



Subject Benchmark Statement

Events, Hospitality, Leisure, Sport and Tourism

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SOS!UK

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How can I use this document?

This is the Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism. It defines the academic standards that can be expected of a graduate, in terms of what they might know, do and understand at the end of their studies, and describes the nature of the subject.

The UK Quality Code for Higher Education (Quality Code) sets out the Expectations and Core practices that all providers of UK higher education are required to meet. Providers in Scotland, Wales and Northern Ireland must also meet the Common Practices in the Quality Code.

The Quality Assurance Agency for UK Higher Education (QAA) has also published a set of Advice and Guidance, divided into 12 themes, and a number of other resources that support the mandatory part of the Quality Code. Subject Benchmark Statements sit alongside these resources to help providers develop courses and refine curricula but are not part of the regulated requirements for higher education providers in the UK.

This statement is intended to support you if you are:

- involved in the design, delivery and review of courses of study in events, hospitality, leisure, sport and tourism or related subjects
- a prospective student thinking about studying this subject, 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 this subject.

Subject Benchmark Statements provide general guidance for articulating the learning outcomes associated with the course 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 course design within a framework agreed by the subject community.

It may be helpful to refer to relevant Advice and Guidance when using this Statement.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in QAA's Glossary.

About the Statement

This Subject Benchmark Statement refers to bachelor's degrees with honours in events, hospitality, leisure, sport and tourism.

It has been produced by a group of subject specialists drawn from, and acting on behalf of, the subject community. The process is facilitated by QAA, as is the full consultation with the wider academic community and stakeholder groups each Statement goes through.

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, or in response to significant changes in the discipline.

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. This Statement does not interpret legislation nor does it incorporate statutory or regulatory requirements. The responsibility for academic standards remains with the higher education provider who awards the degree.

Higher education providers may need to consider other reference points in addition to this Statement in designing, delivering and reviewing courses. These may include requirements set out by Professional, Statutory and Regulatory Bodies (PSRBs) and industry or employer expectations.

Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Individual higher education providers will decide how they use this information.

Summary of changes from the previous Subject Benchmark Statement (2016)

This version of the Statement forms its fourth edition, following initial publication in 2000 and review and revision in 2008 and 2016.

This latest version of the Statement is the consequence of the revision to the UK Quality Code for Higher Education which was published in 2018. It has been revised to update references to the Quality Code and other minor changes within

the sector. Changes have been made by QAA and confirmed by the Chair of the most recent review group.

There have been no revisions to the subject specific content of the statement.

1 Introduction

1.1 The events, hospitality, leisure, sport and tourism (EHLST) subject grouping encompasses courses 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 courses 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 course development, **increased diversity, equality and inclusion among the student, staff, and consumer population**, and considerable potential to enhance the portfolio of all UK universities. This Subject Benchmark Statement is not only relevant to courses 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. Courses reflect a wide range of modes of study, including work-based and online learning.

1.3 The research profile of the EHLST 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, **politics and international relations, environment and sustainability, and heritage and culture and community and infrastructure development**.as per goal 11 and goal 9 of the Sustainable Development Goals.

1.4 This Subject Benchmark Statement is primarily designed to inform those developing or revising bachelor's degree with honours courses 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 courses, other higher apprenticeships and as a point of reference for postgraduate courses, 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 courses 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 courses and in ensuring that graduates are well prepared for their future employability through the learning opportunities and experiences offered to them in their courses 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, the value of the **cultural contribution its research, education and practise make to society, and its currently wide-reaching impacts on the natural environment, sustainability and action on the climate and ecological crises.**

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, strategic, ethical and efficient management of resources, the use of scientific methods of enquiry and critical analysis of culture, society and inequalities. 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 courses 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 courses in EHLST, with the nature of engagement ranging from input to course 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. This supports students with a diverse range of lived experiences to apply learning across settings and develop skills in a wide range of environments.** 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 **successfully and ethically during a time of rapid global change.** 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, **placing people and planet at the heart of the industry's aims.**

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 **and the quality of the natural environment both globally and locally. EHLST also plays a critical role in the health, equality and wellbeing 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, **and impacts the natural environment through land usage and management, greenhouse gas emissions, biodiversity preservation and more.** 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 courses 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. Courses address the challenges of the growth in use of artificial intelligence and machine learning and its impact on industry.**

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 courses of study within each of the five main subject areas covered by this Subject Benchmark Statement: events, hospitality, leisure, sport and tourism.

Courses 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 courses 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 courses in business and management, design and production while retaining the distinctive characteristics described in this Statement. Where students study in these contexts, they apply their learning to events specifically.

3.4 Events courses 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 subcontractors and volunteer workforces, and ensure they actively protect the natural environment. Thinking and working creatively is at the heart of this process and forms an integral part of any course, 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 courses therefore need to explore a range of conceptual and theoretical areas, the risks events pose to the natural environment and the measures to mitigate these risks, 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 courses often involve the study of the following:

- 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 environmental contexts **both globally and locally**
- **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 events
- 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, **encompassing an understanding of the concept of greenwashing**
- 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, local community, architecture and infrastructure developments'** role of events in **local, national and international economic development and regeneration**
- critical review of the policy, strategy, impact **(including social and environmental)** 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, **community and nature recovery post-event**, 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 **and care**, event marketing, public relations, consumer behaviour, sponsorship, venue and facilities management, , **environmental and global sustainability**, safety and security, **equality, diversity, inclusion and accessibility**, strategic management, creativity, financial management, fundraising, economics, small business management, entrepreneurship, leadership, event law and licensing, health and safety, administration, event policy, **community engagement and input**, **cultural studies**, **globalisation**, mega-events and spectacle, evaluation, critical event studies, research methods and market research.

Courses 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 course is the study of the management and technical disciplines relevant to hospitality within this context. Provision of hospitality education stems from a vocational focus. Courses in hospitality have evolved significantly beyond this vocational focus to combine technical, management, **sustainability** and scientific disciplines as a coherent whole, while retaining strong connections to industry.

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

3.9 The diversity of courses offered under the broader heading of hospitality reflects the constantly evolving needs of students and employers. Most courses approach the study of hospitality with an emphasis on leadership and business management. While the number of hospitality courses with the word 'management' in 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 courses with the title 'hospitality studies'. The latter reflects 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 courses 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 management of waste reduction, efficiency, and environmental sustainability within the sector's practises and infrastructure**
- **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 **and food waste management**, quality assurance, food science and microbiology, operations management, events, human resources management, **equality diversity and inclusion for employment and customers**, law, services marketing, consumer behaviour, **cultural norms and differences**, digital marketing, financial management, organisational behaviour, **environmental, social, and economic sustainability**, strategic management, small business management, **promotion and inclusion of local business, community and tradition**, 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.

Courses broadly concerned with leisure

3.12 Courses of study in leisure or leisure-related activities encompass recreation, countryside **and nature engagement** 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 courses. Thus, the term 'leisure'

refers to a broad range of cultural, recreational **and nature-based** activities and experiences by which **a broad range of** 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 courses have rapidly increased in number during the last two decades in response to structural changes in society, including the decline of manufacturing, **increased focus on protecting mental wellbeing**, the growth **and increased inclusivity** of the leisure industries and a parallel expansion in applied leisure research. The outcome has been diversity and a wide-ranging number of courses 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 courses reflect this interdisciplinary perspective and, consequently, leisure is studied for its inherent contribution to an understanding of contemporary society **and the development of environmentally sustainable measures and facilities**, as well as contributing to the student's employability and career preparation.

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

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

- the historical, philosophical, economic, political, **environmental, ethical**, 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
- **the development of sustainable, efficient, nature-based, and environmental practises across the leisure sector and its specific subsectors**
- key directions and trends in the assembly of knowledge about leisure
- career development and learning opportunities in the leisure sector

- an understanding of accessibility policy and practice and how this relates to 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, **environmental leisure, nature and environmental management**, quality of life, health and well-being, **customer safeguarding**, 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.

Courses 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. Courses 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'.² This can be taken to include competitive sport, outdoor pursuits, aesthetic movement and conditioning. However, higher education courses 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 courses 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 on to 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. Courses 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 courses, including the selection of learning outcomes, subject content and experiential learning reflect the focus chosen. Courses 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
- **physical and mental** health-related and disease management aspects of exercise and physical activity
- historical, social, political, economic and cultural diffusion, **cultural value and meaning**, distribution and impact of sport
- **the accessibility of sport and provisions for people with reduced mobility**
- policy, planning, management and delivery of sporting opportunities.

3.21 Curriculum content may include human anatomy and physiology, kinesiology, human growth and development, health and fitness, exercise physiology, exercise science, exercise psychology, **athlete acclimatisation, climatic impact on performance and risk**, 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, **the role of sport in promoting and reviving cultures and cultural practises, sport for different populations and for individuals with particular needs, both related to mobility and neurodivergence**, sport law, sport ethics, sport development, sport management, sport development, and sport marketing.

Courses 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, **environmental, social and economic 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 courses 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. Courses 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 courses have broadened from their vocational origins to embrace wider social science issues relating to the nature, impacts and meanings of tourism.** Courses 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 courses to incorporate ideas and concepts drawn from, for example, social anthropology, sociology, cultural studies **and environmental management.** Students may also study tourism alongside a language, **environmental science/conservation** 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
- **managing environmental impacts, increasing sustainability, encouraging regenerative tourism and reducing the environmental risks posed by tourism**
- tourism economics, economic impacts and contributions to **and impacts on** society (global to local)
- **sustainability**, ethics and well-being in tourism
- **tourism as an agent of environmental appreciation and awareness**
- security, safety, risk, resilience and crisis management on regional, national and international scales
- the nature and characteristics of tourists and associated behaviour characteristics
- **equality, diversity and inclusion in the professional and consumer bases of tourism**
- **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 courses include some consideration of all the above areas of study, different courses 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 courses 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, and may be better suited to students with a wide range of lived experiences and educational backgrounds.**

4.2 Teaching, learning and assessment in the EHLST subjects draw upon pedagogic and subject-based research within and beyond the subject areas. Courses 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 courses are appropriately qualified, which may include professional experience relevant to the subject domain.

4.3 The learning and teaching methods used in EHLST courses 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, **community research and inclusion**, 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 course. These may include:

- periods of industrial placement or work-related learning **at a variety of levels within the sector hierarchy**, including volunteering activities, which enable students to gain structured and relevant industry experience **and a more thorough understanding of their colleagues' experiences and needs**
- **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 courses 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 courses are identified. They form generic learning outcomes that are applicable to all courses 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 course to course and this is reflected in the aims and objectives of the course and the approaches to learning, teaching and assessment taken. Each higher education provider makes judgements about the content, nature and organisation of its degree courses and their constituent parts.

5.2 Graduates of courses 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 multimedia 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 **and harnessing the opportunities it creates**
- 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 courses

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, reflect on and respect 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 and how they drive change within the sector.

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, resource sustainability and energy efficiency, operations, marketing and risk, and how they apply to the phases of events, such as initiation, planning, staging of the event, closure and clean-up, and legacy
- ii) operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources using environmentally and socially sustainable practises, 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, crowd management and maintenance or recovery of nature within the event space

- iv) plan, project manage, produce, stage, analyse and evaluate events, including the procurement of support service provision, the application of environmentally sustainable and nature protective practises, 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, a wide range of social values 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/community and the practices of coproduction and co-creation
- iv) evaluate the importance of cultural and other diversities in developing access to, participation in, and enjoyment of 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 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 courses

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 **in a responsible and sustainable way**
- 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) **care for the premises' natural environment** 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, economic, **and environmental** 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 accessibility and inclusivity of a service provider and its facilities and its impacts on consumer experience and popularity**
- iv) 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 courses

6.12 An honours graduate of a leisure or leisure-based course is able to understand, critically evaluate and reflect on issues of lifestyle, consumption,

culture, **nature** and technology as they affect people's leisure lives, including being able to:

- i) demonstrate an ability to synthesise interdisciplinary, **sustainable** 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 **and suggest solutions to universal and group-specific** 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
- v) **identify the impacts of environmental sustainability legislation norms and responsibility on people's leisure options.**

6.13 An honours graduate of a leisure or leisure-based course is able to understand the social, political, **environmental**, 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 sector and administrative boundaries
- v) critically evaluate the role and impact of global and local leisure structures and organisations **including their impacts on the environment**
- vi) **reflect on and critically evaluate the leisure sector's perspective on environmental sustainability.**

6.14 An honours graduate of a leisure or leisure-based course 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) **work within environmental and sustainability legislation and frameworks and their ethos to provide sustainable, enjoyable leisure**

- iii) write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific **social and natural** communities
- iv) 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 course 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, **environmental** and political theories to explain the development **and adaptation** 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.
- viii) **critically evaluate the impact of the leisure industry on both society & the natural environment and progress towards sustainability both globally and locally**

Sport courses

6.16 An honours graduate in sport-related courses 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 five areas of focus for courses in sport described in paragraph 3.20. Depending on the nature of their individual course, honours graduates demonstrate achievement of the outcomes from at least one area.

6.17 An honours graduate in sport-related courses 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 **including physical psychological, and social effects**
- iii) demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation **in a variety of climatic environments**
- 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 courses 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 courses 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 **(including environmental suitability)**, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the **holistic** health of the nation

6.20 An honours graduate in sport-related courses 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 **globally and to specific (e.g. economic, ethnic, disabled, gendered) groups of people**
- 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 courses 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, **sustainability**, economics and marketing to sports facilities and events in the voluntary, public and private sector
- ii) employ **community involvement**, strategic **planning, cultural sensitivity 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 Courses

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 **to promote respect towards all people (host communities, staff, locals and consumers) and the natural environment**

- 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 and its impacts on regional, national, economic, ethnic and/or racial divisions/tensions, including cultural commodification and acculturation
- ix) demonstrate an understanding of technology and media and how these influence and change tourism products, operations, processes and behaviours
- x) show awareness of and critique the disparities between how technology and media interact with tourism in different geographic and ethnic regions
- xi) critique the stakeholder relationships involved in destination management, development, policy, governance, strategy and treatment of staff and local communities
- xii) demonstrate an awareness of security, safety, risk and crisis management on regional, national and international scales
- xiii) evaluate the products, structure, operations and interactions within the tourism industry
- xiv) 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 and the impacts (e.g. reputational, environmental, cultural) this has on local communities
- 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, their activities and interactions with each other and the local community

- 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 **at all levels of a business/the sector**
- iv) analyse the role of government and policy makers in the development and management of destinations.

6.25 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 **global and local** 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 **responsible and sustainable** tourism through concepts of policy and planning
- iii) **appreciate the generic and locality-specific ethical and environmental 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**
- v) **manage the growth of the tourism industry within an area with development of high quality, accessible, sustainable infrastructure for the local residents.**

Appendix 1: Award titles

Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism represents a much wider spread of courses 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 (2019)

The fourth edition, published in 2019, was revised by QAA to align the content with the revised UK Quality Code for Higher Education, published in 2018. Proposed revisions were checked and verified by the Chair of the Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism from 2016.

Dr Caroline Jackson
Simon Bullock

Bournemouth University/AEME
QAA

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

Details provided below are as published in the third edition of the Subject Benchmark Statement.

Professor Ian Campbell

University of Hertfordshire/BASES (to October 2015)

Dr Sandro Carnicelli

University of the West of Scotland/LSA
Institute of Hospitality

Anne Harper

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

Jacelyn Tantawy

Teesside University/BASES

Dr Keither Tolfrey

Loughborough University/BASES (from October 2015)

Paul Williams

Staffordshire University/Tourism
Management

Student readers

Ioannis Soilemetzidis
QAA Officer
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QAA

The group wishes 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 are as published in the second edition of the 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

Manchester Metropolitan University and
representing the Council for Hospitality
Education

Professor Scott Flemming

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 Networks

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

Ms H Alder

Dr D Botterill

Mr M Cogger

Mr M Collins

Ms V Harris (Chair)

Mr D Kellett

Mr J Lyle

Ms G McPherson

Mr C Robertson

Dr A Smith

Mr I Swaine

Mr B Wheeler

Mr J Cooper (Secretary)

University of Surrey

University of Bournemouth

University of Wales Institute, Cardiff

Cheltenham & Gloucester College of Higher Education

Loughborough University

Leeds Metropolitan University

Chester College of Higher Education

University of Northumbria

Glasgow Caledonian University

Oxford Brookes University

College of Ripon and York St John

De Montfort University

University of Birmingham

The British Association of Sport and Exercise Sciences

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