RAE), relationships to business schools, the HEA subject centre, wider external developments, the Joint Academic Coding System (JACS) subject classification and relationships with related subject areas, the review group concluded that there was still merit in this subject alliance for benchmarking purposes.

Following on from this decision, the subject coverage of the statement has been a prominent area of discussion and debate for the group. Discussions have taken place with a number of other subject bodies on the subject coverage of this and other subject benchmark statements. In the revision of this statement, the subject of events has been included for the first time as a subject strand. The Consortium of Retail Universities, which also expressed interest in the HLST subject grouping, has decided to explore the potential of a separate subject benchmark statement under QAA's recognition scheme. The review group also had discussions with the Institute of Consumer Sciences on the positioning of consumer sciences within subject benchmark statements. It was concluded that consumer sciences was best served by the agriculture, forestry, agricultural sciences, food sciences and consumer sciences benchmark statement, but reference to the HLST benchmark statement should still be possible and appropriate for some programmes.

As a consequence of the inclusion of events as a subject strand, there has been ongoing debate about the title of the statement. Ideally, the members of the group would like a more streamlined subject title that could be adopted more widely and that would give a greater sense of recent developments and change in the subjects as a group rather than just a list. Although a number of alternative titles were proposed and debated, the group did not find a short title that satisfied the principles of all the individual subjects. The majority decision has, therefore, been to retain the original title.

The other main change to the statement in this revision is the removal of the generic performance standards table. Feedback from representative subject bodies suggested that this section was not used and, coupled with the inclusion of events within the benchmark statement and discussions with other subject bodies on the subject coverage of the statement, this led the review group to conclude that the table has become redundant.

The review group is very grateful to all those who contributed to discussions within the individual subject associations which helped to contribute to the revision of the subject-specific sections and to all those who responded to the formal consultation. Finally, the group is very thankful to the representatives from other subject associations for attending meetings and contributing to the discussions.

June 2008

1 Introduction

1.1 The HLST subject grouping encompasses programmes of study aligned closely to the service sector/experience economy. The sector (in its broadest definition) is one of the largest and fastest growing sectors of the global economy, and in the United Kingdom (UK) alone represents the third largest element of gross domestic product as it does in most western nations. UCAS data reveals HLST as a whole to be among the fastest growing in UK higher education (HE). In 2007, over 150 HE and further education (FE) institutions offered awards ranging from Higher National Certificates to master's degrees as part of their portfolios of taught programmes and, in addition, research programmes are offered by an increasing number of universities.

1.2 As a sector which incorporates much of the 'leisure and entertainment' industry, there remains considerable scope for innovation, diversity and new programme development, and considerable potential to enhance the portfolio of all UK universities. The subject benchmark statement for HLST should not be seen to represent only the five subjects covered within the statement, but rather a much wider spread of subjects, many of which are listed within the degree titles outlined in Appendix A.

1.3 The HLST subject grouping brings together a range of subjects that do not have a long history of working together. It was established as a grouping of cognate subjects through QAA's approach to developing the first set of subject benchmark statements and then through its subject review process. The grouping was further reinforced through the establishment of its own subject centre within the Learning and Teaching Support Network (LTSN) and now within the HEA. From these opportunities to work together, shared approaches, values and priorities have been identified as well as the distinctive characteristics of the different subjects. This position is reflected in the benchmark statement. The HLST subject grouping shares concern for the contribution which it makes to both the economy, through the sectors of industry with which it engages, and to lifestyles, through the products and services of those sectors. It is multidisciplinary in its make-up, encompassing a range of theory and practice from the social to the physical sciences, and this influences the range and nature of the learning opportunities and experiences it offers.

1.4 Following representations made after the last RAE, there is potential for greater visibility and recognition for research in tourism in the 2008 RAE. However, the multidisciplinary nature of much provision in the HLST subject areas means that institutions may decide to submit research under other units of assessment, such as business management and planning.

1.5 The HLST subject groups have felt poorly served by the JACS subject classification used by UCAS and the Higher Education Statistics Agency. However, a revised coding system (version 2.0) , which is being introduced in 2007-08, will give greater visibility to all subjects within HLST and provide more easily extracted and meaningful subject level performance data.⁸

⁸ For more details see www.ucas.ac.uk/he_staff/datamanagement/jacs/jacs20

1.6 This subject benchmark statement is primarily designed to inform those developing or revising bachelor's degree with honours programmes in the HLST subject grouping. It should also be of value, however, to those preparing or revising Foundation Degrees which are designed to provide progression routes to bachelor's degree with honours programmes. It reflects current thinking and practice in learning, teaching and curricula which have been identified within the subject communities by their subject bodies, supported by the HEA's HLST Network. The benchmark statement is also informed by an understanding of the expectations of employers, professional bodies and Sector Skills Councils gained through substantial engagement with relevant sectors of industry over many years.

1.7 This subject benchmark statement sets out minimal expectations for awards within the HLST subject grouping to ensure that graduates are prepared for enterprise or employment following qualification. The HLST sector of HE is dynamic, diverse, engaging and rapidly developing as employers place greater value on universities, colleges and academics and their capacity to enhance and to transfer knowledge, understanding and skills. This is a crucial relationship in curricular development and in ensuring that graduates are well prepared for their future employability through the learning opportunities and experiences offered to them in their programmes of study.

2 A changing landscape

2.1 Since the publication of the original subject benchmark statement for HLST, there have been a number of contextual changes which may influence curricula and approaches to learning and teaching. These include changes related to developments in HE in the UK, to relevant external agencies and to legislation, as well as the broader influences of a changing world environment.

2.2 Despite the introduction of tuition fees and some variation in patterns across HE, recruitment in HLST subjects remains buoyant. Most notable over the recent period has been the rapid growth in demand for programmes related to sport and those related to events. In the latter case, this has led to the establishment of a new subject association in this area and the subject's inclusion in this subject benchmark statement as an area in its own right. This recognition of a newly established discrete area of study is also reflected in the revised JACS coding system.

2.3 There has been significant growth in Foundation Degrees in HLST subjects and thus much experience gained of effective collaboration between FE colleges, HEIs and employers⁹. This area of development builds upon expertise and experience in work-based learning, already established within the HLST subjects through the provision of sandwich degrees. HLST subjects have also been quick to harness the benefits of technology-enhanced learning, both on and off-campus, and to develop approaches to blended learning. Widening participation and the development and promotion of progression opportunities, not least through newly established Lifelong Learning Networks, as well as flexibility in provision and increasing recognition of work-based

⁹ Further guidance on the nature and standards for Foundation Degrees can be found in the *Foundation Degree qualification benchmark* published by QAA. See www.qaa.ac.uk/reviews/foundationDegree/benchmark/FDQB.asp

learning are likely to influence programme developments in the HLST subject grouping as it responds to changes in demand resulting from demographic changes. Changes in the 14-19 school curricula and new diplomas in the subject areas must also be considered in future planning.

2.4 The HLST subjects should be well placed to respond to the recommendations of the Leitch Report¹⁰ for increased engagement between employers and HE in workforce development. They should also be well placed to contribute to the achievement of goals identified in the Skills Agreements, developed by the Sector Skills Councils. The period of revision of this subject benchmark statement coincides with opportunities to contribute to developments in support of the London 2012 Olympic and Paralympic Games and other national and major events requiring the specific high level skills and knowledge offered within HLST subjects. It also coincides with the recognition of the importance of the contribution of the creative industries to the UK economy¹¹, which is likely to encourage closer engagement between HLST subjects and other disciplines in the creative domains.

2.5 Preparation for employment has been a significant priority for undergraduate programme development generally in HE but this emphasis is not new within the HLST subject grouping. Indeed the original subject benchmark statement already demonstrates a broad commitment to employability and awareness of employability skills, which these current revisions endorse as important components of curricular development.

2.6 The HLST Network was established in 2000, as one of the 24 subject centres within the LTSN. In 2004, the subject centres became a key element of the newly formed HEA to promote evidence-based effective practice in learning, teaching and assessment at subject level and thus assist the enhancement of students' learning opportunities, experiences and achievements. The HLST Network works closely with the subject associations that represent particular subject areas within the HLST grouping and consults regularly with them on curricular and pedagogic issues and on policy and practice. Together, the subject associations, the HLST Network and professional and industry bodies provide an invaluable resource to support development of provision in the subject grouping.

2.7 HLST subjects continue to be particularly sensitive and responsive to changes in the world environment. This awareness of the need for education for sustainable development and social responsibility, with economic, environmental, cultural, social and technological issues having equal importance, is already evidenced in the curricula and in approaches to learning and teaching. This area of development is likely to take on increased importance and the review group encourages institutions that are planning new or revalidating existing academic programmes to consider their corporate social responsibility by ensuring global sustainability and ethical positioning are clearly visible and appropriately supported across the entire student experience.

¹⁰ *Leitch Review of Skills, Prosperity for all in the global economy - world class skills*, HMSO, 2006.
See www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf

¹¹ *Creative Britain - New Talents for the New Economy*, DCMS, 2008.
See www.culture.gov.uk/reference_library/publications/3572.aspx

2.8 At the same time, the HLST subjects reflect internationally important sectors within the global economy. The development of more international curricula, recruitment of international students and partnerships in provision with HEIs in other countries are influences on the development of provision which are set to continue. In particular, it is likely that developments in credit accumulation and transfer, reflecting the recommendations of the Burgess Group¹², and developments flowing from the Bologna Process and establishment of a European Higher Education Area, will be influential. HLST subjects are recognised as having intellectual integrity aligned to UK and European economic development and regeneration.

2.9 The legislative changes regarding equality of opportunity referred to in the preface to this subject benchmark statement must also be recognised in reviewing and developing curricula and approaches to learning, teaching and assessment. In the HLST subject community there is already much experience and continuing concern for effective and positive approaches to inclusivity.

2.10 Following subject review, HLST providers in England were eligible to bid for developmental funding from the Higher Education Funding Council for England (HEFCE) through the Fund for the Development of Teaching and Learning Phase 5. Seven projects were funded and they, together with projects funded annually by the HLST Network and the work of a number of Centres for Excellence in Teaching and Learning, provide new and valuable resources and evidence to inform curricular development.

3 Programmes of study

3.1 The following sections describe in broad terms the specific characteristics of programmes of study within each of the five main subject areas covered by this subject benchmark statement: events; hospitality; leisure; sport; and tourism. Award titles often contain the words management, studies or science. The distinguishing character of the outcomes of these three types of programmes is described in paragraphs 5.3 to 5.5.

Programmes broadly concerned with events

3.2 Events is a relatively new area of provision in HE, emerging to create a newly defined subject area within the broader services context. The area is increasingly seen as a dynamic area of study, employing creativity in the curriculum, and is supported by an increasing research and publication base. Alongside this, there is a growing understanding of the knowledge base for events education and increasing recognition of events as a subject internationally. Initiatives such as the development of the International EMBOK (Event Management Body of Knowledge) seek to define, research and understand the parameters of events and the knowledge, understanding and skills required in order to succeed in this fast-paced environment.

3.3 Events programmes draw upon the areas of psychology, law, geography, sociology and political sciences. In applied areas of business management, events programmes are more multidisciplinary and interdisciplinary in nature, drawing upon HLST subjects and cultural studies. However, events programmes are distinctive in

¹² *Proposals for national arrangements for the use of academic credit in higher education in England*, Universities UK, 2006. See http://bookshop.universitiesuk.ac.uk/downloads/Burgess_credit_report.pdf

a number of respects. First, they characterise the nature of events as planned, temporary, short-term, unique activities designed to meet cultural, economic, social, political, leisure, life-cycle, marketing or business needs. A number of sectors have developed from this as recognised by People 1st, the Sector Skills Council for the Hospitality, Leisure, Travel and Tourism industries. Second, the temporary nature of events means that specific expertise is required to manage 'pulsating' organisations that rely upon supplying, coordinating and delivering safe, sustainable, rewarding and, often, creative experiences. Third, as event sectors have themselves matured, a fundamentally greater strategic perspective is required in terms of both policy and practice. Graduates need to be able to independently question why events are provided as well as the best methods to do so. Events programmes therefore need to explore a range of conceptual and theoretical areas, alongside vocational subjects, in order to meet the academic and employability needs of graduates, the events industry and the events subject area.

3.4 Most programmes have approached the study of events with an emphasis on management, however, as the subject has evolved there has been an increasing interest in events studies as a focus of provision. There is also a degree of specialisation and regionalisation as programmes embed themselves into the nature of their institutional and geographical locations.

3.5 Events programmes often involve the study of:

- the nature of events and the structure, composition and management of the events industry, the sectors and their global environment
- the administration, design, risk management, marketing and technical operations involved in planning events
- the event consumer and client, and the event experience
- the policy, strategy and impact of events.

3.6 In addition, the opportunity to participate in a period of industrial placement or work-related learning is a feature of most events programmes, which enables students to gain structured and relevant events industry experience.

3.7 Curriculum content may include the events industry, organisational behaviour, event environment, event operations, event planning process, applied technology, management support systems, event design, theming, hospitality, event risk management, production, conferencing, support services, event resource management, operations and project management, volunteer management, human resource management, event marketing, consumer behaviour, sponsorship, venue and facilities management, place/destination, safety and security, strategic management, entrepreneurship, creativity, financial management, fundraising, economics, public relations, small business management, event law and licensing, administration, event policy, cultural studies, globalisation, mega-events and spectacle, evaluation, event studies, research methods and market research.

Programmes broadly concerned with hospitality

3.8 Programmes of study with hospitality in the title will subscribe to the following definition, 'Hospitality is characterised by a core which addresses the management of food, beverage and/or accommodation in a service context'¹³.

3.9 The defining characteristic of any programme will be the study of the management and technical disciplines relevant to hospitality. It is expected that the learning and assessment experience of all students will be contextualised to the areas covered by this definition.

3.10 Provision of hospitality education stems from a highly vocational focus. Programmes in hospitality have evolved significantly beyond this vocational focus to combine technical, management and scientific disciplines as a coherent whole.

3.11 Within hospitality, programmes in hotel and restaurant management, food studies, culinary arts, spa management, and international hospitality management offer students some degree of specialisation. The diversity of the hospitality industry has also led to the development of new areas for study, such as licensed retail management and events management.

3.12 It is expected that this diversity will be maintained so that institutions can respond to the constantly evolving needs of students and employers. Most programmes will approach the study of hospitality with an emphasis on management and usually business management. While the number of hospitality programmes with the word 'management' within the title predominates, for example hospitality management, hotel management and international hospitality management, a noticeable trend in recent years has been the increase in the number of programmes with the title 'hospitality studies'¹⁴. The latter reflect a growing field of study informed by social science insights into hospitality as a social phenomenon concerned with obligations to be hospitable and laying down expectations on both host and guests.

3.13 Hospitality degree programmes will often involve the following components:

- an examination of the nature of hospitality as an area of academic and applied study
- the management of technical operations, such as food and beverage, and accommodation
- the management disciplines within the context of hospitality
- the hospitality industry and its global environment
- the hospitality consumer and the service encounter
- the opportunity to participate in a period of supervised work experience in industry.

¹³ *Review of hospitality management*, HEFCE, 1998. See www.hefce.ac.uk/pubs/hefce/1998/98_15.htm

¹⁴ *A Review of Hospitality Management Education in the UK*, Council for Hospitality Management Education, Leeds Metropolitan University, 2005.

3.14 Curriculum content may include food and beverage production and service, facilities management, design and planning, food safety, quality assurance, food science and microbiology, operations management, events, human resources management, law, services marketing, consumer behaviour, financial management, organisational behaviour, strategic management, small business management, entrepreneurship, information technology, critical thinking and applied research methods. In addition, students will normally be given the chance for specialist study which might include languages, licensed retail, tourism, leisure management and culinary arts.

Programmes broadly concerned with leisure

3.15 Programmes of study with leisure in the title can, but may not necessarily, encompass recreation, countryside activities, popular leisure, play, tourism, sport and the arts. In the context of this subject benchmark statement, the nature of leisure is taken to mean the full range of activities, processes and meanings associated with non-work time, although not exclusively so, recognising that the boundaries between work and leisure are blurred. This definition would specifically include both rational recreation forms as well as forms of cultural consumption often connected with the popular and commercial sectors. While some aspects of the study of leisure will focus upon, or around, purpose-built facilities, these are not the only resources or practices that may be associated with leisure programmes. Thus, the term 'leisure' refers to a broad range of cultural and recreational activities and experiences by which people, through engagement in a variety of formal or informal modes of participation, seek to enhance the quality of their lives.

3.16 Programmes have rapidly increased in number during the last two decades in response to structural changes in society, including the decline of manufacturing, the growth of the leisure industries and a parallel expansion in applied leisure research. The outcome has been diversity and a wide ranging number of programmes concerned with the public, private and voluntary sectors of this industry.

3.17 Leisure has grown into a flourishing interdisciplinary field of academic endeavour underpinned by a number of academic associations, internationally recognised journals and a substantive literature. Many programmes reflect this interdisciplinary perspective and consequently leisure is studied for its inherent contribution to an understanding of contemporary society, as well as contributing to the student's employability and career preparation.

3.18 While most programmes include some consideration of all the areas of study listed below, different courses have different emphases. Many programmes have 'management' in the title. Some of these focus particularly on business or organisational management. Other programmes with 'management' in the title are more concerned with the management of leisure resources through concepts of planning and policy. The honours graduate will satisfy the characteristics of one of the two principal approaches of 'management' or 'studies' (see paragraphs 5.3 and 5.5).

3.19 Leisure degree programmes will often involve the study of one or more of the following:

- the historical, philosophical, economic, political, sociological and psychological dimensions of leisure
- the structure, composition and management of the leisure industries
- the construction of the leisure experience in a range of managerial contexts comprising products, services and opportunities
- the disaggregation of leisure into concepts, activities, functions and meanings and the implications of these for personal and professional actions
- differential patterns of leisure consumption and use
- key directions and trends in the assembly of knowledge about leisure.

3.20 Curriculum content may include concepts of leisure, the leisure environment, the sociology of leisure, the philosophy of leisure, sports studies, countryside recreation studies, arts and entertainment, recreation, leisure economics, leisure events, leisure operations, leisure development, leisure policy, leisure planning, leisure resources management, leisure facilities management, leisure strategies, and the management of leisure.

Programmes broadly concerned with sport

3.21 When programmes of study have sport in the title, the term sport has been used to broadly reference the Council of Europe definition revised in 2001, "Sport" means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels¹⁵. This can be taken to include competitive sport, outdoor pursuits, aesthetic movement and conditioning. However, modern programmes which study sport are likely to include health, physical activity and exercise, and could cover the social, cultural, scientific and management aspects of sport independently or in combination, encompassing the widest possible range of concepts.

3.22 Degree programmes in sport are now commonplace across the UK, providing a credible and valid academic pursuit for those students interested in a wide range of career options. Employment in sport, leisure, tourism, management, education, research and health are common graduate pathways for students completing these courses. Many students will also complete postgraduate qualifications to further enhance their employability or to pursue a particular career such as teaching in FE or HE.

3.23 Sport has emerged as one of the largest areas of academic interest across the UK, with a broad-based body of knowledge and an increasing interest in the development of new knowledge. Sport and related subjects are now well-established as credible academic areas of study and research within UK HE. This is characterised by not only a range of discipline-specific programmes of study and research, but an increasingly apparent multidisciplinary and/or interdisciplinary approach covering conceptual and contextual frameworks.

¹⁵ Council of Europe, www.sportdevelopment.org.uk/European_sports_charter__revised_.pdf

3.24 Because sport is such a substantial academic area, considerable differences in the emphasis in content and approach to learning have arisen across the sector, ranging from science-based to management-based programmes.

3.25 Sport degree programmes will often involve the study of one or more of the following:

- human responses and adaptations to sport and exercise
- the performance of sport and exercise and its enhancement, monitoring and analysis
- health-related and disease management aspects of exercise and physical activity
- historical, social, political, economic and cultural diffusion, distribution and impact of sport
- policy, planning, management and delivery of sporting opportunities.

3.26 Curriculum content may include human anatomy and physiology, kinesiology, human growth and development, exercise physiology, exercise science, exercise psychology, sport biomechanics, sport nutrition, physical education (non-qualified teacher status), motor learning, training theory, skill acquisition, coaching process, sports notation, sport injuries, sport psychology, sport strategy, sport technology, sport sociology, Olympic studies, sport economics, sport politics, sport history, sport philosophy, social and cultural issues, sport for special needs, sport law, sport ethics, sport development, sport management, sport psychology, sport development, and sport marketing. In all cases a relevance to, and focus on, vocation will normally be emphasised.

Programmes broadly concerned with tourism

3.27 The term 'tourism' refers to the activities and behaviours arising from the movement of people away from their normal home environments for a variety of purposes. The study of tourism draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks regarding consumption, production and management. As a relatively novel academic area, new ways are being developed to understand the development and management of tourism and its broader contribution to understanding society as a whole.

3.28 Many programmes with tourism in the title have their origins in providing a vocational understanding relevant for potential employment in some or all of the components of what is loosely referred to as the tourism industry. This covers activities in the private sector such as tour operators, airlines and hotel companies, as well as public bodies, such as local authorities, and not-for-profit bodies, such as tourist boards and other agencies.

3.29 Most programmes have broadened from their vocational origins to embrace wider social science issues relating to the nature, impacts and meanings of tourism, thereby furnishing an understanding of what is now a major world phenomenon. However, many programmes are hosted by business schools and still lay emphasis on career and vocational objectives.

3.30 Over the past 15 years the number of programmes in tourism has proliferated. They have a wide range of titles. The most common are 'tourism management', 'international tourism management', 'tourism', 'tourism and business management' 'travel and tourism management' and 'tourism marketing' but also included are other titles reflecting the focus of particular programmes such as 'ecotourism', 'adventure tourism' and 'entrepreneurship in travel and tourism' or programmes which link hospitality, leisure or sport with the study of tourism, or link tourism with the study of a language or a social science discipline. Of the programmes with management in the title many focus particularly on business management. Others are more concerned with the management of scarce resources in the community through concepts of planning and public policy.

3.31 The study of tourism overlaps with subject domains from both within, and outside, the HLST subject areas. To some extent, this is reflected in the trend for more recently validated tourism programmes to incorporate ideas and concepts drawn from, for example, social anthropology, sociology and cultural studies.

3.32 Degrees in tourism often involve the following:

- a consideration of the concepts and characteristics of tourism as an area of academic and applied study
- an examination of the nature and characteristics of tourists
- an analysis of tourism in the communities and environments that it affects
- a study of the products, structure, operations and interactions within the tourism industry.

3.33 While most include some consideration of all the above areas of study, different programmes have different emphases.

3.34 Curriculum content may include sustainable tourism, strategic planning and development of tourism, geography of tourism, impacts of tourism, ethics, international tourism, operation of the tourism industry, passenger transportation, research methods, technology in travel and tourism, tourism and the natural environment, tourism economics, tourism marketing, tourism policy, and visitor management.

4 Teaching, learning and assessment

4.1 The HLST subject grouping encompasses a rich variety of disciplinary cultures. It also includes a range of patterns of study including full-time, sandwich, part-time and distance learning. In particular, some of the programmes will include, as integral significant elements, industry placement or work-based learning. Some placements will be credit-bearing but others may not.

4.2 It is inappropriate to be prescriptive about which specific approaches to learning and assessment should be employed. Programme teams should, however, be able to justify their choices in terms of the learning outcomes which students are expected to achieve. A suitable range of different types of learning opportunities and different approaches for the assessment of learning achieved should normally be included.

4.3 Students on degree programmes in the HLST subject grouping should be provided with full details of their programme of study and of each individual component part. Learning outcomes which they are expected to achieve should be made clear, together with the approaches to learning and teaching which have been adopted to facilitate their achievement and the assessment methods which will be used to validate their achievement. Programmes should be delivered by staff with qualifications or experiences that are appropriate to the subject domain.

4.4 The learning and teaching methods used in HLST programmes usually include combinations of some of the following: lectures, workshops and seminars, group and individual tutorials, laboratory practicals, live performance, case-studies, field studies, industrial placements, working in small groups, independent study and research, and technology-enhanced and blended learning.

4.5 Learning opportunities will be designed to ensure that students are engaged in subject-specific contexts throughout the programme. These will include, among other things:

- learning opportunities in specialised facilities, for example, sports science laboratories, training kitchens and restaurants, sports participation facilities, leisure facilities, venues and event specific facilities
- contact with the industry, associations or professional bodies, for example through field work and other activities in the internal/external environment, visits, visiting speakers and other professionals in the field, 'live' case-studies and events/productions
- learning opportunities through the use of specialised items of equipment (in separate studies on hospitality management and sports-related provision HEFCE has identified minimum provision)
- access to relevant applied information technology systems.

4.6 Teaching, learning and assessment in the HLST subjects draw upon pedagogic and subject-based research within and beyond the subject areas. Teaching, learning and assessment in the HLST subjects are also enhanced by engagement with practitioners and an awareness of industry needs.

5 Knowledge, understanding and skills

5.1 In this section, the skills and aptitudes of graduates in many HLST programmes are identified and these form 'generic' learning outcomes that should be achievable in all programmes in the HLST subject grouping, together with the subject-specific outcomes which are identified in section 6. The depth and proficiency expected may differ from programme to programme and this will be reflected in the aims and objectives of the programme and the approaches to learning, teaching and assessment taken. Each institution will, of course, make judgements about the content, nature and organisation of its degree programmes and their constituent parts.

5.2 Graduates of programmes in the HLST subject grouping will have developed a range of skills and aptitudes, including being able to:

- research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems
- critically assess and evaluate evidence in the context of research methodologies and data sources
- critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted
- describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context
- plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data
- apply knowledge to the solution of familiar and unfamiliar problems
- develop a sustained reasoned argument, perhaps challenging previously held assumptions
- demonstrate effective communication and presentation skills
- work effectively independently and with others
- take and demonstrate responsibility for their own learning and continuing personal and professional development
- self-appraise and reflect on practice
- plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills
- recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct
- undertake fieldwork with continuous regard for safety and risk assessment.

5.3 Where a programme title contains the word 'management' then it should, among other things, enable students to:

- demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice
- evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.

5.4 Where a programme title contains the word 'science' then it should, among other things, enable students to:

- demonstrate an understanding of the philosophical basis of scientific paradigms
- demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies.

5.5 Where a programme title contains the word 'studies' then it should, among other things, enable students to:

- critique the contributions of a range of academic disciplines that have informed the development of the subject as a field of study
- display an integrated knowledge of the scope and breadth of the subject domain.

6 Subject-specific benchmark standards

6.1 In this section, the learning outcomes which are specific to and characteristic of different subjects within the HLST grouping are given. These are in addition to the more generic outcomes given in section 5. They provide standards of achievement that a student should be able to demonstrate for the award of a bachelor's degree with honours.

Events programmes

6.2 An honours graduate in events will be able to analyse and evaluate the concepts and defining characteristics of events as an area of academic and applied study, including being able to:

- explain, interpret and challenge theories and concepts which are used to understand the origin, purpose, meanings and development of events from a range of critical perspectives
- display an insight into the structure of event providers and their sectors, and analyse the political, technological, social, environmental and economic factors which affect, or impact upon, the supply of, and demand for, events
- analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of events
- demonstrate a critical awareness and understanding of how core values, for example, ethics, integration, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in, events.

6.3 An honours graduate will be able to demonstrate a range of professional event planning and management knowledge and skills, including being able to:

- demonstrate a critical awareness and understanding of appropriate domains including administration, design, operations, marketing and risk, and how they apply to the phases of events, such as initiation, planning, implementation, event and closure
- operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources
- display critical knowledge, understanding and application of risk management and the legal, ethical and regulatory frameworks that affect event management
- plan, control, analyse and evaluate events, support service provision and their logistics
- design events, including the programming of spectacle, exhibition, ritual, performance and hospitality

- engage with, contribute to and produce events, based on an acquisition and understanding of appropriate vocabularies, skills, working methods and professional business communications.

6.4 An honours graduate will be able to recognise and value the centrality of the attendee and/or client and meet and respond to their needs and expectations, including being able to:

- analyse the nature, characteristics, needs and expectations of different consumers through applying consumer behaviour theories and concepts
- generate creative ideas/concepts, proposals, pitches and solutions to meet differing needs
- analyse and evaluate the quality of the event experience and its impact on the event consumer and/or client and the wider organisation
- evaluate the importance of cultural and other diversities in developing access to, and participation in, events by specific target groups
- demonstrate an understanding of the ways in which attendees behave at events and within the venue and surrounding destination.

6.5 An honours graduate will be able to utilise, and understand the impact of, rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in an events context, including being able to:

- evaluate the contribution and impacts of events in social, economic, environmental, political, cultural, technological and other terms
- appreciate the ethical and sustainability issues associated with the operation and development of events
- write and critique event plans, event strategies and to recognise and meet the needs of specific stakeholders
- critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of, or the training of practitioners in events
- demonstrate a critical awareness and appreciation of existing and emerging standards, policies, initiatives, frameworks and contemporary issues.

Hospitality programmes

6.6 An honours graduate in hospitality will be able to analyse and evaluate the defining characteristics of hospitality as a phenomenon, including being able to:

- critically reflect upon the origin, meanings and development of hospitality
- analyse and reflect on the different cultural concepts of hospitality
- demonstrate a critical awareness of the boundaries of hospitality.

6.7 An honours graduate in hospitality will be able to use technical and interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems in the core areas of hospitality, including being able to:

- operate and manage human and technical resources
- apply theory to the solution of complex problems within the core areas of hospitality
- analyse and evaluate food, beverage and/or accommodation service systems, their implementation and operation.

6.8 An honours graduate in hospitality will be able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of:

- operations management
- finance and management accounting
- human resources and organisational behaviour
- services marketing
- information systems and technology
- strategic management.

6.9 An honours graduate in hospitality will be able to analyse and evaluate the business environment and its impact on the hospitality industry, including being able to:

- display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy
- analyse and reflect upon the environmental influences which impact on hospitality organisations
- evaluate the factors which influence the development of organisations operating within the hospitality industry
- review and analyse the political, technological, social and economic factors which affect the supply of and demand for hospitality.

6.10 An honours graduate in hospitality will be able to recognise and value the centrality of the hospitality consumer and meet and respond to their needs, including being able to:

- understand and apply the theories and concepts underpinning consumer behaviour within the hospitality context
- analyse the needs and expectations of different hospitality consumers and develop appropriate responses
- analyse the quality of the service encounter and its impact on the hospitality consumer and the service provider.

6.11 An honours graduate in hospitality will be able to identify and respond appropriately to the diversity that prevails within the hospitality industry in relation to stakeholders, such as:

- hospitality consumers
- hospitality employees
- hospitality organisations
- government and external agencies.

Leisure programmes

6.12 An honours graduate in leisure will be able to understand, critically evaluate and reflect on issues of lifestyle, consumption and culture as they affect people's leisure lives, including being able to:

- demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets
- critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation
- evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups.

6.13 An honours graduate in leisure will be able to understand the social, political, economic and physical contexts of leisure and analyse the impact of these upon leisure theories, including being able to:

- critically evaluate the notion of praxis derived from generic disciplines and apply these to a specific leisure context
- analyse and reflect upon the environment in which leisure operations take place
- review and analyse the political and economic factors which affect the supply of, and demands for, leisure
- critically reflect on the nature of policies for leisure across sectoral and administrative boundaries
- critically evaluate the role and impact of global and local leisure structures and organisations.

6.14 An honours graduate in leisure will be able to utilise and understand the impact of rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in a leisure context, including being able to:

- operationalise concepts of social, public and business policy and critically analyse their role in leisure supply
- write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific communities
- critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of leisure or the training of practitioners in leisure.

6.15 An honours graduate in leisure will be able to employ a range of 'leisure specific' facilitation skills in the promotion of professional practice, including being able to:

- critically reflect upon what it means to work in leisure
- evaluate the impact and role of leisure events in everyday life
- demonstrate the skills necessary both to deliver and reflect upon a leisure experience aimed at a specific group, for example an event or a competition.

Sport programmes

6.16 Programmes of study are orientated towards the scientific, cultural or management-based approaches to the study of sport. The design of programmes, including the selection of learning outcomes, subject content and experiential learning will reflect this. Institutions will demonstrate that a programme of study has adequate coverage of one or more of the following five study areas, along with the learning experiences necessary to achieve the specific graduate outcomes. Degrees incorporating the term sport studies will normally be expected to embrace two or more of the five study areas below.

6.17 The study of human responses to sport and exercise, including:

- making effective use of knowledge and understanding of the disciplines underpinning human structure and function
- appraising and evaluating the effects of sport and exercise intervention on the participant
- showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise
- providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.

6.18 The study of the performance of sport and its enhancement, monitoring and analysis, including:

- monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport
- showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings
- displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

6.19 The study of health-related and disease management aspects of exercise and physical activity, including:

- displaying an awareness of current government policy on disease prevention and the relevance of exercise
- showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions

- displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.

6.20 The study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport, including:

- displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these
- employing social, economic and political theory to explain the development and differentiation of sport throughout society
- demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation.

6.21 The study of the policy, planning, management and delivery of sporting opportunities, including:

- understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events
- employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities
- demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.

Tourism programmes

6.22 An honours graduate in tourism will be able to demonstrate an understanding of the concepts and characteristics of tourism as an area of academic and applied study, including being able to:

- understand and appreciate the potential contributions of disciplines that help to explain the nature and development of tourism
- explain and challenge theories and concepts which are used to understand tourism
- explain and challenge the definitions, nature and operations of tourism
- demonstrate an understanding of the domestic and international nature and dimensions of tourism
- utilise a range of source material in investigating tourism
- demonstrate an awareness of the dynamic nature of tourism in modern societies
- understand the intercultural dimensions of tourism.

6.23 An honours graduate in tourism will be able to demonstrate understanding of the nature and characteristics of tourists and, in particular:

- be able to explain the patterns and characteristics of tourism demand and the influences on such demand
- have an understanding of the ways in which tourists behave at destinations
- understand the cultural significance of tourism for tourists and societies.

6.24 An honours graduate in tourism will be able to demonstrate an understanding of the products, structure of and interactions in the tourism industry, including being able to:

- demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities
- evaluate the factors that influence the development of organisations operating in tourism
- analyse relations between consumers of tourism and the providers of tourism services.

6.25 An honours graduate in tourism will be able to demonstrate understanding of the relationships between tourism and the communities and environments in which it takes place, in particular:

- being able to evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms
- having an understanding of, and being able to evaluate, the approaches to managing the development of tourism through concepts of policy and planning
- appreciating the ethical issues associated with the operation and development of tourism
- having an understanding of the issues and principles of sustainability and social responsibility in the context of tourism.

Appendix A - Award titles

The subject benchmark statement for HLST represents a much wider spread of programmes and awards, many of which are listed below, than the subjects named by this statement. In profiling the award titles within the UCAS framework, the benchmarking and review groups have sought to ensure the keywords, titles and employment opportunities that students may seek to follow are represented. This is not an exhaustive list but is a guide to the types of awards that fall within the HLST subject grouping.

Events-related award titles

Art and event management; conference and exhibitions management; creative events; design and production; entertainment and events management; event and venue management; event fundraising and sponsorship; event management (sport); event management (tourism); event management; events management; events and entertainment management; festival and event management; international event management; international event marketing; leisure, events and cultural management; live event technology; management in events; managing cultural and major events; resort and event management; special event management; and sports event management.

Hospitality-related award titles

Catering management; catering technology; culinary arts; European hospitality management; hospitality business; hospitality business management; hospitality studies; hotel and hospitality management; hotel and restaurant management; hotel, catering and institutional management; hotel management; hotel, restaurant and bar management; institutional management; international hospitality management; international hotel and catering management; and licensed retail management.

Leisure-related award titles

Adventure recreation; adventurous activities; countryside leisure management; entertainment management; facilities management; international leisure management; international leisure marketing; leisure administration; leisure and licensed retail; leisure and recreation; leisure economics; leisure events and entertainment management; leisure events management; leisure marketing; leisure property; leisure studies; management in equine leisure; maritime leisure management; outdoor activities; and outdoor recreation.

Sport-related award titles

Coaching studies; community sport; exercise physiology; exercise science; exercise studies; exercise therapy; fitness science; fitness studies; health and fitness management; movement science; movement studies; outdoor studies; physical education (non-qualified teacher status); recreation management; sport and exercise sciences; sport and the media; sport education; sports coaching; sports development; sports economics; sports injury/therapy; sports management; sports performance analysis; sports psychology; sports science, including the science of specific sports, for example, football science; sports studies; sports technology; and sports tourism management.

Tourism-related award titles

Adventure tourism management; ecotourism; European tourism; European tourism management; European travel management; international travel; international tourism; international tourism management; rural tourism management; rural/countryside tourism; sports tourism; sustainable tourism; tourism business management; tourism management; tourism operations management; tourism planning; tourism studies; travel agency management; travel and tourism management; travel management; and visitor attractions management.

Appendix B - Membership of the review group for the subject benchmark statement for hospitality, leisure, sport and tourism

Ms Lyn Bibbings	Oxford Brookes University and representing the Association for Tourism in Higher Education
Mr Glenn Bowdin	Leeds Metropolitan University and representing the Association for Events Management Education
Mr John Fenby	The Manchester Metropolitan University and representing the Council for Hospitality Management Education
Professor Scott Fleming	University of Wales Institute, Cardiff and representing the Leisure Studies Association
Professor Craig Mahoney	University of Northumbria at Newcastle and representing the British Association of Sport and Exercise Sciences
Mr Clive Robertson	Oxford Brookes University and representing the Higher Education Academy's Hospitality, Leisure, Sport and Tourism Network

Appendix C - Membership of the original benchmarking group for hospitality, leisure, sport and tourism

Details provided below are as published in the original subject benchmark statement for hospitality, leisure, sport and tourism (2000).

Professor D Airey	University of Surrey
Ms H Alder	University of Bournemouth
Dr D Botterill	University of Wales Institute, Cardiff
Mr M Cogger	Cheltenham & Gloucester College of Higher Education
Mr M Collins	Loughborough University
Ms V Harris (Chair)	Leeds Metropolitan University
Mr D Kellett	Chester College of Higher Education
Mr J Lyle	University of Northumbria
Ms G McPherson	Glasgow Caledonian University
Mr C Robertson	Oxford Brookes University
Dr A Smith	College of Ripon and York St John
Mr I Swaine	De Montfort University, Bedford
Mr B Wheeler	University of Birmingham
Mr J Cooper (Secretary)	The British Association of Sport and Exercise Sciences

The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

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