

Theme: 2

Key Stage: 4

Landscape

Assignment Brief

BTEC First Certificate Travel and Tourism

Unit 10: Planning Visits for Travel and Tourism

Planning a visit to Blaenavon

When working in the travel and tourism industry, it is important to know where to find information and be able to read brochures in order to plan trips and produce travel itineraries for different types of customers. When planning a trip, it is important to meet a wide range of customer requirements. Plans must take a range of factors into account including budget, interests and specific needs.

You are going to plan a visit for the Pontypool Historical Association to the town of Blaenavon. To help you plan your itinerary for this group, you are going to visit the Blaenavon World Heritage Centre. You will need to visit the various exhibits to familiarise yourself with the various attractions in and around the town.

Different groups in the Historical Association have different interests. Some are interested in its *social*/history, some are interested in its *industrial heritage* and others are interested in its *architectural*/history. A significant proportion of the association are senior citizens. You need to ensure that the interests of this group are met by planning three separate itineraries for the different groups.

You will be required to complete the following tasks:

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Task 1	Grading Opportunities	P1-5	M1-3	D1-2
<p>1. Planning the itinerary at the World Heritage Centre:</p> <p>Describe the sources of information used in planning your itinerary. Collect information from at least two sources on your visit to the World Heritage Centre. Annotate them if possible, or write about them, to show what information can be found and explain how the information will help you in planning your itinerary for the Historical Association. (P1, M1).</p> <p>Student Guidance:</p> <p><i>Examples:</i> brochures, maps, guidebooks.</p> <p>2. Writing the itinerary:</p> <p>Create three travel itineraries using at least three sources of information available to you at the World Heritage Centre. Make sure that each of the travel itineraries meets the specific requirements of the different groups in the Historical Association. Your itineraries must contain clear aims, objectives and identified constraints. When your group has completed the three itineraries, you must individually describe the process of planning (P2, P3, P4 and M2).</p> <p>Student Guidance:</p> <p><i>Itineraries:</i> destination; transport; dates; timings (departure/arrival, activity, cost)</p> <p><i>Customer types:</i> those mentioned above (all parts of the group) as well as accommodating senior citizens in your plan.</p> <p><i>Considerations:</i> specific needs e.g. disabilities, time constraints, low cost.</p> <p><i>Aims and objectives:</i> e.g. personal or study related; purpose e.g. opportunities for research; outcomes e.g. report, experience.</p> <p><i>Constraints:</i> participants e.g. age; destinations; budgets e.g. personal, group; research</p>				

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opportunities; education; attractions and entertainments; variety; contact details e.g. address, telephone number of attractions.

Itinerary: format e.g. presentations, formal written document, tour guide/brochure; contact details e.g. leader, location, emergency.

3. Evaluating the itinerary

You now need to evaluate your itineraries, explaining why they were appropriate for the different types of customers and their different needs and requirements. You should include how well organised and successful your visit was. Before you do this, you should describe the evaluation techniques used to review travel itineraries and visits. The student guidance below will help you with this. Finally, reflect on the skills you have developed during the planning of this itinerary e.g. teamwork, as well as any knowledge you have gained (see below). (P5, M3, D1, D2).

Student Guidance:

Itineraries: adaptation of itineraries e.g. unforeseen circumstances, suitability for different visitor types with different needs.

Organisation of visits: itinerary e.g. amendments, timescales, routes, appropriateness; places visited e.g. destinations, facilities; value for money; added value e.g. behind the scenes tour, guest speaker.

Personal and career development: industry knowledge and experience; experiential learning; skills e.g. teamwork, communication, problem solving, organisational skills.

Evaluation techniques: e.g. oral, written, presentation; of self, peers, tutors.

Start Date _____

Completion Date _____