Subject Benchmark Statement

Events, Hospitality, Leisure, Sport and Tourism

November 2016

UK Quality Code for Higher Education
Part A: Setting and maintaining academic standards

Contents

How can I use this document?

This document is a Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism, that defines what can be expected of a graduate in these subjects, in terms of what they might know, do and understand at the end of their studies.

You may want to read this document if you are:

- involved in the design, delivery and review of programmes of study in Events, Hospitality, Leisure, Sport and Tourism or related subjects
- a prospective student thinking about studying Events, Hospitality, Leisure, Sport and Tourism, or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in Events, Hospitality, Leisure, Sport and Tourism.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in QAA's glossary.[1] QAA has also published a general guide to quality assurance in higher education.

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[1] The QAA glossary is available at: www.qaa.ac.uk/Pages/GlossaryEN.aspx

About Subject Benchmark Statements

Subject Benchmark Statements form part of the UK Quality Code for Higher Education (the Quality Code) which sets out the Expectations that all providers of UK higher education reviewed by QAA are required to meet.[2] They are a component of Part A: Setting and Maintaining Academic Standards, which includes the Expectation that higher education providers 'consider and take account of relevant Subject Benchmark Statements' in order to secure threshold academic standards.[3]

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Subject Benchmark Statements are used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community. Further guidance about programme design, development and approval, learning and teaching, assessment of students, and programme monitoring and review is available in Part B: Assuring and Enhancing Academic Quality of the Quality Code in the following chapters:[4]

- *Chapter B1: Programme Design, Development and Approval*
- *Chapter B3: Learning and Teaching*
- *Chapter B6: Assessment of Students and the Recognition of Prior Learning*
- *Chapter B8: Programme Monitoring and Review.*

For some subject areas, higher education providers may need to consider other reference points in addition to the Subject Benchmark Statement in designing, delivering and reviewing programmes. These may include requirements set out by professional, statutory and regulatory bodies, national occupational standards and industry or employer expectations. In such cases, the Subject Benchmark Statement may provide additional guidance around academic standards not covered by these requirements.[5] The relationship between academic and professional or regulatory requirements is made clear within individual statements, but it is the responsibility of individual higher education providers to decide how they use this information. The responsibility for academic standards remains with the higher education provider who awards the degree.

Subject Benchmark Statements are written and maintained by subject specialists drawn from and acting on behalf of the subject community. The process is facilitated by QAA. In order to ensure the continuing currency of Subject Benchmark Statements, QAA initiates regular reviews of their content, five years after first publication, and every seven years subsequently.

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[2] The Quality Code, available at www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code, aligns with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, available at: www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf.
[3] The Quality Code, Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.
[4] Individual chapters are available from www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b.
[5] See also Part A: Setting and Maintaining Academic Standards: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

Relationship to legislation

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding bodies. The Quality Code does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Higher education providers are responsible for how they use these resources.[6]

Equality and diversity

The Quality Code embeds consideration of equality and diversity matters throughout. Promoting equality involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

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[6] See further the *UK Quality Code for Higher Education: General Introduction*: available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181.

About this Subject Benchmark Statement

This Subject Benchmark Statement refers to bachelor's degrees with honours in Events, Hospitality, Leisure, Sport and Tourism.[7]

This version of the Statement forms its third edition, following initial publication in 2000 and review and revision in 2008.[8]

Note on alignment with higher education sector coding systems

Programmes of study which use this Subject Benchmark Statement as a reference point are generally classified under the following codes in the Joint Academic Coding System (JACS).[9]

C600 - C690   (Sport and exercise science)
N800 - N890   (Hospitality, leisure, sport, tourism and transport, including N820 Event management)

Summary of changes from the previous Subject Benchmark Statement (2008)

The review and revision of this Subject Benchmark Statement was carried out by a group including representatives from the Association for Events Management Education, the Council for Hospitality Management Education, the Leisure Studies Association, the British Association of Sport and Exercise Sciences, and the Association for Tourism in Higher Education, who also collected feedback directly from these associations to feed into the review process. The group also included representatives from the Institute of Hospitality and the Tourism Management Institute. The review group reflected on the current position of the subject area as defined by the Statement and agreed that at this point in time, it remained appropriate for the five subject strands to be grouped together within a single statement. In revising the statement, the group has sought to stress how the subject strands share unifying elements, but also the key differences between them. The group acknowledges that as the subject area develops this position may need to be reviewed, which emphasises the importance of communication and collaboration between the subject associations to ensure the long-term sustainability of the statement.

The group agreed that 'Events' should be added to the title of the statement to reflect the growing prominence of programmes in this area. The group have not made radical changes to the content of the Statement, but have brought it up to date, in terms of both general context and aspects of subject-specific knowledge and skills. In Section 5, the descriptions of characteristics of programmes titled 'management', 'science' and 'studies' have been removed, as these were felt to make unhelpful and unnecessary distinctions, as programmes may reflect multiple aspects, reflecting the multidisciplinary nature of the subject grouping.

Responses to the consultation broadly supported the approach taken by the review group, with a large majority of respondents agreeing that the EHLST grouping remains appropriate. Respondents suggested some further changes to the text of the statement, in particular to emphasise the applied professional skills which students undertaking programmes in these

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7 Bachelor's degrees are at level 6 in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and level 10 in *The Framework for Qualifications of Higher Education Institutions in Scotland*, as published in *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.
8 Further information is available in the *Recognition Scheme for Subject Benchmark Statements*: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements.
9 Further information about JACS is available from www.hesa.ac.uk/content/view/1776/649/.

subjects develop and the importance of enabling students to proactively manage their future careers in the related industries. The review group have gratefully incorporated these suggestions.

1   Introduction

1.1   The Events, Hospitality, Leisure, Sport and Tourism (EHLST) subject grouping encompasses programmes of study aligned closely to the service sector and experience economy. The sector (in its broadest definition) is one of the largest and fastest growing sectors of the global economy, representing a significant proportion of gross domestic product in most western nations. Alongside this growth in economic impact, the sector has seen increasing professionalisation of those employed within it. This is reflected in the UK in the number of programmes in this area offered by higher education providers, both universities and further education colleges, and which range from higher national awards to research degrees.

1.2   As a sector closely tied to the leisure, fitness, entertainment, travel and experience industry, there remains considerable scope for innovation, diversity and new programme development, and considerable potential to enhance the portfolio of all UK universities. This Subject Benchmark Statement is not only relevant to programmes with titles reflecting the five subjects named in the title, but also to a much wider spread of subjects, many of which are listed within the degree titles outlined in Appendix 1. Programmes reflect a wide range of modes of study, including work-based and online learning.

1.3   The research profile of the ELHST subject grouping has become firmly established, reflected in the establishment of dedicated academic journals and the award of funding from UK, European and international bodies. Moreover, the multidisciplinary nature of the subject area means that research based within EHLST also contributes to building the body of knowledge in other subject areas, such as business and management.

1.4   This Subject Benchmark Statement is primarily designed to inform those developing or revising bachelor's degree with honours programmes in the EHLST subject grouping, including those completed through a degree apprenticeship route. It is also of value, however, to those preparing or revising foundation degrees which are designed to provide progression routes to bachelor's degree with honours programmes, other higher apprenticeships and as a point of reference for postgraduate programmes, particularly the earlier stages of integrated master's degrees. It reflects current thinking and practice in learning, teaching and curricula. The 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. Where programmes prepare students to meet industry expectations for professional practice, they may be accredited or endorsed by professional bodies.

1.5   This Subject Benchmark Statement sets out minimum expectations for awards within the EHLST subject grouping to ensure that graduates are prepared for enterprise or employment following qualification, or for further study. The EHLST sector of higher education is dynamic, diverse, engaging and rapidly developing as employers place greater value on the higher levels of critical thinking that universities, colleges and academics encourage and enhance in their transfer of knowledge, understanding and skills. This is a crucial relationship in the development of programmes 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   Defining principles

2.1   The subjects contained within the EHLST grouping share many common principles, approaches, values and priorities, as well as having distinctive characteristics as separate subjects. The EHLST subject grouping shares concern for the contribution which it makes to the economy, through the sectors of industry with which it engages, and the value of the cultural contribution its research and education makes to society.

2.2   EHLST is multidisciplinary in its make-up, encompassing a range of theory and practice from the social to the physical sciences, and in particular from business and management, and this influences the variety and nature of the learning opportunities and experiences it offers. Particular themes include the study of the theory of operational and strategic management of resources, the use of scientific methods of enquiry and critical analysis of culture and society. Study of these themes is integrated with the body of subject-specific knowledge of the EHLST grouping. The research profile of the field also stretches across this continuum, providing an academic underpinning for the subject area. A key role of degree programmes in EHLST is to develop future academic thought leaders who can continue to extend the body of knowledge of the subject area.

2.3   A feature of EHLST as a subject grouping is the application of this body of knowledge to a professional, practice-based context. As a subject area, there is a long history of experience and expertise in working with industry and providing opportunities for work-based and work-related learning. Interaction between employers and higher education providers is a fundamental part of programmes in EHLST, with the nature of engagement ranging from input to programme design and guest lectures, to offering placements or live projects, through which students may learn and develop the particular applied professional and vocational skills and behaviours necessary for employment. In engaging with such opportunities, the focus is on the effective fusion of academic integrity and rigour with cutting edge occupational knowledge, and on developing the professional identity of students in order for them to go on and lead the industry. It is recognised that to achieve this, students need a critical, innovative, creative and entrepreneurial mind-set, which enables them to be responsive to change.

2.4   One key driver for change is the strong position of the sectors to which EHLST relates in responding to and informing government policies. As well as their contribution to the national economy, EHLST plays a crucial role in the health and well-being of society. In recent years, this has included recognition of the fact that the legacy of major events reaches far beyond the economic, into social and cultural effects. There is also greater recognition of the importance of the contribution of the creative industries to the UK economy, which is likely to encourage closer engagement between EHLST subjects and other disciplines in the creative domains.

2.5   EHLST subjects are particularly sensitive and responsive to changes in the world environment. This is reflected in the increasing inclusion in degree programmes of opportunities for students to consider the issues of internationalisation, environmental sustainability, ethical positioning, social responsibility and social justice, global security and risk, crisis management and other contemporary issues.

2.6   The role of technology, and the increasingly digital and mobile nature of society is also significant. EHLST as a subject grouping is well placed to inform the global debate and identify future areas of challenge.

3 Nature and extent of EHLST

3.1 The following sections build upon the shared concepts and principles described in Section 2, to indicate how these may be reflected within the contexts of programmes of study within each of the five main subject areas covered by this Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism.

Programmes broadly concerned with Events

3.2 As events have come to be a major force for personal, business, community, destination and nation-building reasons, the study of events has become increasingly significant. The subject area has emerged as a dynamic area of study, employing creativity in the curriculum, and is supported by a cogent critical 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.

3.3 Events programmes draw upon academic areas such as Psychology, Design, Law, Geography, Sociology and Political Sciences, and are by nature multidisciplinary and interdisciplinary. The study of events may also be offered as an integrated pathway through programmes in business and management or design and production, while retaining the distinctive characteristics described in this benchmark statement. Where students study in these contexts, they apply their learning to events specifically.

3.4 Events programmes 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. The nature of events means that specific expertise is required to manage temporary resources such as sub-contractors and volunteer workforces. Thinking and working creatively is at the heart of this process and forms an integral part of any programme, with creative skills and aptitudes developed and assessed. It is necessary to have knowledge of procurement processes and working through agencies and clients to plan, coordinate and deliver safe, sustainable, rewarding and, often, creative experiences. Moreover, 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 developing professional skills, in order to meet the academic and employability needs of graduates, the events industry and the events subject area.

3.5 Events programmes often involve the study of the:

- consideration of the concepts and characteristics of events as an area of academic and applied study
- nature of events and the structure, composition and management of the events industry, to include the commercial, public and third sector involvement in events
- consideration of international, cultural and global environment contexts
- psychology of the event consumer and client and resulting issues such as the inclusion and exclusion of certain groups, management of crowds and academic concepts such as co-creation
- sensory conception, design and staging of event experiences and eventscapes,
- technical, administration, planning, operations, health and safety, risk and security assessment and mitigation, and contingency planning, resilience, project and risk management involved in the provision of events planning
- financial management and human resource requirements for all organisations and stages of event delivery, including sources of funding

- various legal, environmental and ethical requirements necessary for successful events, incorporating international reference points and key policy documents
- marketing of events and the relationship between events and destination management and brands
- business events, festivals, popular culture and events in urban/rural spaces
- the use of technology and digital platforms in events and the nature of hybrid events and activation in current and future environments
- relationship with the built and natural environments, land-use change, construction and spatial planning, transport planning, architecture and infrastructure developments
- role of events in national and international economic development and regeneration
- critical review of the policy, strategy, impact and legacy of events, including historical and future investigations
- career development and learning opportunities in the events sector.

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

Programmes broadly concerned with Hospitality

3.7   Hospitality considers the well-being of internal and external stakeholders of organisations. It is characterised by core themes of leadership, innovation, entrepreneurship and the management of food, beverages and/or accommodation in a service context. The defining characteristic of any programme is the study of the management and technical disciplines relevant to hospitality within this context. Provision of hospitality education stems from a vocational focus. Programmes in hospitality have evolved significantly beyond this vocational focus to combine technical, management and scientific disciplines as a coherent whole, while retaining strong connections to industry.

3.8   Within hospitality, more specialist programmes offered include hotel and restaurant management, food studies, culinary arts, spa management, and international hospitality management.

3.9   The diversity of programmes offered under the broader heading of hospitality reflect the constantly evolving needs of students and employers. Most programmes approach the study of hospitality with an emphasis on leadership and 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'. 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.

3.10   Hospitality degree programmes often involve study of the following:

- 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, including issues of sustainability and the use of technology
- the hospitality consumer and the service encounter
- career development and learning opportunities in the hospitality sector.

Students may also have the opportunity to participate in a period of supervised work experience in industry.

3.11   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, digital marketing, financial management, organisational behaviour, sustainability, strategic management, small business management, entrepreneurship, information technology, critical thinking and applied research methods. In addition, students may be able to undertake specialist study in areas such as languages, licensed retail, tourism, leisure management and culinary arts.

Programmes broadly concerned with Leisure

3.12   Programmes of study in leisure or leisure-related activities encompass recreation, countryside activities, digital culture, popular leisure, play, tourism, exercise, fitness and 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 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.

3.13   Leisure-based 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.

3.14   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.

3.15   While most programmes include some consideration of all the areas of study listed below, different courses have different emphases.

3.16   Leisure degrees or leisure-based programmes often involve the study of one or more of the following:

- the historical, philosophical, economic, political, sociological and psychological dimensions of leisure
- cultures and subcultures, lifestyle and identity
- 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 actions and professional practice
- differential patterns of leisure consumption and use
- the development of digital and creative industries in the consumption of leisure
- key directions and trends in the assembly of knowledge about leisure
- career development and learning opportunities in the leisure sector.

3.17   Curriculum content may include: concepts of leisure, the leisure environment, the sociology of leisure, the philosophy of leisure, leisure history, exercise and fitness, physical activity, sports studies, rural leisure, quality of life, health and well-being, arts and entertainment, recreation, leisure economics, leisure events, leisure operations, leisure development, leisure policy, leisure planning, leisure resources management, leisure spaces, leisure mobilities, leisure strategies, research methodologies in leisure, digital leisure and the management of leisure.

Programmes broadly concerned with Sport

3.18   Sport is 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. Programmes of study with sport in the title broadly reference the Council of Europe definition: '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 levels'.[10] This can be taken to include competitive sport, outdoor pursuits, aesthetic movement and conditioning. However, higher education programmes which study sport are likely to include health, fitness, injury prevention, diagnosis and treatment, coaching, physical activity and exercise, and may cover the social, cultural, scientific and management aspects of sport independently or in combination, encompassing the widest possible range of concepts.

3.19   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, with students gaining transferable skills relevant to many employment routes. Employment in sport, leisure, tourism, management, education, research and health are common graduate pathways for students completing these courses, as well as other wider career destinations. Many students go onto postgraduate qualifications to further enhance their employability or to pursue a particular career such as teaching.

3.20   Because sport is such a substantial academic area, considerable differences in the emphasis in content and approach to learning have arisen across the sector. Programmes

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[10] Council of Europe, available at: www.coe.int/t/dg4/epas/resources/charter_en.asp.

may focus on specific aspects of the subject area or may take a multidisciplinary or interdisciplinary approach, covering conceptual and contextual frameworks. The design of programmes, including the selection of learning outcomes, subject content and experiential learning reflect the focus chosen. Programmes generally cover at least one of the following five areas, and often more than one:

- 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.

Programmes also enable students to explore career development and learning opportunities in the sport sector.

3.21   Curriculum content may include human anatomy and physiology, kinesiology, human growth and development, health and fitness, exercise physiology, exercise science, exercise psychology, physical activity, sport biomechanics, sport nutrition, physical education, motor learning, training theory, skill acquisition, coaching process, performance analysis, sport injuries, sport rehabilitation and therapy; sport psychology, sport strategy, sport technology, sport sociology, Olympic studies, sport economics, sport politics, sport history, sport philosophy, social and cultural issues, sport for different populations and for individuals with particular needs, sport law, sport ethics, sport development, sport management, sport development, and sport marketing.

Programmes broadly concerned with Tourism

3.22   The term 'tourism' refers to the activities and behaviours arising from the international and domestic movement of people away from their normal home environments for a variety of purposes. The study of Tourism and the visitor economy draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks including, but not limited to: production, consumption, management, economics, marketing, development, mobility and migration, sustainability and ethics. Tourism is an internationally recognised subject area that contributes to wider interdisciplinary understanding of the development and management of tourism and its broader contribution to understanding society as a whole.

3.23   While 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 has shifted significantly in recent years. Programmes continue to offer applied critique of key activities in the private sector including areas 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, destination management organisations and other agencies. However, most programmes have broadened from their vocational origins to embrace wider social science issues relating to the nature, impacts and meanings of tourism. Programmes therefore offer academic critique coupled with an applied understanding of cutting-edge issues within industry.

3.24   The study of Tourism overlaps with subject domains from both within, and outside, the EHLST subject areas. To some extent, this is reflected in the trend for some Tourism programmes to incorporate ideas and concepts drawn from, for example, social anthropology, sociology and cultural studies. Students may also study Tourism alongside a language or social science subject.

3.25   Degrees in Tourism often involve study of the following:

- the concepts and characteristics of tourism as an area of academic and applied study in relation to business, management and wider social science, and at local, national and global levels
- destination management, development, policy, governance and strategy
- tourism economics, economic impacts and contributions to society (global to local)
- sustainability, ethics and well-being in tourism
- security, safety, risk, resilience and crisis management on regional, national and international scales
- the nature and characteristics of tourists and associated behaviour characteristics
- tourism in the cultures, communities and environments that it affects
- the role of technology, media and data in tourism production and consumption
- the products, structure, operations and interactions within the tourism industry
- professionalising the tourism industry as both processes and structures, and professional identity and business acumen in professional development
- career development and learning opportunities in the tourism sector.

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

3.27   Curriculum content may include: sustainable tourism, strategic planning and development of tourism, geography of tourism, impacts of tourism, ethics, tourism and globalisation, 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, entrepreneurship in tourism, and visitor management.

4 Teaching, learning and assessment

4.1   The EHLST 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, involving separate and embedded elements of learning involving technology. A particular feature of programmes in this area is the inclusion, as integral significant elements, of industry placements, work-related or work-based learning, as well as other forms of delivery which involve collaboration between the higher education provider and relevant practitioners and employers. This reflects the value of practical experience in developing the knowledge, skills and behaviours which graduates need to contribute to the professions to which they progress, which are integrated with theoretical understanding and skills in critical analysis.

4.2   Teaching, learning and assessment in the EHLST subjects draw upon pedagogic and subject-based research within and beyond the subject areas. Programmes involve a range of different types of learning opportunities and different approaches for the assessment of learning with a mixture of theoretical and applied approaches. The choice of approaches reflects the learning outcomes which students are expected to achieve. Students are encouraged to contribute to creating their own curriculum, as co-producers. Staff involved in delivering programmes are appropriately qualified, which may include professional experience relevant to the subject domain.

4.3   The learning and teaching methods used in EHLST programmes generally include combinations of some of the following: lectures, workshops and seminars, group and individual tutorials, laboratory practicals, real-time practical activities, live performance and events, case-studies, field studies, placements, internships, consultancy, working in small groups, independent study and research, and technology-enhanced and blended learning.

4.4   Learning opportunities are designed to ensure that students are engaged in subject-specific contexts throughout the programme. These may include:

- periods of industrial placement or work-related learning, including volunteering activities, which enable students to gain structured and relevant industry experience
- learning opportunities in specialised facilities or through the use of specialised items of equipment, for example, sports science laboratories, training kitchens and restaurants, sports participation facilities, leisure facilities, venues and event specific facilities, such as exhibitions
- 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
- simulated environments, including those produced by virtual technology
- access to relevant applied information technology systems, including databases, hardware and software.

4.5   In order to assess effectively the range of knowledge and skills developed by students studying programmes in the EHLST subject grouping, a range of assessment mechanisms are employed. These may include assessment of live practice or simulations or of the application of theory to practice through problem-based approaches, which enable students to demonstrate their understanding of the underpinning theoretical approaches.

5 Generic skills and behaviours

5.1   In this section, the skills and behaviours shared by graduates of all EHLST programmes are identified. They form generic learning outcomes that are applicable to all programmes in the EHLST subject grouping, alongside the relevant subject-specific outcomes which are identified in Section 6. The depth and proficiency expected may differ from programme to programme and this is reflected in the aims and objectives of the programme and the approaches to learning, teaching and assessment taken. Each higher education provider makes judgements about the content, nature and organisation of its degree programmes and their constituent parts.

5.2   Graduates of programmes in the EHLST subject grouping have a range of skills and demonstrate a range of behaviours appropriate to their professional context, including being able to:

i   research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions

ii   describe, synthesise, interpret, analyse and evaluate information and data of an applied nature

iii   creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills

iv   complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources

v   demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms

vi   demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data

vii   work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity

viii   take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts

ix   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

x   undertake fieldwork with continuous regard for ethics, safety and risk assessment.

6 Subject-specific benchmark standards

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

Events programmes

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

i   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
ii   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
iii   analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of events
iv   demonstrate a critical awareness and understanding of how core values, for example, ethics, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in, events.

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

i   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, staging of the event and closure and legacy
ii   operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources and the development of return on investment models
iii   display critical knowledge, understanding and application of risk management and the legal, ethical and regulatory frameworks that affect event management including health and safety considerations and crowd management
iv   plan, project manage, produce, stage, analyse and evaluate events, including the procurement of support service provision, the application of new technologies and logistics
v   design creative events, including the programming of spectacle, exhibition, ritual, and performance
vi   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 is 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:

i   analyse the nature, characteristics, needs and expectations of different consumers through applying consumer behaviour theories and concepts and socio-cultural theories
ii   generate creative ideas/concepts, proposals, pitches and solutions to offer experiences that meet differing needs

iii   analyse and evaluate the quality of the event experience and its impact on the event consumer and/or client and the wider organisation and the practices of co-production and co-creation

iv   evaluate the importance of cultural and other diversities in developing access to, and participation in, events by specific target groups

v   demonstrate an understanding of the ways in which attendees behave at events and within the venue and surrounding destination, in particular crowd management.

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

i   evaluate the legacy and impacts of events in social, economic, environmental, political, cultural, technological and other terms

ii   appreciate the complexities of future scenario planning and the ability to forecast and envisage the future for events through the impact of technological, social, environmental, political and economic changes

iii   appreciate the ethical and sustainability issues associated with the financial support, operation and development of events

iv   write and critique event plans, portfolios and event strategies, which recognise and meet the needs of specific stakeholders

v   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

vi   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 is able to critically analyse and evaluate the defining characteristics of Hospitality as a phenomenon, including being able to:

i   critically reflect upon the origin, meanings and development of hospitality management and leadership

ii   analyse and reflect on the different cultural concepts of hospitality

iii   demonstrate a critical awareness of the boundaries of hospitality.

6.7   An honours graduate in Hospitality is 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:

i   operate and manage human and technical resources

ii   apply theory to the solution of complex problems within the core areas of hospitality

iii   analyse and evaluate food, beverage and/or accommodation service systems, their implementation and operation.

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

i   operations management

ii   finance and management accounting

iii   human resources and organisational behaviour

iv   services marketing, digital marketing and consumer behaviour

v   information systems and technology

vi   strategic management.

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

i　　　　display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy
ii　　　 analyse and reflect upon the environmental influences and sustainability issues which impact on hospitality organisations
iii　　　evaluate the factors which influence the development of organisations operating within the hospitality industry
iv　　　 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 is able to recognise and value the centrality of the hospitality consumer and meet and respond to their needs, including being able to:

i　　　　understand and apply the theories and concepts underpinning consumer behaviour within the hospitality context
ii　　　 analyse the needs and expectations of different hospitality consumers and develop appropriate responses
iii　　　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 is able to identify and respond appropriately to the diversity that prevails within the hospitality industry in relation to stakeholders, such as:

i　　　　hospitality consumers
ii　　　 hospitality employees
iii　　　hospitality organisations
iv　　　 Government and external agencies.

Leisure programmes

6.12　　An honours graduate of a Leisure or Leisure-based programme is able to understand, critically evaluate and reflect on issues of lifestyle, consumption, culture and technology as they affect people's leisure lives, including being able to:

i　　　　demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets
ii　　　 critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation
iii　　　evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups
iv　　　 identify the influences of technological changes and mass communication in transforming people's leisure options.

6.13　　An honours graduate of a Leisure or Leisure-based programme is 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:

i　　　　critically evaluate the notion of praxis derived from generic disciplines and apply these to a specific leisure context
ii　　　 analyse and reflect upon the environment in which leisure operations take place
iii　　　review and analyse the political and economic factors which affect the supply of, and demands for, leisure

iv   critically reflect on the nature of policies for leisure across sectoral and administrative boundaries

v   critically evaluate the role and impact of global and local leisure structures and organisations.

6.14   An honours graduate of a Leisure or Leisure-based programme is able to use and understand the impact of rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in a leisure context, including being able to:

i   operationalise concepts of social, public and business policy and critically analyse their role in leisure supply

ii   write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific communities

iii   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 of a Leisure or Leisure-based programme is able to demonstrate a range of skills in professional practice, including being able to:

i   critically reflect upon what it means to work in and experience leisure and/or leisure-related activities, including proactive career management

ii   evaluate the impact and role of leisure experiences in everyday life

iii   demonstrate the skills necessary both to deliver and reflect upon the leisure experience of different social groups

iv   appreciate social, cultural, economic and political diversity and its impact on lifestyle and leisure in society

v   display critical understanding of organisations, services and structures providing and responsible for leisure activities

vi   understand and employ social, economic, cultural and political theories to explain the development of leisure activities in society

vii   demonstrate critical appreciation of the role of leisure in health and well-being of societies and its implications in a vocational context.

Sport programmes

6.16   An honours graduate in Sport related programmes is able to critically appraise and evaluate sport in its social, health-related, environmental, managerial and/or performance contexts. The following learning outcomes reflect the six areas of focus for programmes in Sport described in paragraph 3.20. Depending on the nature of their individual programme, honours graduates demonstrate achievement of the outcomes from at least one area.

6.17   An honours graduate in Sport related programmes is able to understand and explain human responses to sport and exercise, including being able to:

i   make effective use of knowledge and understanding of the disciplines underpinning human structure and function

ii   critically appraise and evaluate the effects of sport and exercise intervention on the participant

iii   demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation

iv   critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children.

6.18   An honours graduate in Sport related programmes is able to understand and critically appraise the study of the performance of sport and its enhancement, monitoring and analysis, including being able to:

i   monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, including where appropriate injury diagnosis and treatment, in ways underpinned by current research
ii   evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings
iii   display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

6.19   An honours graduate in Sport related programmes is able to demonstrate an understanding of the health-related and disease management aspects of exercise and physical activity, including being able to:

i   display an awareness of current government policy on disease prevention and the relevance of exercise
ii   demonstrate an ability to monitor health through exercise and prescribe appropriate interventions
iii   display 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   An honours graduate in Sport related programmes is able to understand the influence of the historical, social, political, economic and cultural diffusion, distribution and impact of sport, including being able to:

i   demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport
ii   employ social, economic and political theory to explain the development and differentiation of sport throughout society
iii   demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.

6.21   An honours graduate in Sport related programmes is able to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities, including being able to:

i   understand and apply 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 in the voluntary, public and private sector
ii   employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities
iii   demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context.

Tourism programmes

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

i   analyse and evaluate the concepts and characteristics of tourism as an area of academic and applied study in relation to business, management and wider social science
ii   explain and challenge theories and concepts which are used to understand tourism in domestic and international contexts
iii   critique and challenge the definitions, nature and operations of tourism
iv   use a range of source material in investigating tourism
v   critique and challenge the nature and characteristics of tourists and associated behaviour characteristics
vi   demonstrate an awareness of the dynamic nature of tourism in contemporary societies
vii   explain, assess and challenge theories of sustainability and ethics in the production and consumption of tourism
viii   evaluate the intercultural dimensions of tourism
ix   demonstrate an understanding of technology and media and how these influence and change tourism products, operations, processes and behaviours
x   critique the stakeholder relationships involved in destination management, development, policy, governance and strategy
xi   demonstrate an awareness of security, safety, risk and crisis management on regional, national and international scales
xii   evaluate the products, structure, operations and interactions within the tourism industry
xiii   professionalising the tourism industry as both processes and structures, and professional identity and business acumen in professional development.

6.23   An honours graduate in Tourism is able to demonstrate understanding of the nature and characteristics of tourists, including being able to:

i   explain the patterns and characteristics of tourism demand and the influences on such demand
ii   understand the ways in which tourists behave at destinations
iii   understand the cultural significance of tourism for tourists and societies.

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

i   demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities
ii   evaluate the factors that influence the development of organisations operating in tourism
iii   analyse relations between consumers of tourism and the providers of tourism services
iv   analyse the role of Government and policy makers in the development and management of destinations.

6.25   An honours graduate in Tourism is able to demonstrate understanding of the relationships between tourism and the communities and environments in which it takes place, including being able to:

i   evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms
ii   understand and evaluate, the approaches to managing the development of tourism through concepts of policy and planning
iii   appreciate the ethical issues associated with the operation and development of tourism
iv   understand the issues and principles of sustainability and social responsibility in the context of tourism.

Appendix 1: Award titles

The Subject Benchmark Statement for EHLST represents a much wider spread of programmes and awards than the subjects named by the title of this Statement. In listing award titles below, the benchmarking and review groups have sought to ensure that 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 EHLST subject grouping.

Events-related award titles

- art and event management
- conference and exhibitions management
- creative events
- design and production
- entertainment and events management
- equine events
- event and venue management
- event fundraising and sponsorship
- event management
- event management (sport)
- event management (tourism)
- event tourism
- events management
- events marketing
- events and entertainment management
- events and leisure marketing
- fashion events
- 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
- media and events management
- music and events production
- resort and event management
- special event management
- sports event management
- theatre production and events

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
- 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
- outdoor recreation

Sport-related award titles

- adventure sport
- biomechanics
- coaching science
- coaching studies
- community sport
- exercise physiology
- exercise science
- exercise studies
- exercise therapy
- health and fitness management
- movement science
- movement studies
- outdoor studies
- physical education
- recreation management
- rehabilitation science
- sport and exercise sciences
- sport education

- sport nutrition
- sports business
- sports coaching
- sports development
- sports economics
- sports journalism
- sports management
- sports medicine
- sports performance analysis
- sports psychology
- sports science, including the science of specific sports, for example, football science
- sports studies
- sports technology
- sports therapy
- sports tourism management.

Tourism-related award titles

- adventure tourism management
- destination management
- ecotourism
- entrepreneurship in travel and tourism
- European tourism
- European tourism management
- European travel management
- international travel
- international tourism
- international tourism management
- responsible tourism
- rural tourism management
- rural/countryside tourism
- sports tourism
- sustainable tourism
- tourism business management
- tourism development
- tourism management
- tourism marketing
- tourism operations management
- tourism planning
- tourism planning and management
- tourism studies
- travel agency management
- travel and tourism management
- travel management
- visitor attractions management
- visitor economy

Appendix 2: Membership of the benchmarking and review groups for the Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism

Membership of the review group for the Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism (2016)

Professor Ian Campbell	University of Hertfordshire/BASES (to October 2015)
Dr Sandro Carnicelli	University of the West of Scotland/LSA
Anne Harper	Institute of Hospitality
Dr Caroline Jackson	Bournemouth University/AEME
Dr Dewi Jaimangal-Jones	Cardiff Metropolitan University
Dr Ioannis S Pantelidis	University of Brighton/CHME
Dr Caroline Scarles	University of Surrey/ATHE
Jocelyn Tantawy	Teesside University/BASES
Dr Keith Tolfrey	Loughborough University/BASES (from October 2015)
Paul Williams	Staffordshire University/Tourism Management Institute

Student reader

Ioannis Soilemetzidis	Aston University

QAA Officer

Harriet Barnes	Quality Assurance Agency for Higher Education

The group wish to acknowledge the input of the Chartered Institute for the Management of Sport and Physical Activity in the final version of the revised Statement. Feedback was also collected from the Business Visits and Events Partnership, an umbrella organisation representing trade and professional organisations, government agencies and other stakeholders, and from professional members of the Institute of Hospitality.

Membership of the review group for the Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008)

Details below appear as published in the revised Subject Benchmark Statement.

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 |

Membership of the original benchmarking group for hospitality, leisure, sport and tourism (2000)

Details provided below are as published in the original Subject Benchmark Statement.

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 Wheeller	University of Birmingham
Mr J Cooper (Secretary)	The British Association of Sport and Exercise Sciences