

Programme Specification

Programme Summary Information			
1	Programme Title		BSc Global Hospitality Tourism and Entrepreneurship
2	University of Sunderland Course Code		UCAS Code
3	Awarding Institution		University of Sunderland
4	Teaching Institution(s) (if different from point 3)		University of Sunderland in London
5	Professional Statutory or Regulatory Body (PSRB) (if applicable)		N/A
6	For Apprenticeships:		
	Name of Apprenticeship Standard		N/A
	Apprenticeship Standard Number		N/A
	IfATE LARS Number		N/A

7	Programme Description
	<p>Overview</p> <p><i>The BSc Global Hospitality Tourism and Entrepreneurship is a future-focused undergraduate degree designed to prepare students for careers in the global hospitality, tourism and service-sector entrepreneurial landscape. The overall vision is to develop graduates who are not only professionally competent but also innovative, digitally literate, sustainability-minded and capable of entrepreneurial action in a rapidly evolving service economy.</i></p> <p><i>At its core, the programme is shaped by strong industry engagement and informed by the guidance of key professional bodies such as the Institute of Hospitality, the United Nations Tourism Board and the British Hospitality Association. It positions hospitality, tourism and entrepreneurship as closely interconnected fields and frames them within global social, economic and environmental challenges. The curriculum emphasises systems thinking, sustainable development and critical analysis, drawing on the United Nations Sustainable Development Goals to embed ethical, responsible and future-oriented practices. Digital innovation, particularly the use of artificial intelligence, features throughout, with students exploring the ways AI is transforming guest experiences, operational efficiency, strategic decision-making and new business models across hospitality and tourism.</i></p> <p><i>The programme uses a blend of newly developed and existing modules that gradually build expertise across operational management, marketing, anthropology of tourism, financial literacy, leadership, creativity and business innovation. Early study lays foundational academic skills and introduces key concepts in global hospitality and tourism, while later stages encourage deeper engagement with leadership, sustainability and entrepreneurship. Students gain experience applying theory in practice, especially through work-integrated learning and a consultancy project that connects them directly with industry partners to solve real-world problems. The London campus location enhances experiential learning through access to major hospitality and tourism hubs, site visits, events and networking opportunities.</i></p>

Learning outcomes progress coherently across levels. Level 4 introduces students to the structure and principles of the sectors, emphasising basic research skills, self-awareness and professional development. Level 5 extends this into analytical, ethical and technological considerations, encouraging students to work collaboratively, interpret global contexts and understand how the industry contributes to or challenges social inclusion, equality and environmental responsibility. Level 6 consolidates these skills through critical engagement with industry debates, entrepreneurship, strategic thinking and reflective professional practice, culminating in an in-depth exploration of a contemporary issue within the field.

Assessment strategies are varied, inclusive and aligned with authentic, real-world tasks. The programme prioritises work-integrated and entrepreneurial learning, ensuring that assessment mirrors professional practice rather than relying solely on traditional written assignments or examinations. Students demonstrate learning through consultancy work, digital portfolios, reflective journals, video content, case-study applications, exhibitions and collaborative problem-solving. This approach aims to develop employability skills and reflect the diversity of learning preferences, including the needs of neurodivergent learners. Continuous formative feedback underpins the learning journey, while summative tasks are designed to build confidence, independence, and the ability to translate academic knowledge into practical value for organisations and communities.

What's covered in the course?

Stage 1 (Level 4):

*The first year introduces students to the foundations of the hospitality, tourism and service sectors while also developing their academic confidence and professional identity. The programme begins with **Introduction to Hospitality and Tourism**, a core module that establishes an understanding of the global landscape, explores industry structures and examines economic, cultural and environmental influences on destinations and businesses. Students are encouraged to see the industries as dynamic, globally connected and central to sustainable development.*

*Alongside this, **Professional and Academic Development** helps students build essential academic and employability skills. It supports critical thinking, academic writing, communication, digital literacy, teamwork and reflective practice, laying the groundwork for success both at university and in early professional settings.*

*The third module at this stage, **Hospitality Operations Management**, introduces operational practices in hospitality. Students explore how front-of-house and back-of-house systems function, analyse service quality, evaluate operational decision-making and learn how technology and AI are reshaping the management of hospitality services.*

*Finally, **Introduction to Financial Operations in Hospitality** gives students a first exposure to financial literacy within the sector. It introduces budgeting, cost control, revenue management, financial reporting and the commercial strategies that underpin successful hospitality businesses.*

By the end of Stage 1, students have a firm grounding in the industry's structures, skills and expectations and are prepared for deeper engagement.

Stage 2 (Level 5):

*The second year focuses on applying foundational knowledge to more specialised and analytical areas of the global hospitality and tourism environment. Students begin this stage with **Anthropology of Tourism**, which explores tourism as a cultural and social phenomenon. This module examines how tourism influence's identity, community development, power relations,*

global mobility and sustainability. Students are encouraged to consider the ethical and environmental consequences of tourism across diverse contexts.

The stage continues with **Marketing and Digital Media for Hospitality and Tourism**, a module that equips learners with the digital marketing capabilities increasingly required by employers. Through the study of social media strategy, SEO, digital branding, consumer behaviour and ethical communication, students learn how to influence customer engagement and promote responsible tourism practices in online spaces.

Work-integrated learning becomes central at this stage through the **Work-Based Learning module**. Whether through a placement or a professionally relevant alternative project, students gain hands-on experience of the sector. The module enables them to apply academic knowledge to real organisational challenges, develop confidence in workplace situations and deepen their appreciation of professional standards and expectations.

The stage also includes **Strategic Leadership in Global Hospitality and Tourism**, which examines leadership theories, labour management, inclusive workplaces and the challenges of managing multicultural and diverse teams. Students explore case studies related to gender equality, diversity, recruitment and conflict resolution, helping them to conceptualise leadership as both a strategic and ethical practice.

By the end of Stage 2, students are equipped with more advanced analytical skills, a clearer understanding of global industry issues and practical insights gained through direct engagement with employers.

Stage 3 (Level 6):

The final year focuses on critical thinking, strategic leadership and entrepreneurial innovation, allowing students to integrate what they have learned throughout the programme. The module **Entrepreneurship and Innovation in Hospitality** challenges students to design new business models and innovative service solutions. They explore creativity, opportunity recognition, feasibility evaluation and the use of technologies, including AI, to support entrepreneurial ventures in hospitality and tourism.

Students also study **Gastronomy, Society and Entrepreneurship**, a module that delves into the cultural, ethical, and economic significance of food. It explores how food systems contribute to sustainability and how gastronomy offers opportunities for entrepreneurial activity, from small start-ups to disruptive food-tech ventures.

The **Consultancy Project** gives students the opportunity to apply their accumulated expertise to a live industry problem. Working with an organisation or responding to a real brief, students undertake research, present solutions and develop professional consultancy skills. This module acts as a capstone experience, bringing theory, practice, and innovation together.

The final taught module, **Strategic Hospitality Management**, explores how hospitality organisations operate at a strategic level. Students analyse competitive environments, examine international hotel and resort operations, evaluate destination management strategies and consider how emerging technologies and data-driven decision-making shape long-term performance. The emphasis is on strategic thinking, innovation, and sustainable business practices.

By the end of Stage 3, students have developed a sophisticated understanding of the global hospitality and tourism sectors, an entrepreneurial mindset and the ability to apply strategic, operational and analytical skills to complex real-world challenges.

	<p>Where will I study? <i>Students who enrolled on the BSc Global Hospitality, Tourism and Entrepreneurship programme will be studying at the University of Sunderland in London. Teaching will be face-to-face.</i></p> <p>Does the programme have an associated IFY? No</p>
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8	Programme Awards		
8a	Name of Final Award	Level	Credits Awarded
	Bachelor of Science with Honours in Global Hospitality, Tourism and Entrepreneurship	6	360
8b	Exit Awards and Credit Awarded		
	Certificate of Higher Education in Global Hospitality, Tourism and Entrepreneurship	4	120
	Diploma of Higher Education in Global Hospitality, Tourism and Entrepreneurship	5	240
	Bachelor of Science in Global Hospitality, Tourism and Entrepreneurship	6	300

9	Programme Specific Regulations
	No

10a		
Mode(s) of Study	Location/Campus	Duration of Study
Full time	London	3 years
Part time	London	6 years

10b		
Is this programme delivered at a Transnational (TNE) partner?	No	
Is this programme delivered at UK Partner Institutions?	No	

11	Entry Requirements
	<p>The admission requirements for this programme as stated on the course page of the University of Sunderland website at https://www.sunderland.ac.uk/, or found by searching for the course entry profile located on the UCAS website are correct. YES</p> <p>This programme is suitable for students to enter with advanced standing (e.g. APL) YES</p> <p>Where applicable use the space below to detail any specific arrangements – e.g. APL only permitted to a specific level Accreditation of Prior Learning (APL)</p>

12	Programme Learning Outcomes
	By the end of Stage 1 of the programme successful students will be able to do the following:
PLO1	<i>Draw from a range of disciplinary approaches to describe and explain the principles of global and hospitality tourism sectors.</i>

PLO2	<i>Examine and explain technological, social, environmental and ethical issues and practices within varied international contexts using a range of case studies.</i>
PLO3	<i>Describe the characteristics of global hospitality and tourism by exploring a range of industry structures and professional roles.</i>
PLO4	<i>Demonstrate and reflect upon learning experience in the hospitality and tourism sector through work-based learning.</i>
PLO5	<i>Develop self-awareness and key transferable skills (study and employability) and reflect upon their individual and teamwork skills/competencies and experiences.</i>
PLO6	<i>Apply circular economy principles (e.g., zero-waste kitchens, energy-efficient resorts) and ethical marketing to attract conscious travellers while preserving biodiversity (SDG 15).</i>
	By the end of Stage 2 of the programme successful students will be able to do the following:
PLO7	<i>Evaluate and apply the principles and theory of hospitality and tourism to various scenarios within varied global contexts.</i>
PLO8	<i>Analyse the social, ethical, technological and environmental context of the global hospitality and tourism industry, and evaluate, through diverse case studies, its impact on promoting equality, diversity, and social inclusion.</i>
PLO9	<i>Assess practices and professional roles in the context of varied disciplines (marketing, management, technology, development and sustainability literature).</i>
PLO10	<i>Develop core skills and experiences required by the hospitality and tourism sectors; communication skills, the ability to work independently and self-critically, and the ability to work in teams to engage in collaborative problem-solving.</i>
PLO11	<i>Actively participate in a range of discussions to inform thinking about sustainable and responsible practices that are creative, inclusive, and equitable in the field of global hospitality, tourism and entrepreneurship.</i>
PLO12	<i>Examine how tourism and hospitality development intersect with goals like SDG 1 (No Poverty) through job creation and SDG 5 (Gender Equality) by empowering women in hospitality leadership.</i>
	By the end of Stage 3 of the programme successful students will be able to do the following:
PLO13	<i>Use critical and creative thinking and analysis to challenge theoretical ideas and practice in the hospitality and tourism industries</i>
PLO14	<i>Critically engage in global debates about the industries' technological, social, environmental and ethical dimensions.</i>
PLO15	<i>Engage with relevant communities (professional, voluntary, virtual).</i>
PLO16	<i>Use reflective practice and teamwork skills to consolidate graduate attributes and develop a professional profile (networking, volunteering, work experience).</i>
PLO17	<i>Critically evaluate a contemporary issue in global hospitality, tourism and entrepreneurship through an in-depth study.</i>
PLO18	<i>Critically appraise creative and entrepreneurial solutions to the management of hospitality and tourism industries.</i>
PLO19	<i>Communicating strategies that empower diverse stakeholders to advance SDG progress.</i>

13. Programme Requirements
There are optional modules on this programme Yes/No

Level 4:

In order to complete this programme, a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value	PLO(s) assessed
GTHE100	Introduction to Hospitality and Tourism	30	L4.1, L4.2, L4.3,
GTHE101	Academic and Professional Development	30	L4.3, L4.4, L4.5
GTHE102	Hospitality Operations Management	30	L4.1, L4.2, L4.3, L4.5, L4.6
GTHE103	Introduction to Financial Operations in Hospitality	30	L4.1, L4.2, L4.4, L4.6

Level 5:

In order to complete this programme, a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value	PLO(s) assessed
GHTE200	Anthropology of Tourism	30	L5.1, L5.2, L5.4, L5.5, L5.6
GHTE201	Marketing and Digital Media for Hospitality and Tourism	30	L5.2, L5.4, L5.5, L5.6
GHTE202	Work-Based Learning	30	L5.1, L5.2, L5.3, L5.4, L5.5, L5.6
GHTE203	Strategic Leadership in Global Hospitality and Tourism	30	L5.2, L5.3, L5.4, L5.5, L5.6

Level 6:

In order to complete this programme, a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value	PLO(s) assessed
GHTE300	Entrepreneurship and Innovation in Hospitality	30	L6.1, L6.2, L6.3, L6.4, L6.5, L6.6, L6.7
GHTE301	Gastronomy, Society and Entrepreneurship	30	L6.1, L6.2, L6.5, L6.6, L6.7
GHTE302	Consultancy Project	30	L6.1, L6.2, L6.3, L6.4, L6.5, L6.6, L6.7
GHTE303	Strategic Hospitality Management	30	L6.1, L6.2, L6.5, L6.6, L6.7

14. Employability

The programme contributes to the development of the following graduate attributes.

Please refer to [Integrated Curriculum Design Framework](#) when completing this section.

Professional	<i>The programme supports students in developing a strong professional graduate attribute by integrating academic learning, practical experience, and reflective development across all stages of study. From the outset, students are encouraged to view themselves not only as learners but as emerging professionals within a global industry. Through modules that build academic confidence and workplace readiness, they gradually cultivate the</i>
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	<p><i>behaviours, competencies and self-awareness expected of graduates entering the hospitality, tourism, and service sectors.</i></p> <p><i>Professional identity begins to take shape in the first year, where students develop foundational skills in communication, digital literacy, critical thinking and teamwork. These skills are consistently reinforced through applied learning activities that mirror real industry expectations, ensuring students understand how academic competencies translate into professional practice. Engagement with industry-informed content fosters an appreciation for the standards, ethics and interpersonal expectations that underpin successful careers in hospitality and tourism. Early exposure to reflective practice encourages students to evaluate their strengths, identify areas for growth, and articulate the value of their developing skills.</i></p> <p><i>As students progress into the second year, the emphasis on professional growth becomes more tangible through work-integrated learning. Whether through a placement or a structured industry-engaged project, students gain first-hand insight into workplace environments. This experience deepens their understanding of professional behaviour, teamwork, leadership and customer-facing responsibilities. It also enhances confidence in applying theoretical knowledge to real organisational challenges. Guided reflection enables students to connect their experiences with broader industry standards, strengthening their ability to adapt, problem-solve and communicate in ways that align with employer expectations.</i></p> <p><i>In the final year, students refine their professional capabilities through strategic, entrepreneurial, and consultancy-focused modules that require them to operate with increasing independence and responsibility. The consultancy project, in particular, allows students to engage directly with organisations, demonstrate professional judgement and present solutions to authentic business problems. This not only showcases their technical knowledge but also develops professional attributes such as resilience, creativity, ethical awareness and the capacity to influence and collaborate with others.</i></p> <p><i>Across the programme, the cultivation of a professional graduate attribute is supported through continuous interaction with industry partners, exposure to conferences and events, guest lectures and opportunities for networking. Situated in London, the programme leverages its location to provide students with direct access to a global hospitality and tourism environment, allowing them to experience professional practice in action. Throughout their journey, students are guided to reflect on their achievements, articulate their personal growth and present themselves confidently as competent, ethically minded and industry-ready graduates who can contribute meaningfully to the future of the global service sector.</i></p>
<p>Adaptable</p>	<p><i>The programme contributes to the development of an adaptable graduate attribute by immersing students in learning experiences that require flexibility, curiosity and resilience in response to an ever-changing global</i></p>

	<p><i>landscape. Adaptability is nurtured from the beginning through modules that expose students to the dynamic nature of hospitality, tourism and entrepreneurship. Students engage with content that reflects shifting consumer behaviours, technological disruption, global mobility trends and emerging sustainability challenges, encouraging them to think critically about how industries evolve and how professionals must evolve with them.</i></p> <p><i>Throughout the curriculum, students encounter diverse cultural, technological and organisational contexts that challenge them to question assumptions and adjust their thinking. Case studies drawn from international settings, alongside debates on ethical and environmental dilemmas, broaden their perspective and cultivate a willingness to adapt to different viewpoints and working environments. The emphasis on digital innovation, particularly the integration of artificial intelligence and new technologies across multiple modules, further strengthens their capacity to respond confidently to industry transformation and to acquire new technical skills as needed.</i></p> <p><i>Adaptability is also fostered through the programme's use of active and experiential learning. Work-based learning plays a central role in developing students who can navigate unfamiliar professional settings, respond to real-time challenges and adjust to the expectations of employers and clients. Whether through placements or alternative industry-engagement projects, students learn to manage uncertainty, handle competing priorities and reflect on how their behaviours and decisions need to shift to meet workplace demands. This exposure ensures they can transfer their academic knowledge into different practical scenarios with growing independence.</i></p> <p><i>As students progress into the final year, they encounter complex strategic and entrepreneurial challenges that require them to synthesise knowledge, analyse unpredictable business environments, and propose creative solutions. The consultancy project, in particular, demands adaptability as students must engage with unique organisational problems, tailor their methods to client needs and respond constructively to feedback. By working in this way, they build confidence in navigating ambiguity and demonstrate versatility in their thinking.</i></p> <p><i>Across the entire programme, the emphasis on reflective practice ensures students continuously evaluate their learning, recognise how they respond to change, and identify strategies to remain open, agile, and proactive. By the time they graduate, students have developed not only technical and professional competence but also the mindset to adapt, innovate, and thrive in a rapidly evolving global service sector.</i></p>
Engaged	<p><i>The programme ensures that students are united by a desire to give something back to society by embedding social responsibility, ethical awareness and community engagement throughout the learning</i></p>

experience. From the outset, students are introduced to global challenges such as inequality, climate change, sustainable development and responsible tourism, allowing them to see the hospitality and tourism sectors not only as economic engines but also as platforms for positive social impact. By framing industry knowledge within the context of the United Nations Sustainable Development Goals, the programme encourages learners to view themselves as agents capable of contributing to healthier societies, more inclusive workplaces and more sustainable global systems.

Community-minded thinking is cultivated through modules that highlight the social and cultural dimensions of tourism, the ethics of service and the power of hospitality to support wellbeing, belonging and shared cultural understanding. Students explore how tourism can both help and harm local communities and they learn to critically examine issues such as labour rights, environmental stewardship, gender equality and social inclusion. This drives an awareness of their responsibility to act ethically and compassionately within their professions and beyond.

Practical engagement plays a crucial role in reinforcing this collective desire to contribute meaningfully. Through work-based learning, industry projects and consultancy assignments, students work directly with real organisations that support local and regional communities. These experiences allow them to witness first-hand how thoughtful leadership, sustainable operations and community-focused innovations can improve livelihoods, preserve cultural heritage and strengthen local economies. Students are encouraged to reflect on their influence within these environments, thinking not only about their personal development but also about how their decisions and actions can benefit others.

The programme's emphasis on entrepreneurship further supports this ethos by encouraging students to design solutions that address societal needs. Whether through new service concepts, community-based tourism initiatives, or food ventures that promote sustainability and reduce waste, students learn that innovation can create meaningful social value. They are invited to imagine businesses that uplift communities, support responsible travel, and contribute to wider societal wellbeing.

Throughout their studies, students engage with peers from diverse backgrounds and global perspectives, creating a learning environment where empathy, cultural understanding and collective responsibility are central. This sense of shared purpose grows stronger as students collaborate on group projects, participate in reflective activities, and connect with community partners and industry leaders who model socially responsible practice. By the time they graduate, students are not only skilled professionals but also globally minded individuals who are united by a commitment to contribute positively to society and to help build stronger, more resilient communities locally, regionally, and globally.

15. Additional Costs: Are there any additional costs on top of the fees?

List any additional costs the students will have to meet and whether this is optional (e.g. an optional field trip) or essential (e.g. buying a lab coat). Give an estimation of the approximate cost which may be a range. This information should be replicated in the Module Guide and will be published on the course page.

No, but all students buy some study materials such as books and provide their own basic study materials	✓
Yes (optional). All students buy some study materials such as books and provide their own basic study materials. In addition, there are some additional costs for optional activities associated with the programme (see above)	
Yes (essential). All students buy some study materials such as books and provide their own basic study materials. In addition, there are some essential additional costs associated with the programme (see above)	

16. Version Control

Programme Specifications are checked annually and updated when changes are made to the programme.

Version Number		Date	Details of change	Author
V1	Document created	05/12/2025	New programme	Blerton Hyseni
V2	Document changed	07/12/2026	New programme	Blerton Hyseni

Version number:	5	Template owner:	Quality Team
Date reviewed:	Jun-24	Date of next review:	Jun-29