

Advanced GCE TRAVEL and TOURISM

Unit 11 (G730) THE GUIDED TOUR

Exemplar (Grade A)

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

Unit Title	11 The Guided Tour	Unit Code	G730	Session		Year	2	0	0	7
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Centre Name		Centre Number	
Candidate Name		Candidate Number	

Evidence: You need to investigate the range of guided tours available and devise and deliver a guided tour.

Criteria		Teacher Comment	Page No.
<p>AO1.1: You demonstrate some knowledge and understanding when you provide a brief account of the range of guided tours available that uses only one or two examples to illustrate the four main types of guided tour; you provide an outline of your guided tour that covers only the main points and may be unrealistic and not identify potential problems or ways of solving these; either or both of these have some omissions;</p> <p>[0 1 2 3 4]</p>	<p>AO1.2: you provide an account of the range of guided tours available that considers variations within the types of guided tour and uses a number of relevant examples, demonstrating knowledge and understanding; you provide a plan of the guided tour that covers the main points necessary to run it to planned timings, with procedures/actions to be followed should problems arise; both your account and your plan show some evidence of your knowledge, skills and understanding;</p> <p>[5 6 7]</p>	<p>Some good detail included on range of tours available and the sub divisions. Comprehensive plan of guided tour to be run including contingency plan.</p>	<p>P1 - 27</p>
<p>AO2.1: You apply knowledge and understanding in the evidence of your delivery of a short guided tour; however the tour lacks detail and has some omissions; its purpose is not clear and it is not of the most appropriate type; you have made little attempt to produce appropriate supporting participants' documents; your use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p>[0 1 2 3 4]</p>	<p>AO2.2: you apply knowledge and understanding when producing evidence of your delivery of a guided tour which is detailed but has minor omissions; its purpose is clearly explained, the type of tour chosen is appropriate and there is appropriate evidence of handouts/support material for participants; you present materials suitably, with appropriate use of some terminology, and your understanding is conveyed through use of appropriate language;</p> <p>[5 6 7 8]</p>	<p>Evidence of a well structured and well delivered tour including excellent support materials, DVD, feedback and diarised account of tour. Clear + accurate.</p>	<p>P29 - 46</p>
<p>AO1.3: you provide a comprehensive account of the range of guided tours available that investigates sub-divisions of the main types of guided tour, with sufficient appropriate examples, showing full knowledge and understanding; you provide a comprehensive plan of the guided tour that can be used to run it successfully, with details of any procedures to be followed or actions should problems arise; both your account and your plan demonstrate thorough knowledge, skills and understanding.</p> <p>[9 10]</p>	<p>AO2.3: you provide evidence of your delivery of a well-structured guided tour which is well-delivered, detailed and contains no omissions; its purpose is clearly explained, it is of the most appropriate type and there is extensive evidence of good-quality, appropriate and informative support materials provided for participants which show full application of knowledge and understanding; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed.</p> <p>[9 10 11 12]</p>	<p>Mark 9</p>	<p>Mark 11</p>

Criteria		Teacher Comment	Page No.
<p>AO3.1: You provide some research from limited sources when investigating the range of guided tours available and/or when researching your own guided tour; you compare the different types of guided tour available, briefly using few examples, covering only the main types and identifying only one or two advantages and disadvantages for each; your research is not always relevant and you do not always use the findings of your research effectively.</p> <p>[0 1 2 3 4 5]</p>	<p>AO3.2: you provide research a variety of sources when investigating the range of guided tours available and/or when researching your own guided tour; you analyse, compare and contrast the different types of guided tour, considering variations within them and using a number of examples, and you identify a range of advantages and disadvantages for each; your research is mostly relevant and you use most of the findings of your research to inform both your analysis of the different types of guided tour and/or your own guided tour.</p> <p>[6 7 8 9]</p>	<p>Independent + comprehensive research carried out in order to investigate range of guided tours available + to inform the ghost tour to pharmacy and improve it.</p> <p>Mark 12.</p>	P1-10 P48-72
<p>AO4.1: You evaluate your guided tour briefly, using only one or two methods, which may be inappropriately applied, and you attempt to make recommendations for improvement, some of which may be unrealistic;</p> <p>[0 1 2 3 4 5]</p>	<p>AO4.2: you evaluate your guided tour, drawing supported conclusions and using at least two appropriate methods, and you make reasoned judgments and use these to make limited but realistic recommendations for improvement;</p> <p>[6 7 8 9 10]</p>	<p>Excellent evaluation using three techniques. Each analysed fully and used to inform overall recommendations for future tours.</p> <p>Mark 14</p>	P74-83
<p>Total/50</p> <p>[11 12 13 14 15]</p>		<p>46</p>	
<p>If this work is a re-sit, please tick</p>		<p>Session and Year of previous submission</p>	<p>Jan / June</p>
		<p>2</p>	<p>0</p>
<p>Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk). Please complete one <i>Centre Authentication Form</i> (CCS160) for each unit and forward to the moderator with your sample.</p>			

Please tick to indicate this work has been standardised internally

Guidance on Completion of this Form

- 1 One sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.

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AO1

Introduction to guided tours.

Table of different tour types.

Investigation into guided tours.

Initial decision making process.

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Resources for guided tours.



Introduction to Guided Tours

This unit looks at guided tours. The aim of this unit is to produce our very own guided tour. To achieve this, we need to research into the topic to gain a fuller understanding before planning and conducting our very own tour. A guided tour can either be given by a person, in written form, in audio form, or virtual. Guided tours involve either a group of people, or individuals being lead around a certain place, such as an historic building, a town or city, or even another country. Guided tours do not always involve a tour guide to take the customers around the site. As some tours are audio and virtual, they enable the customer to experience the place or site at their own leisure. These four types of tour include many different types of tour within them. For example, a tour guided by a person can also be a walking tour of Prague, a tour around an ancient Cathedral, or a walking tour around the countryside, with Lunch at a local pub at the end. A written tour may include a map of a city, and may also give recommendations of places to eat and stay, rather than just giving history of the place itself. There are thousands of different tours available today, many of which could be inspiration for our class's very own guided tour. ✓

There are two different purposes of guided tours. These are explicit and implicit purposes.

- The explicit purpose is to give the tourists information about a place or facility.
- The implicit purpose may include one or more of the following:
 1. Encourage the tourists interest;
 2. Share the organisation's aims and objectives;
 3. Raise tourist awareness of cultural and ethical issues.

All guided tours differ hugely when it comes to quality, value for money, length etc. We would define these as merits and deficiencies. One guided tour may be very well organised in terms of time-keeping, they may know their facts well, as some people will ask questions that are not covered in the tour, and the tour may just be of very good quality. Another tour may be quite disorganised when it comes to time-keeping, organising their customers etc. They may also charge a lot of money for a tour that does not last very long, and the customers are not given much information at all about the place or facility they are in. We can see from these examples which we would class as merits, and which we would class as deficiencies. ✓

<u>TYPE OF TOUR</u>	<u>EXAMPLE SELECTED</u>	<u>PURPOSE: TOPIC/THEME</u>	<u>TARGET MARKET</u>	<u>TIME(S)</u>	<u>PRICE(S)</u>
<i>Tours guided by a person</i>					
Walking tour	Oxford Walking Tours	A historic tour of Oxford with a qualified guide by Mrs Guillemette Cox.	Adults/Students	All year, afternoon	Each tour costs £70 (~Euro 100) for a maximum of 19 people per guide.
	Emirates Palace Hotel	One of the world's most expensive Hotel.	Business people maybe or people who want to stay in a posh and luxurious hotel.	All year around	From \$600 to \$12,000.
Coach tour	Loch Ness Adventure	Nature and Historic purpose	All ages	Daily, 08:00hrs to 20:30hrs	Adult, £33.00 Students/Seniors, £28.00 Children, £18.00
	Dubai City Tours	Contrast between cultural and modern aspects of the city.	Adults and maybe students.	N/A	N/A
Tour based on other vehicle	Helicopter Tours-London	Seeing London in the sky	All ages	Thursday and Saturday only, 11:00, 12:00, 13:00, 16:00	£120 per person
<u>Written forms of guided tour.</u>					
Written tour using a map	Guide to the Western Front	Historic purposes	All ages	Available to order at any time	N/A
Written tour using a leaflet	Howletts Wild Animal Park	Seeing wild animals	All ages	Open every day of the year except Christmas	Adults £13.95, Children (4-16 years)

701
Level 3.

Written tour using a book	"Francesco's Italy"	To make Italian culture past and present more well known.	Adults	day from 10am. We recommend that you allow between 3 and 4 hours to fully enjoy the park.	£10.95, Students £10.95, Senior Citizens £11.95, Family (2 Adults 2 Children) £42.00, Family (2 Adults and 3 Children) £49.00 £16.50
<u>Audio guided tours</u> Audio tour at on site	Beatles story	The life about the Beatles	People who are interested in the Beatles.	N/A	N/A
Audio tour of more than one site	London CD Tour	London tour, using you own CD that you've brought.	All ages	You've brought a CD, so you can go when ever.	£14.99 plus postage and packaging £1.00.
<u>Virtual tours</u>	Tower of London	A virtual tour of the Tower of London using a computer.	All ages	N/A	Computer with internet needed.



Investigation into a wide range of
Guided tours

A walking tour with a person

Name: The Real Tour of Prague

Purpose: Implicit: It aims to give history of the city over the last 1000 years, from the first Slavic dynasty to communism, the floods and now the European Union.

Explicit: To bring tourism to and promote the city to potential holiday makers.

A01

Type of Tour: A walking tour with a person(s) guiding the customers around. An enjoyable and informative way of experiencing one of Europe's most beautiful cities.

Availability of the Tour: From September to May, the tour is open Mondays, Wednesdays, Thursdays, and Saturdays. From June to August, the tour is open Monday to Saturday. There are no tours from 20th October to 31st October and 1st January to 10th January.

Time the Tour takes: Three to four hours. Customers are picked up from two main hostels. The tour stops for lunch in a Czech pub.

Cost of the Tour: the tour costs 300 Kc = £7.50

The extent to which the tour meets the interests of its targeted customers: The targeted customers are either history groups, or tourists who are interested in learning about the history of Prague. The tour goes to a great extent to meet the needs of its customers as it takes you into the Castle complex, the St Vitus Cathedral, the Jewish Quarter and the Old Town square. You will also see the Charles Bridge, the Astronomical Clock, the Executioner's pub and much more.

A03
Level 3.

How well it meets the needs of different types of customer: The tour lets the customer experience many different types of history, such as a cathedral, and then a pub. A lot of people would associate history with sometimes being tedious, but this tour makes sure the customer is always happy. The tour also stops for lunch, so the customers do not have to worry about bringing a packed lunch, or getting lost trying to find a restaurant.

Whether there are any procedures in place to identify and solve problems which arise during the tours operation: I emailed this company, posing as an interested customer with children. They kindly emailed me back, giving me adequate information. They told me that if the weather was very wet, they may cancel the tour, but this is very unlikely. The tour is suitable in all areas for children, including the pub lunch. See figure 1 for the email I sent.

✓



A written tour using a map

Name: Major Mrs Holt's Concise, Illustrated Battlefield Guide to the Western Front: North

A01

Purpose: This covers the battlefields from the Channel coast to the north of The Somme.

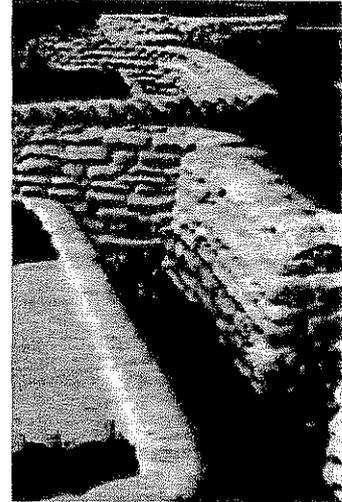
Type of Tour: A tour guide, which includes 16 specially drawn maps.

Availability of the Tour: Available to order online at any time.

Time the Tour takes: A long or as short as you like.

Cost of the Tour: N/A

The extent to which the tour meets the interests of its targeted customers: Each battlefield chapter starts with some pertinent quotations by participants, has a succinct Summary of the Battle, Opening Moves and What Happened sections then a Battlefield Tour which follows the same tried and tested formula as the rest of the series of a timed and measured itinerary with historic and anecdotal information at each stop. A detailed Sketch Map showing battle lines and each stop on the route accompanies every battle using the same colour code as the larger Holts' Battle Maps.

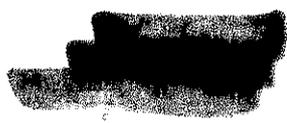


A03

How well it meets the needs of different types of customer: The guide covers all aspects of the Western Front. The book has many maps, which can be used to look around certain areas, and they give a wide variety of information.

Whether there are any procedures in place to identify and solve problems which arise during the tours operation: N/A

✓



A written tour using a leaflet

Name: African Experiences – Sunrise Safari

Purpose: Implicit: See the African Experience come to life with the sunrise. A01
Explicit: To attract tourists to the area in future.

Type of Tour: Advertised using a leaflet. You are taken around in a safari vehicle with an expert safari guide with you.

Availability of the tour: Available on selected dates from June to mid-Sept (book in advance).

Time the Tour Takes: It is an all day tour, with a welcome drink, and a full English breakfast following your dawn adventure.

Cost of the Tour: £30 per person.

The extent to which the tour meets the interests of its targeted customers: The tour includes a person giving the tour, so this is nicer for the customers, as they are able to ask questions if they like, and they do not have to worry about not hearing an audio speaker. The tour attracts customers by giving them a welcome drink and a full English breakfast, as they will obviously need food throughout the day. A03

How well it meets the needs of different types of customers: The tour is suitable for any type of person, any age. The customers are fed, and a brilliant tour is told whilst travelling in the vehicles.

Whether there are any procedures in place to identify and solve problems which arise during the tours operation: I emailed this company, and they kindly replied telling me that the safaris go ahead whatever the weather. The trucks are covered, so in the event of rain you would be protected. The trucks have seat belts fitted, so you are able to 'buckle up' and in addition the trucks go at a very slow pace. ✓
See fig 2 for the email I sent.



A written tour using a book

Name: "Francesco's Italy" By Francesco da Mosto

Purpose: Implicit: To present a journey through Italian culture, past and present.
Explicit: To entice tourists into coming to Italy to view the wonderful sites and culture.

Type of tour: A tour guide of Italy using a book.

Availability of the tour guide: Usually dispatched within 24 hours. Ships from and sold by Amazon.co.uk

Time the tour takes: The tour book can be used whenever you like, and you can use it for how ever long you like.

Cost of the tour guide: £16.50

The extent to which the tour meets the interests of its targeted customers:

Following his enormously successful TV series and book, "Venice", Francesco da Mosto extends his exploration, this time taking in the whole country. He celebrates the art and beauty of Italy - its cathedrals, churches, palaces, opera houses, paintings, sculpture and music. This book is perfect for the older generation, who appreciate culture.

A01

A03

How well it meets the needs of different types of customer: The customer can go on the tour at any time they like. They can go at their own pace, and do not have to go any specific places if they do not want to.

Whether there are any procedures in place to identify and solve problems which arise during the tours operation: The book is yours once you have bought it, so it is up to you to decide when a good time is to use it etc.



Audio tour on site

Name: Beatles story – Living history audio tour.

Purpose: To tell the story of the Beatle's rise to fame through the years.

Type of Tour: An audio tour within a museum.

Availability of the Tour: Open all year, from 2007.

Time the Tour takes: Unfortunately, I cannot locate this information.



Cost of the Tour: Adults - £8.99
Concessions - £5.99
Children - £4.99

Prices are a guide only and may change on a daily basis.

The extent to which the tour meets the interests of its targeted customers:

Visitors can now let the voices of Paul McCartney, George Martin, Brian Epstein, Allan Williams and Cynthia Lennon take them on a personal journey through the Fabulous Four's meteoric rise to fame. The guide is narrated by John Lennon's sister, Julia and available in English, French, Spanish and Japanese. German, Italian, and Russian.

How well it meets the needs of different types of customer: The museum has disabled access, and there is written tour available if the audio tour is not in use.

Whether there are any procedures in place to identify and solve problems which arise during the tours operation: The audio tour will not be activated if there are any problems. The museum will still be open to the public.



Audio tour of more than one site

Name: Royal Westminster Guided Stroll

Purpose: You are able to walk around a certain part of London at your own pace, whilst listening to an audio tour.

Type of Tour: Audio CD, which takes you around different parts of London.

Availability of the Tour: You are able to order the CD whenever you like.

Time the Tour takes: Not applicable.

Cost of the Tour: £9.95 plus £4.50 postage and packaging to England = £14.45

The extent to which the tour meets the interests of its targeted customers: These CDs are street versions of the audio guides you can rent out in museums. You can use them to visit historical sites outside; an exciting and revolutionary way to visit famous and historical locations around Britain. Dramatised audio guided strolls entertain you on the move anytime, any day to suit your own schedule. Surround yourself with the people and sounds of the past as history unfolds before you. In audio CD format, complete with an easy to follow map to guide the visitor to 'Stroll' points where short dramatised plays come to life.

*A01 + A03
- level 3.*

How well it meets the needs of different types of customer: The customer does not have to go on the tour at any specific time. They can go to some places, but not others if they wish. The tour is theirs to use however and whenever they like.



Whether there are any procedures in place to identify and solve problems which arise during the tours operation: There is a map to help you around your route included with the CD. The CD is yours once you have bought it, so you can chose when you would like to use it.

A virtual tour

Name: The Tower of London Virtual Tour

Purpose: You are able to experience tower of London and surrounding areas from your own computer

Type of Tour: Virtual, computer

Availability of the Tour: You can use it whenever you like, and whenever there is access to the Internet

Time the Tour takes: N/A

Cost of the Tour: Free

The extent to which the tour meets the interests of its targeted customers: The customer is able to read about the Tower of London's history, and other surrounding areas, without the need to leave their own home. People with mobility difficulty and many more do not have to go to the Tower of London to experience. The tour gives in-depth information about everything inside the Tower, so nothing is missed out.

A01
level 3

How well it meets the needs of different types of customer: All information given is very in-depth. As I mentioned before, people with mobility difficulties, disabilities, or even if they cannot afford to visit London, can experience everything you would see in the Tower at home.

A03
level 3

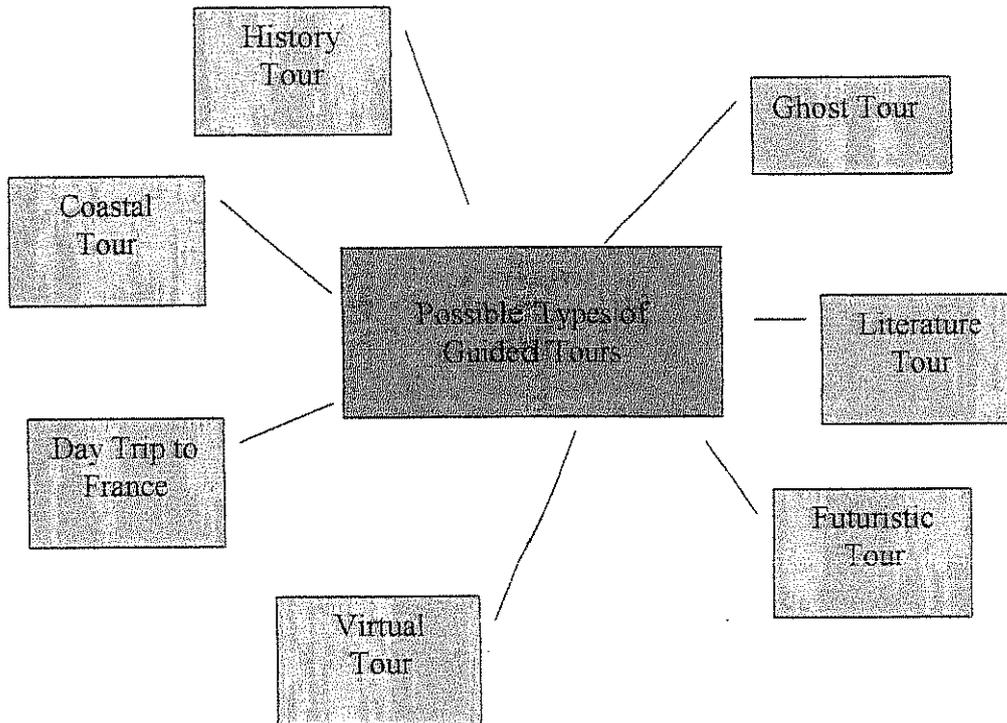
Whether there are any procedures in place to identify and solve problems which arise during the tours operation: N/A



The Initial Decision Making Process

In order for our class to come to a final decision about the tour we would like to do, we had to go through a decision making process. This involved the very early stages of deciding what type of tour we would like to do, to the finest details such as what refreshments we would be serving.

This is the basic thought shower we came up with in our class session.



— Here are the ideas that were contributed by the group to each of these possible tours:

- **Literature Tour** – With this type of tour, we decided that we could take a group of people through Canterbury and talk about the poet and author, Geoffrey Chaucer. There was good potential for us doing this tour as Canterbury is quite close to the school; it only takes about half an hour to drive there. We could have dressed up as people through time, and made it not only a tour, but almost a show. However, we decided against this option as we felt we would not have many people willing to pay to go on this tour, and there is also a lot of tours and attractions about the Canterbury tales.
- **Futuristic Tour** – We decided that if we were to choose this type of tour, we would do Sittingbourne in the future. We would aim our tour at primary school aged children, and would give out task sheets throughout the duration of the tour to keep the children interested. This type of tour had the potential to be very interesting and exciting

✓

of the children, however, when we came to think a bit deeper into it, Sittingbourne does not have much history, and there is not a lot that we could have made really interesting for the children. Nevertheless, this would have been a very good tour to do if we were in quite an old town or city, which we could really have made a completely imaginary futuristic place for them to visit.

- **Virtual Tour** – With this type of tour, we made the decision that we would create an interactive DVD of Sittingbourne through the ages. This, again, would have been a very interesting tour for us to do; however, there are a few reasons why we decided against it. The first is that with a virtual tour, it does not involve any of the people in our class actually taking a group of people around a site or facility; it simply requires one person to watch a DVD. Another reason is that it would be very difficult for us to create such a modern piece of technology with the facilities and little knowledge we have. The last reason is that, as I have mentioned earlier, Sittingbourne does not have much history attached to it, so it would be very difficult to create a whole DVD dedicated to this.

- **Day Trip to France** – This tour would have involved our class taking a small group of people on a trip to Calais or Paris. Again, this would have been a very exciting tour for both our class and the customers, but there were too many negative points we found to go ahead with this option. To start, going to another Country would mean a lot of hassle with risk assessments as there would be many potential risks and hazards when taking a group of people to another country, and being reliable for them if anything was to go wrong. Also, we would be in a foreign country, so we would have trouble communicating with the locals if we were to get lost. Another reason is that there may already be tours running of Paris and Calais, and we may have found that we needed to get permission to conduct our own tour there. The last reason is that, with the tour that we chose to do, we had to do a familiarisation trip. This would have proved very costly for us if we had to travel to France just to familiarise ourselves with the place and its surroundings.

- **Coastal tour** – If we were to conduct a coastal tour, we decided that we would have chosen Herne Bay, Sheerness, or Brighton. We felt that if we were to choose a coastal tour, we may not have had much interest in it. There is also the huge problem of liability of children; if a child was to fall behind on the tour, there are so many things that could happen. This is the reason that it would be very difficult for us to have the risk assessments passed for this tour. However, a coastal tour would be very simple for us to find information about, and we would not have to worry about constantly talking to our customers, as there will be many things along the coastal walk that will interest them.

- **History Tour** – A history tour would be great for any age group. In order for us to keep the costs to a minimum, we decided that we would have to do a history tour of Sittingbourne. In this, we would talk about places of interest, and maybe even War stories. There are two very small museums in Sittingbourne, which we thought would be nice to incorporate on the tour. We would have quite a lot of interest, from young children to adults. However, we thought as Sittingbourne is not well-known for its

history, we would find it very difficult to obtain accurate information about Sittingbourne and its history.

- **Ghost Tour** – A ghost tour would be a very interesting and exciting tour for our class to do. With this type of tour, there were many options we needed to consider. Some of these were whether we would go in the day or the night time, where we would do the tour (Sittingbourne, Faversham, or Pluckley?), whether we would take sixth form, adults or children. We could also have done a ghost tour in London, of Jack the ripper, or the Tower of London, however, there are already tours running of these attractions, so this would be difficult for us to do. There are many risks we would have to think about if we were to choose a ghost tour; however, we collectively thought that it would be a good option for our class.
- 

Proposals for the type of tour we will be doing:

With these possible tours in mind, we decided upon two final options. These were the Ghost tour, and the Coastal tour. We then compiled two proposals for these:

Proposal A - Ghost Tour

Purpose

- Explicit – To give information on the history of the town, but to also provide an eerie and interesting experience. This information will include the time that the ghosts died, where they died etc. The main target will be to provide an enjoyable experience.
- Implicit – To promote tourism for the town, and make visitors more aware of its history.

AD1

Possible Locations

- Sittingbourne

Advantages	Disadvantages
It is local to us.	It is quite unappealing.
It would be very cheap to run a tour here.	It would be boring.
It is within walking distance from us.	It is a very small area to cover.
It will be well-known by our customers.	There are no ghosts which are known of.
It is near enough to be able to obtain accurate research.	It could be too familiar for the local customers.
The customers will be able to see Sittingbourne in a completely different perspective.	

- Faversham

Advantages	Disadvantages
It is quite local to us.	We may not be able to obtain enough information.
It is on a main train or bus link.	We could very well have competition, as there are ghost tours which run in Faversham already.
There is a known history of ghosts.	We would have to sort out some form of transport.
We would be able to experience a ghost tour the town ourselves, before we conduct our own.	
It is easy to research.	
We could conjoin the tour with the local museum.	

- Pluckley

Advantages	Disadvantages
It has been named as the most haunted village in England.	It is further away than the other two locations.
Mr Gibbon (a teacher at this school) lives there, and can give us first hand information.	We would have to sort out some form of transport.
There are many Internet sites and books.	May have to get permission from the village, as they already run tours here.
It would be very easy to research.	We will need a first aider with us.
There are 12 official ghosts which have been named in the village.	There are no street lights here, so this could be a great hazard to health and safety.

Appropriate type of tour

- **Written** – this would be quite appropriate as there could be a planned out route on a map, and possibly a leaflet with information to read whilst on the tour.
- **Guided walking tour with a person** – this would be the most appropriate type of tour to use. We could also include audio sounds to enhance the tour.
- **Visual** – this type of tour would not be appropriate, as the customers would not be able to obtain the full experience of being in an eerie, dark, haunted street, from a minibus
- **Audio** – this type of tour would not be suitable as, again, the customers would not be able to obtain the full experience from a screen, or headphones. However, we could use audio sounds to enhance a guided tour with a person.
- **Interactive** – this type of tour would not be suitable at all as it would not be at all scary.

Target market/Potential customers

We could have 4 or 5 people in a group, but this would be an uneven ratio of customers to organisers. However, if we took a mini-bus to the village, we would be able to invite a person each, possibly a teacher, and this would then make up the maximum number of people allowed on one mini-bus.

Potential costs:

If we decided to do a ghost tour, the following costs would be included:

- Faversham – train - £3.30
- Fleur de lis - £2.20 (£1.00 OAP)
- Pluckley – We would have to pay for mini bus hire, or we could use a school mini-bus, which would have to have petrol paid for to put in it. This would be about £25.
- Sittingbourne – There would be no costs for this location.

Proposal B – Brighton Tour

Purpose

- Explicit – To explore the town, to find out more about the history as a seaside destination, and to compare it to modern tourism.
- Implicit – To promote tourism for Brighton.

Location

Central Brighton. It would be based around the beach, pier and promenade. We would be focusing on the sea features, the Lanes shopping centre, the pavilion, and the Sea life centre.

Advantages	Disadvantages
It is a fun tour to do, both for the organisers and the customers.	It is very far away.
A lot of people would sign up to see the sights.	There is a very high risk in sea areas.
There is lots to see	It is very expensive.
	It would involve a lot of work and planning, and would be very difficult if something went wrong on the day.

Appropriate type of tour

The most appropriate two types of tour for this location would be a walking audio tour with a person as well, or just a walking audio tour with a map. We could possibly make the tour interactive by putting together a film, which enables people to watch it at any time they wish.

Target market/Potential customers

One mini-bus load of people would be the maximum amount of people we would take, as more than this would become difficult to keep track of where they are. We would take sixth form students on the tour, as they would be most interested in this tour. We could go for a weekend, but we feel one night is more appropriate.

Potential costs:

- Accommodation at the Premier Travel Inn would be £60 for a double room, for one night. Therefore, £30 per person, per night.
- The mini bus would use about £60 in petrol.
- The Brighton Pavilion is £5.75 per person for entry.
- The voltz railway is £1.50 - £2.50 per person for entry.
- The Sea Life centre is £10.95 per person for entry.
- Dinner would cost about £5 per person.
- Lunch would cost about £5 per person.

The approximate total per person for this trip is **£60**.

After a lot of thorough discussion, our class decided upon proposal A – A guided Ghost Tour. We also decided that the best location for our tour would be Pluckley. We will therefore be conducting a guided ghost tour of Pluckley for this unit.

Action Plan

As1 - Level 3

Team name: TripleT

Team Members: [Redacted] Ellie Young,
Gemma Friday, [Redacted]

Task	Action to be taken	People involved
Understanding what a guided tour is & what is involved in the process of conducting one.	Research into tour types using internet sources and textbooks.	All
Discuss suitable tour types.	In discussion the whole team must decide and rationalise which types of tour could realistically be done by our class.	All
Propose ideas	From the above mentioned discussion, two final proposals should be made.	All
Final tour type decision	From the final two proposed tour types, select one that will be conducted.	All
Trip proposal form	Propose the tour to the deputy head of the school, for permission to carry out the tour.	Gemma
Research into Pluckley	Research Pluckley using internet sources, books, leaflets and tourist information guides.	All
Research routes to access Pluckley	Individually each member will research routes and the best, most appropriate will be used.	All
Recruit customers	Each member will recruit a member of Fulston Manor School's teaching staff as a customer.	All
Research Pluckley ghosts including members of the Dering Family	Ghosts researched using internet sources and books. Each member will look at particular ghosts. White Lady - Red Lady Monk Tudor Lady Old Gypsy Lady Highway Man Blacksmiths Forge Tea Room - Screaming Woods	Megan Ellie Christabel Stephanie Sarah C Hannah

	Teacher – Phantom Coach & Horses	Sarah H
	Bakery & The Black Horse Pub	Gemma
Plan tour route around Pluckley	Individually each member will research the area and design tour routes. Through discussion and analysis the best tour that meets the needs of the customers will be chosen.	All
Carry out familiarisation trip	Plan and conduct a trip to Pluckley, take photos, follow planned route and time it. Use this opportunity as a trial run for the real tour.	All
Carry out risk assessments	Risk assessments must be carried out on transport to the tour, the tour route, bad weather, worst case scenarios etc.	Gemma & Sarah H
Book minibus and driver	Book the school minibus at the office, ensuring it has a full tank of petrol and arrange somebody with a valid minibus license to drive us on the date of the tour.	Miss Tappous
Make a leaflet	Individually produce and design a leaflet on Pluckley. The most appropriate can be produced and issued on the tour.	Stephanie
Produce invitations and issue to customers	Design, print and issue invitations to earlier selected member of staff.	Christabel Megan
Produce tour goody-bags	Buy appropriate goodies for the tour. (e.g. sweets, ghost related souvenirs)	Stephanie
Produce participant feedback and witness statements	Design various questionnaires to analyse customer experiences of the tour. Produce one final participant feedback form to be issued at the completion of the tour. Also produce witness statement forms.	All
Conduct the tour	Each member to take a customer around the route. Also each must give a presentation of their tales and stories around the route of the tour.	All
Issue participant feedback and witness statements	To be given out at the end of the tour to the customers to gauge the success of the tour.	Miss Tappous
Collate results	Collate results to evaluate the tour and perhaps lead to suggestions in how it could have been improved if the tour was to be conducted again.	All

Contingency Plan

A01 Level 3

Problem	Proposed Solution
Someone gets injured	A person who is first aid trained assist with medical needs
Someone becomes ill	The person named on the consent form as the contact name will be notified of any action taken. If necessary the person will go home but they should not be left by themselves.
Someone or a small group gets lost	Each member of the group needs to provide their mobile number in order for people to contact them Each member of the group should have everyone's number and the geography department's number. Meeting points will be arranged.
Traffic is busy	As the roads are not main roads traffic should not be too much of a problem. We will stick to the side of the road and wear high visibility jackets to ensure that we are seen. There should be high visibility jackets at the back and front of group at all times.
Traffic on the route to Pluckley is busy.	We have a back up route which will lead us through the country roads. This route takes longer but it will allow us to avoid heavy traffic.
Money gets lost/stolen	Each member of the group will be allowed to take their own spending money; if this money gets lost it will be their own responsibility. There should be no large amounts of money carried as we are paying for drinks in the pub, and a small amount which is paid in advance and the cost of the tour itself is low.
Church yard is closed	We will have to stand outside the church or opposite on the road and point to the church. The talk will have to be adapted.
The group is running late	If possible we will let other members of the group who are travelling individually know. We will aim to leave on time to arrive at Pluckley on time. We have estimated times but it there is no official time scale.
Bad weather	If it is raining then we will bring our own waterproof clothing. Should the weather be cold or windy then it is everyone's individual responsibility to wear appropriate clothing. There may be muddy or wet grounds so Wellington boots or appropriate footwear should be worn. We will check the forecast in advance and let the group know if the conditions are going to be drastic.
Transport breaks down	We will have to call a breakdown company to help us resolve this problem. It will mean that we will be running late. We will have to let all members of the group know. Parts of the tour may be missed out if we are delayed by a long time.



Familiarisation Trip

Our familiarisation trip took place on Wednesday 28th February 2007. Miss Tappous and I were driving the class to Pluckley. We decided to all meet up at 9.00 outside Miss Tappous' room, and go from there. This was to make sure we were not missing anyone, and everyone knew which car they were going in. I took Stephanie, Megan and Christabel in my car, and Miss Tappous took Hannah, Gemma, Ellie and Sarah in her car. We decided to go through Doddington to get to the main Road to Ashford, as I knew this route very well, and we avoided a lot of traffic. It took us around 30-40 minutes to reach Pluckley, and this was about 16 miles.

When we arrived at Pluckley, we parked in the main car park, outside the butchers and the Black Horse Inn. However, this car park was very full when we arrived, so there may be a chance that we are unable to park here on the actual tour. We have therefore found another car park to use if the main one is not available. This car park is at the rear of the Black Smith Arms.

When we began to walk the route of the tour, we found that the path quickly disappeared, and we therefore walking on a relatively fast road. We decided that the best way of keeping this hazard to a minimum is to walk in single file along the roads. This will mean that we are as close to the side of the road as possible, and if there is a car approaching, the first person in the line can inform the rest of the group, and we can move in to the side of the road with ease.

We also noticed that there were no street lights throughout the whole of the village. This would be a very dangerous hazard on the tour, as we will be walking in the dark. Therefore, we have made the decision to have half of us in high visibility jackets, and we will all be carrying torches. We will bring spare batteries in case any of the torches run out. The torches will not only be used for us to see where we are walking, but they can be used to make a signal to oncoming cars, which will allow them to know we are there before they reach us, and consequently, slow down.

The weather was quite wet when we visited, and this meant that it was a bit slippery, and very muddy. We will all wear suitable footwear, and warm clothing, and we will warn the customers that it may be wet and muddy, so it is at their discretion to wear suitable footwear and clothing. We will also be buying waterproof ponchos to provide to the customers if they require them. This will be very useful if they do not have waterproof jackets with them.

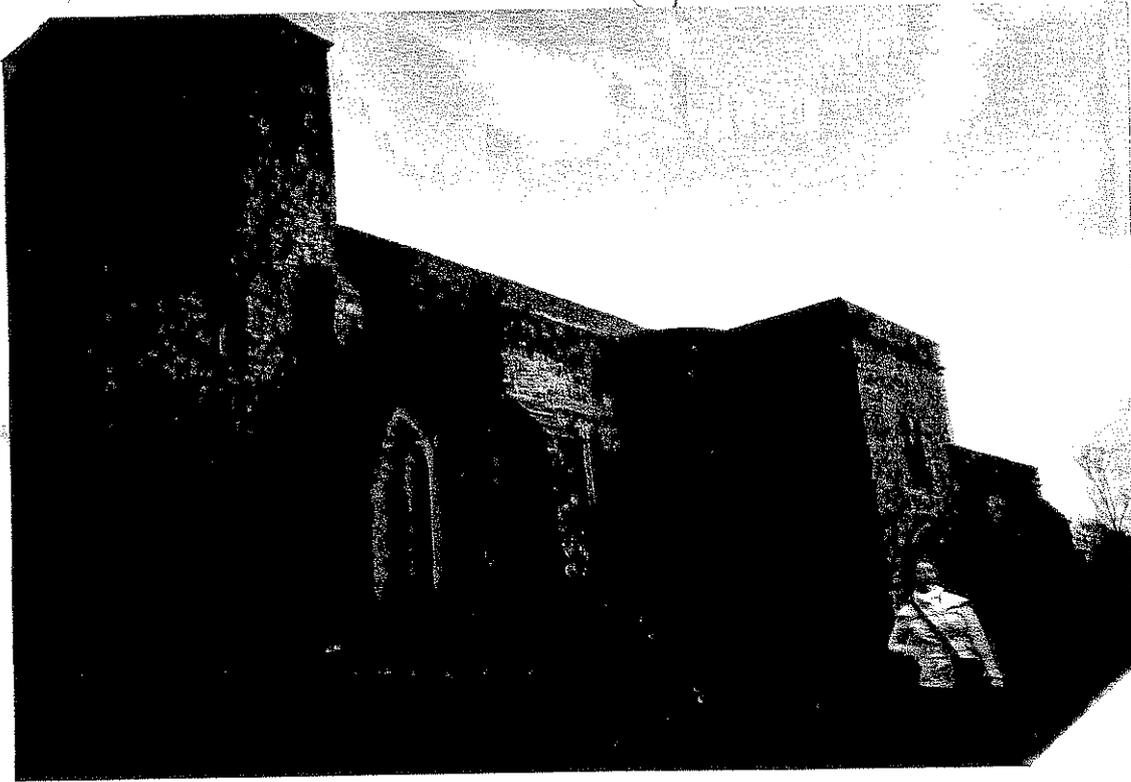
It will be advisable to take a bottle of water each with us on the trip, as we will be walking for a long time, and there is a small chance that someone could dehydrate.

It is our responsibility to make sure no one falls behind on the tour. To make sure of this, we will keep two of us at the front, leading everyone else, and two people at the back, to make sure no one gets lost or walks off.

We decided to take a different route home, to see if this was any quicker. We found that it was about the same distance both ways. We will therefore probably be using the second route, as it was less muddy than the country lanes were on the way there.

familiarisation Trip Photos

Stefan and I standing outside St Nicholas' church



Gravestones in St Nicholas' churchyard



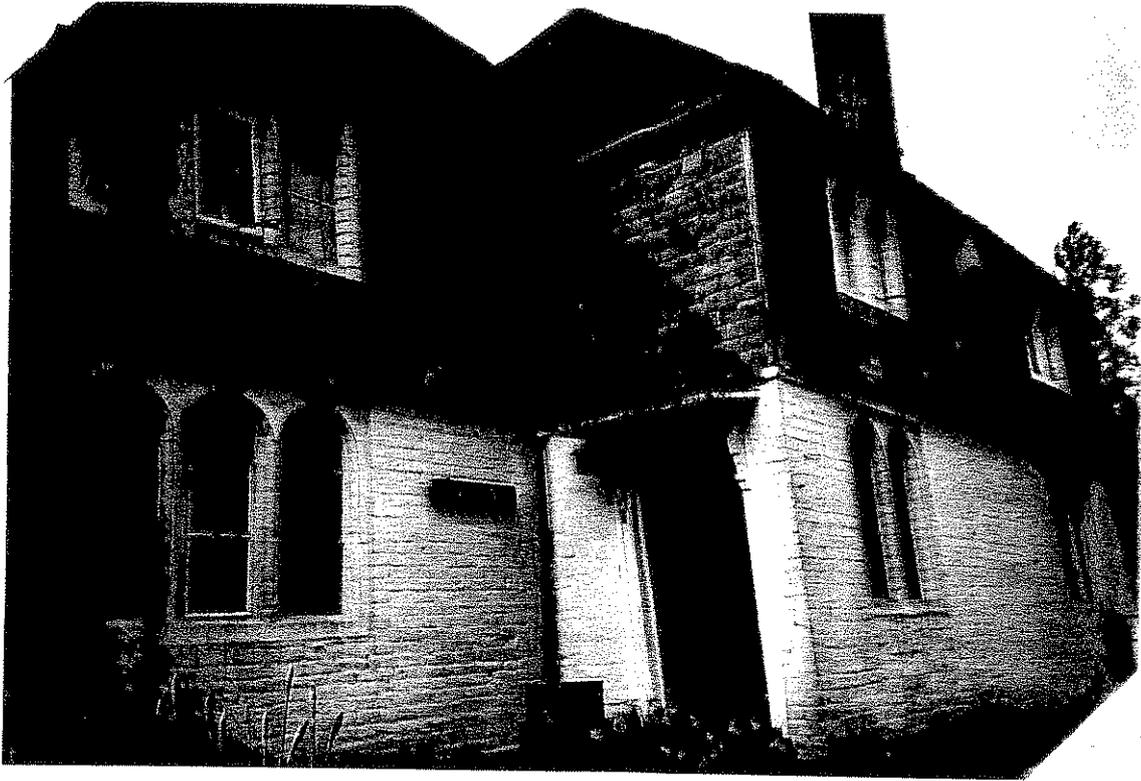
The Dering Family Tomb



Greystones - The Monk



The Old Dairy



The Black Horse



Itinerary of the trip

Here is our itinerary that includes approximate timings to the trip which we will try to keep to as best as we can. Should something affect us such as bad weather we have hopefully restricted the problem this would involve as I have sent an e-mail to the teachers of things they need to bring such as waterproof clothing, appropriate footwear which are all warm. This e-mail can be found in AO3.

5.45 Triple T meets at B7

5.55 Customers 'meet and greet'

6.00 Depart school for Pluckley

6.45 Arrive at Pluckley and park in the pub car park

6.50 Start the tour at St Nichols

7.05 Arrive at monk house 'Greystones'

7.15 Arrive at Rose Court

7.25 Walk down Lamden road 'gypsy lady' As I

7.40 Arrive at Blacksmiths arms

7.55 Arrive at Old Forge

8.05 Hanging man

8.15 Bakery and pub

8.25 Depart Pluckley

9.00 Arrive at school

Resources needed for the trip

Our Travel and Tourism class have decided to do a guided ghost tour of Pluckley for this unit of work. We thought a guided ghost tour would be a very interesting subject to work on, and the customers will hopefully find it very enjoyable, but at the same time, a little eerie. We chose to do a ghost tour of Pluckley as this is renowned as the most haunted village in Kent, and we would therefore be able to gain a lot of factual and interesting information about this place, which we will use to our advantage during the tour.

Materials and Resources needed

- **Mini-bus** – This will be our source of transport to and from the village. Pluckley is approximately 16 miles away. We will need someone who is qualified to drive a mini-bus. The school will provide the mini-bus for us free, and we will pay for the petrol. The booking process for the mini-bus is very simple; all we need to do is book the date we need it for at the school office, and pay for the petrol. Mr Prutton, another member of staff, has offered to drive the mini-bus, as he is qualified to do so, and he will also record the tour in night vision. ✓
- **Refreshments** – One idea for giving the customers refreshments is to take them to the local pub at the end of the tour. If we did this, we would only have to provide biscuits. The customers would be in a warm environment, and they could have anything they wanted to drink. Another option is bringing hot tea and coffee in flasks, and we would hand these drink out half way through the tour. If we did this, we would need to bring our own flasks, cups, and maybe biscuits. As a pose to refreshments, we could bring hot soup in flasks, as this would warm everyone on the cold evening.
- **Video camera** – This would be to record the tour in night vision. Mr Prutton has offered to bring his own video recorder for us to use, as this will reduce our costs. ✓
- **Map** – Each member of our class would have a map, which we will use to make sure we are going round the village in the correct order.
- **Leaflet** – This would include the history of Pluckley, and some information of each of the place we will visit, and each of the ghosts that are in that place. If we have a leaflet, we will be more organised, and will come across as a lot more professional. Everyone will have a copy of these, as the customers can read them at other times, and can keep them as souvenirs. These will also help us of we forget what we are saying to the customers. These leaflets will be designed and printed at school, so will therefore come out of the school's budget.
- **Costume (maybe?)** – Some people may be in costume for the tour, perhaps dressed as one of the ghosts we will be talking about. However, if anyone decides to do this, it will come out of their own money as the school will not be able to fund this. This will provide entertainment and comedy value. If we do not dress up in costume, we will most probably all be wearing black.
- **Scary Music** – This will be to add a scary atmosphere to the tour.
 - "X Files" will be played during the mini-bus trip to Pluckley.
 - "Carmen" will be played as the customers arrive.
 - "The Exorcist" will be played as we come into Pluckley. ✓

A01 -
Level 3

- “Psycho” will not be played as we have agreed as a group that this music is very elaborate, and we want to use subtle scary music.
- On the way home we will be playing either less scary or comedy scary music as a bit of light relief from the sinister music.

Gemma, Ellie and Sarah Collins will be putting together the play list.

- **Costs of the Tour** – Our main outgoings will be:
 - Petrol
 - Refreshments/Soup
 - Biscuits

We have decided that everyone can pay £2.50 each, or just charge the customers a bit more in order to cover the costs.

We will be doing a questionnaire to see what types of soup most people like if we decide to have soup instead of drinks.

- **Location** – Pluckley is near Ashford. We will be getting there by mini-bus. We need to think of an alternative route if the traffic is bad. We will make a map for us all to use getting to, and during the tour. This map will identify what Pluckley and what its history is like, and the ghosts that haunt the village.
- **Customers** – We have chosen to take members of staff on the tour as our customers as we feel taking children, or other sixth form members would be difficult, as they may misbehave, or walk off. It could also be quite hazardous taking young children on the tour with us, due to it being dark, muddy, wet and it not having many paths. Maturity levels would be a concern. Consent from parents would have to be obtained, and this could take some time. Also, teachers are likely to be the most interested in the tour; children would lose interest quite quickly. We will be taking eight teachers with us, as our class, plus these teachers will fill one mini-bus. We are aiming for a mixed gender of teachers, so we can obtain mixed feedback from the tour, but this is not essential.

Even though we are taking adults on the trip, we will still have to do a risk assessment, as, with any trip, there will be hazards which need to be covered. We will get the risk assessment forms from “shared Users” on the school network. We will need supervision on the tour, as we are still school students. We will be taking Miss Tappous, and Mr Prutton.

Good preparation for this tour will be the basis of how professional we look on our tour.

✓ A01-L3.

AO2

Full account of the guided tour.

Purpose of the tour.

Tour leaflet.

Analysis of the leaflet.

Participant feedback questionnaires.

Witness Statement.

A Full Account of Our Guided Tour

✓ A02 - L3.

Our tour was a big success. We had a few difficulties and hold-backs along the way, but managed to maintain professionalism throughout. Here is a full account of the evening, saying what went well, and what did not go well and why:

- 5.45 – Triple T were due to meet in B~~E~~⁷ at this time. Unfortunately, Christabel and I were stuck in a traffic jam due to a car and pedestrian accident.
- 5.50 – The safety checks were carried out by Megan and Sarah Collins. Things such as the tyres and windscreen wipers were checked to make sure the mini bus was safe for our journey.
- 6.05 – Christabel and I had arrived in time to pick up our high visibility jackets from Miss Tappous and meet and greet some of our customers. Miss Tappous invited three of her friends on the tour as this was a good way to test out customer service skills with people we did not know. We left the school.
- 6.45 – Triple T started reading the history facts on Pluckley. This was the time predicted for us to arrive and park in Pluckley. We were slightly behind. The journey to Pluckley took longer than we had anticipated. Unfortunately, the mini bus was very loud, so the history facts were quite difficult to hear.
- 7.00 – We arrived and parked in Pluckley. We were slightly behind schedule as I explained earlier.
- 7.05 – Some of us needed a toilet stop before we started the tour as we would be walking for over an hour. We decided to use the Black Horse toilets before we began the tour. We then organised the group into an orderly fashion, with one member of Triple T always being with one customer. The leaflets were handed out to both Triple T and the customers. This part of the trip took quite a long time. If we were to do this again, we would have to organise the group a lot quicker.
- 7.10 – We began the tour in St-Nichols' church. Here, the white and red ladies were presented by Megan Crayford. When this had finished, Stephanie did a safety briefing, in which she explained we must be careful as there were no street lights, there were pot-holes, and we were walking alongside a road. We crossed the road.
- 7.20 – We were now in Station Road. We followed Ellie until we reached Greystones. Here, Ellie spoke about the monk. Although we were behind schedule, we were not wasting any more time, so we were therefore sticking to the time limitation on each stop.
- 7.30 – We followed Christabel along Station Road to Rose Court. Here, Christabel spoke about the Tudor Lady. We had another safety briefing as we were about to cross this road into Lamden road.
- 7.40 – As we continued down this road, we were weary of keeping our customers with us at all times. We stopped for Stephanie to talk about the old gypsy lady. We had arranged for Ellie to let out a scream at the end of Stephanie's speech, however, Ellie decided to scream half way through, which, although was not planned, succeeded in shocking us all very much!
- 7.45 – We had another safety briefing as we were about to cross the road into Smarden road.

- **7.50** – We were now in Smarden road. Here, Hannah spoke about the Black Smith Arms and the Screaming Woods. Hannah added in a small bit of humour, which went down well with the customers. Although our customers had been walking for quite a while, we still had their full attention. This shows that we were using our customer service skills effectively, and we were maintaining happy customers.
- **7.55** – We had moved further up Smarden road. We were now at the bus stop. Here, Sarah Collins spoke about the Highwayman.
- **8.00** – We continued further up Smarden road. Here, I spoke about the hanging schoolmaster. I added in a joke about what school pupils are capable of, which also went down well with the customers. They were still very much enjoying our tour. Our customers were also being very sensible, and were staying with their allocated partners.
- **8.05** – We walked even further along Smarden road, and stopped while I spoke about sightings of the Phantom coach and Horses.
- **8.10** – As we were walking up the hill in Smarden road, one of the teachers from Fulston had been hiding in the bushes with his daughter. He was making horse noises, as I had just been speaking about the Phantom coach and horses. This caused many of us to jump away in fear, while the teacher, Mr Gibbon, walked out of the bush, laughing! Unbeknown to Triple T, Miss Tappous had arranged this with Mr Gibbon, as an added fear factor on our tour. This worked very well as we were genuinely scared, which showed our customers that there could well have been ghosts about.
- **8.15** – We arrived back at the Street. Here, Gemma spoke about the Bakery and its hauntings. We were careful as we crossed the road back into the Street.
- **8.20** – We walked up to the Black Horse Inn. Gemma thanked our customers for coming on our tour, and we entered the pub for our refreshments.
- **8.40** – We handed out party bags to the customers, as well as Triple T. We then handed round the participant feedback sheets, and the witness statements for the customers to fill in.
- **9.00** – We got back into the mini bus and left the pub.
- **9.40** – We arrived back at school. We made sure everyone left safely.

A02
L3



The Purpose of the Tour

The purpose of this tour was to give information about Pluckley and the ghosts within the village. We also wanted to bring a small fear factor to the tour, as this is what makes a ghost tour more interesting and exciting. We chose to do a ghost tour as we thought it would be fun, not only to research and organise, but to conduct on a dark and eerie evening in the most haunted village in the UK. ✓

We thought this type of tour would be the most appropriate for our customers. This was because our customers were responsible and mature adults, who could be trusted to act sensibly on this type of tour. Also, there was a visit to the local pub at the end of the tour. This would not have been suitable for children, or maybe even teenagers, as they may have acted immaturely. ✓

Our customers needed a torch each, which we made sure we included in the email sent to them before the trip. We also made sure they came wearing warm clothing and appropriate footwear. Any customer would have needed someone to guide them and make sure they did not fall behind. We therefore made sure that our customers always had one of the Triple T team with them. At the end of the tour, our customers needed refreshments. We took them to a local pub, where they were able to purchase a drink of their choice. ✓

Overall, our tour met the needs of our customers very well. They all enjoyed themselves, as well as our team, and we ended the tour with very happy and satisfied customers.

A02 - Level 3.

Analysis of Leaflet

AD2

We, as a class, decided to include a leaflet in our tour for various reasons. One of these reasons was to enable the customers to read the leaflet for any information they may have missed during the tour. Another reason is that the leaflet was evidence that we had not made up any of the ghosts we were talking about. Also, the leaflets were a keepsake souvenir of the tour for our customers.

The information that went into our leaflet was:

- A range of maps showing Pluckley's location;
- An introduction to Pluckley;
- Direction to Pluckley;
- Information on the history of Pluckley;
- Directions of the tour;
- A list of everyone on the tour;
- A map of the tour route.

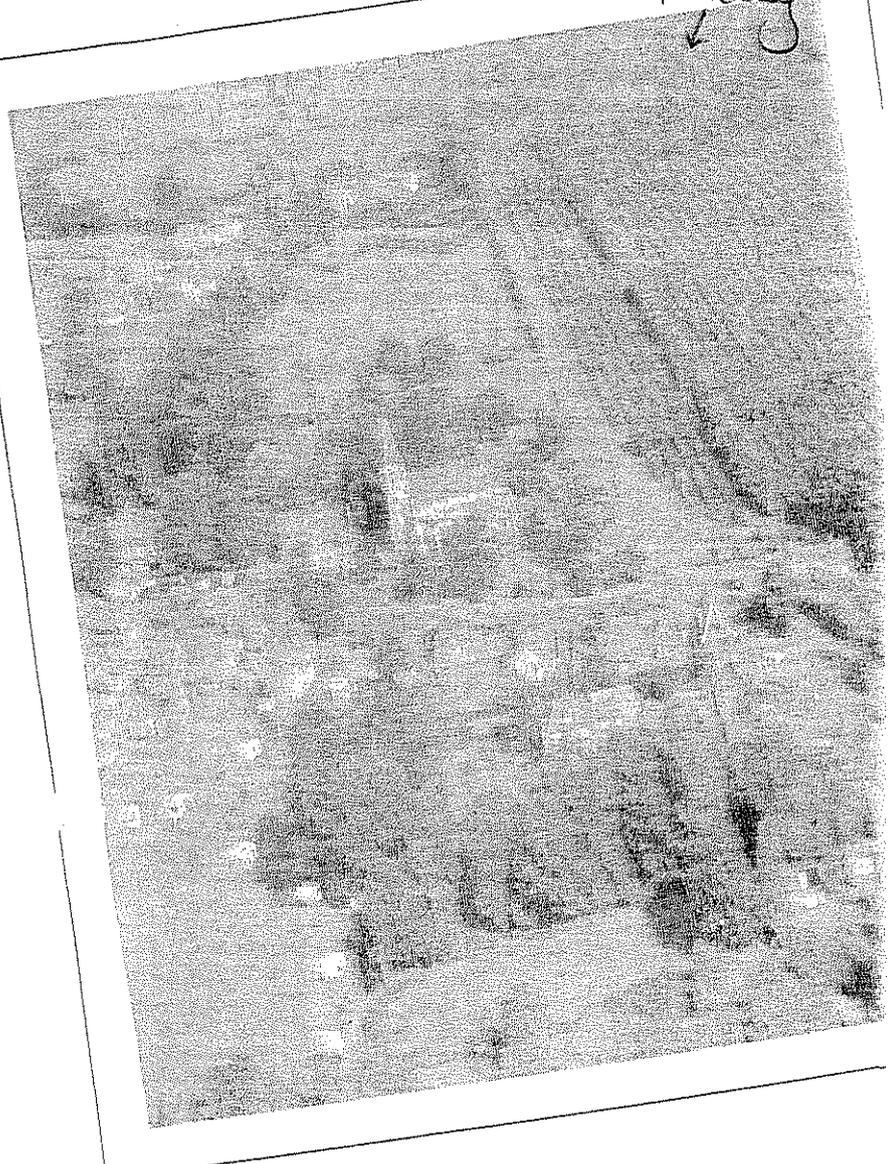
Stephanie designed the scary effect. There is a "washed out" effect to the map to show Pluckley's location from Fulston. The leaflet was given to the customers again for their pleasure. The leaflet gave the customers a quick introduction to the ghost stories of the area. The leaflet was given to the customers again for their pleasure. The leaflet gave the customers a quick introduction to the ghost stories of the area. The leaflet was given to the customers again for their pleasure. The leaflet gave the customers a quick introduction to the ghost stories of the area.

There were a few spelling mistakes on the leaflet. Also, information about the leaflet. This should have been included which was spoken about.

script
font - scary
effects

A Guided Ghost Tour of Pluckley.

This is a
Bird's
view of
Pluckley



Participant Feedback and Witness Statement

Following this page are the participant feedback sheets and witness statements from the customers involved in our tour.

It is clear from the feedback that all of our customers thoroughly enjoyed the tour around Pluckley. We can see this from the ratings for the quality of the tour, and the relevance of the tour to their needs. Also, there is a lot of very positive written feedback. We were given constructive ideas from all the customers on what could have been made better in the future. Overall, we had a very positive response from the customers of our tour. A full analysis of the participant feedback can be seen in AO4. ✓

Following these participant feedback sheets is my witness statement, issued by Mr Vigeon, who was my partnered customer. He gives detail of the tour, his tour guide (me), my individual contribution to the tour, my interaction with the other tour guides, and my presentation skills. ✓

AO2
Level 3

Participates Feedback Questionnaire

Name: - [REDACTED]

Location of tour: - Pluckley

Date of tour: - 20th March 2007

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 **6** 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 **7** 8 9 10

How would you summarise your experience of the tour?

I thought it was well planned
and the guides were helpful and
polite throughout.

What was most effective?

The safety checks were very professional
and each member of the group
contributed well to the overall success -
great team work!

What was least effective?

Time keeping - late start meant original
timings were messed up and a little
improvised.

What would you have made better?

I would have liked more historical
background on Pluckley and the
times the characters/ghosts lived in.

Any other comments?

I enjoyed the music on the numbers
as it added to the atmosphere.

Participates Feedback Questionnaire

Name: -

Location of tour: -

Pluckley Ghost Tour Re: M. Crayford.

Date of tour: -

20/3/07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

Very good tour - Megan re-counted the stories well and made the atmosphere very serious.

What was most effective?

The stories and the locations were very effective, especially walking by torch light. Very good environment.

What was least effective?

What would you have made better?

At places having some atmospheric music, maybe stop and sit down - maybe inviting a local people to talk.

Any other comments?

A fantastic tour that was very informative and good fun.

Participates Feedback Questionnaire

Name: -

Location of tour: -

PLUCKLEY

Date of tour: -

20/3/07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

Cold but scary and informative. Just about the right length, well paced.

What was most effective?

The 'Watercress lady' scream!! V. scary

What was least effective?

The lack of stories told in a spooky voice.

What would you have made better?

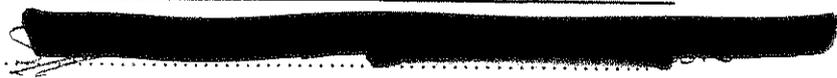
I would have magically made the weather warmer, and people would have spoken in a spookier voice.

Any other comments?

AWAY TIME! Everyone was very good guided and rather behind beds was scary even on the 3rd go!

Participates Feedback Questionnaire

Name: -



Location of tour: -

PLUCKLEY

Date of tour: -

20-3-07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10



Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10



How would you summarise your experience of the tour?

Excellent, if a little cold

What was most effective?

The presentations by students - very well rehearsed and presented

What was least effective?

What would you have made better?

Warmer weather

Any other comments?

Thoroughly enjoyed the evening

Participates Feedback Questionnaire

Name: - [REDACTED]

Location of tour: - PLUCKLE-1 KENT

Date of tour: - 20-03-07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

A pleasant evening out - nice company
and some interesting stories

What was most effective?

The "planted" person between points 7-8. Brought
a real scare to the tour.

What was least effective?

All fine.

What would you have made better?

Warmer weather! It was far too cold
for ghosts to come out.

Any other comments?

Mr Prutton needs to practice his reversing
skills. A 16 point turn is excessive!

Participates Feedback Questionnaire

Name: -

Location of tour: -

Date of tour: -

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

Ghostly!! Excellent experience

What was most effective?

The way in which the group were organised and had researched the information ext well

What was least effective?

Due to being ext old it was sometimes difficult to hear all the information

What would you have made better?

Having a large light / opt to point to the relevant information

Any other comments?

Congratulations on a superb day. It was really enjoyable and well worth the money.

Participates Feedback Questionnaire

Name: [REDACTED]

Location of tour: -

PLUCKLEY

Date of tour: -

20-03-07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

I really enjoyed the tour. The information about the ghosts was clearly presented.

What was most effective?

The tour was just about the right length - it wasn't too long so there was no chance of getting bored.

What was least effective?

It was very dark so you couldn't see anything.

What would you have made better?

It may have been better if the tour had started a bit earlier while it was still dusk - & finished in the dark. It would still have been scary.

Any other comments?

The scream during the Watercress lady intro was good + Mr Abbotts hiding in the bushes was also very effective.

Participates Feedback Questionnaire

Name: -



Location of tour: -

PLUCKLEY

Date of tour: -

20 - 3 - 07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

9

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

8

How would you summarise your experience of the tour?

THOROUGHLY ENJOYED IT, DESPITE THE COLD

What was most effective?

THE PRESENTATIONS

What was least effective?

NOTHING

What would you have made better?

WARM WEATHER!

Any other comments?

LOVED IT!

Participates Feedback Questionnaire

Name: - [REDACTED]

Location of tour: -

PLUCKLEY

Date of tour: -

20th MARCH 2007

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 ⑧ 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 ⑩

How would you summarise your experience of the tour?

I REALLY ENJOYED THE TOUR. IT WAS FUN! :)

What was most effective?

THAT TEACHER HIDING

What was least effective?

GUIDES LAUGHING WHEN I WANTED TO BE SPOOKED

What would you have made better?

MORE STOOGES HIDING TO FREAK ME OUT.

Any other comments?

GUIDES WERE LATE BUT IT DIDN'T DETRACT FROM AN ENJOYABLE WALK AROUND PLUCKLEY TRYING TO FIND GHOSTS

Participates Feedback Questionnaire Stephanie Gillman

Name: - [redacted]

Location of tour: - Plucky

Date of tour: - 20.3.07

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

A fun night, where the folk were bored after

What was most effective?

Very good detail + information on each location. Safety (Road crossing). Excellent

What was least effective?

I was not sent the introductory email, therefore was unaware of the road for a touch on background material.

What would you have made better?

see above

Any other comments?

A very good tour, with good research + delivery

The guided tour witness statement

Name of candidate: [REDACTED]

Type of tour: GHOST TOUR

Location of the tour: PLUCKLEY

Date of tour: 20-3-07

Group size: 18

Individual contribution to the
tour: GUIDED ME AROUND, HEALTH &
SAFETY (TRAFFIC). MADE A PRESENTATION
ON GHOSTLY HORSE & CARRIAGE

Interaction with
other: LIAISED WELL WITH OTHER GUIDES

Presentations
skills: A LITTLE NERVOUS AT THE START BUT
GAINED IN CONFIDENCE. SPOKE CLEARLY AND
LOOKED AT AUDIENCE

Initiative shown/problem
solving: _____

Signed: [Signature]

Date: 20-3-07

Name and
status: MR G VIGOR
14-19 COORDINATOR

AO3

Tour information speculative emails.

Short history of Pluckley.

Ghosts of Pluckley.

Trip proposal form.

Risk Assessment.

Tour map.

Guest list.

Pluckley invitations.

E-mail invitation.

Advertisement poster.

History facts script.

Questionnaire drafts.

Final questionnaire choice explanation.

info@walkingtoursprague.com
21 January 2007 20:52
SaHall
Re: enquiries concerning the real guided tour

To:
Subject:

Hi
Thanks very much for your enquiry. If by any chance it would be incredibly wet we could cancel the tour but this is a very unlikely scenario. We have had families on the tour before and I see no reason why the tour should not interest them as much as most of my audience which are backpackers. As for the pub break, I see no problem there.
I would happily offer half price for children. I hope to meet up with you and your family this summer.

Kind regards,

Paul Drewitt

k>:

> Hello,
>
> I am an English citizen, and am taking a holiday in Prague in the
> summer. We will be a family group, with two children aged 11 and 15.
> I am very interested in your tour, but wondered if you could give me
> some further details such as, what would happen if the weather was
> poor on the day of the tour? Would there be some alternatives to the
> outside attractions? I will have children with me, would this tour be
> suitable for them, as I see you take your customers to a pub for
> lunch? Can you be sure we will be safe on your tour, with children accompanying us?
> Thank you very much for your time
>
>
>
>
>
>

✓ A03
Independent
research.

From: [REDACTED]

Sent: [REDACTED] 4

To: [REDACTED]

[REDACTED]

Thank you for your enquiry regarding dawn safaris here at Port Lympne. In answer to your questions:

The safaris go ahead whatever the weather, our trucks are covered, so in the event of rain you would be protected. The trucks have seat belts fitted, so you are able to 'buckle up' and in addition the trucks go at a very slow pace.

You should be aware though that there is no child rate, the cost is £30 per person. This includes entry to the park for the whole day, the dawn safari and a full English breakfast in the conservatory restaurant.

The first date we are taking bookings for is the 4th August, though further dates may become available as the season wears on.

I hope that this answers your queries.

The number to call to make a booking is [REDACTED]

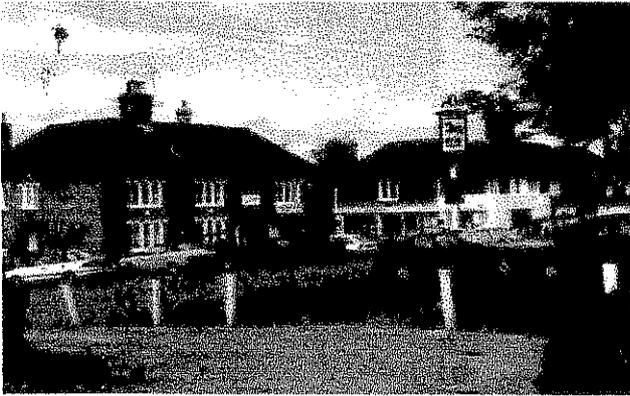
With kind regards

[REDACTED]

Go to www.portlympneevents.co.uk for full details on our range of days out. Port Lympne Events can accommodate your every need, including corporate events, team building/fun days, conferencing, outdoor events, birthday parties, private dining occasions and weddings as well as monthly events. Please contact us to discuss your requirements and to make reservations on 01303 234111

[REDACTED]

A Short History of Pluckley



Pluckley's claim to fame has most recently been through the successful television series The Darling Buds of May, the first series being screened in 1991, and it is this, rather than the reputation as, according to The Guinness Book of Records, the most haunted village in England that is cherished by most of the residents.

The name 'Weald' comes from the German word meaning 'forest' and relates to the abundance of one of the raw materials needed for early

ironmaking, wood to make charcoal.

From the late Iron Age until the end of the Middle Ages, iron was smelted in the Weald in bloomery furnaces. Nearly 600 bloomery sites are known in the Weald, and it has been possible to ascribe an approximate date to about a quarter of these. About 60% of these dated sites are from the period of the Roman occupation, and occur between 43 - 300AD. One such site can be found to the east of Pivington Mill and has been designated an ancient monument.

Earliest records show that Pluckley was probably known as Pluccan læah from the old English 'Plucca's clearing.' In 1086 the village was called Pluchelei [Domesday] and during the 1100's it was spelt Plucelea and Plukele.

Early records show that a Roman road led through the village (under what is now the Thorne Estate, towards the Pinnock and on through Frith Wood) while the site of a Roman villa has been found nearby at Little Chart.

At the time of the Domesday Book, Lanfranc, the Archbishop of Canterbury, owned Pluckley. He gave the village to the management of a Saxon knight, John Folet. No church is recorded in the Domesday Book, but there was certainly a priest in the village.

Bigger than Ashford!

Early in the Eleventh century, Pluckley was a larger community than Ashford whose recorded value was £5, while Pluckley's was £15. With 16 villagers, 7 smallholders and 8 slaves managing 12.5 acres of meadow and caring for 140 pigs Pluckley was a thriving community.

Later the main livelihood of the area, especially from the 13th century onwards, was weaving. This was done in the home from local wool and may explain the unusually high ceilings in some of the older properties in the area.

Over the years, the village gradually expanded down the hill slowly encroaching on the forest until, in the 14th century, the Black Death decimated the population.

At this time it is likely that Pluckley's survivors moved back up the hill believing it to be a healthier position. (A document of 1572 states that Pluckley Rectory was 'in a low, unhealthy place, a great distance from the church.')

The Coach and Horses

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Mention of a 'phantom' coach tends to conjure up impressions of the traditional stage coach drawn by a team of horses along darkened country lanes.

There are reports of a spectral carriage being seen travelling down Forge Hill towards Maltman's Hill, Smarden and along the same stretch of road in the opposite direction towards the Old Forge.

Although a story once related by an elderly resident told of the tale made up by he and other schoolboys when the road at the junction of Forge Hill and The Street was cobbled. A culvert for rainwater ran along the wall from the Black Horse, and on dank autumn evenings water trickled off and ran across the cobbles, sounding just like the wheels of a small coach or gig. 'Here's the coach and horses coming' the boys whispered in the ears of girls - who ran squealing home!

The coach has been seen travelling down through the village on several occasions and also on the other side of the village too. There have been apparent sightings of a coach journeying the old Roman road which runs close to the Pinnock stream as well as one on the other side of the village, crossing the Bethersden Road near to Pond House and driving off towards the Old Rectory. The witness to the last mentioned sighting described the coach he saw as a two wheeled carriage with only one horse in the shafts but somehow this particular mention of a coach seems to be one apart from the rest - all the other reports mention 'horses' in the plural so suggesting as least a four wheeled carriage. The horses have been described as - just horses, galloping horses, and even headless horses.

One lady and her husband saw it in all its glory one October evening just after midnight on their way home after babysitting their granddaughter. Coming to the Pinnock Crossroads, they looked up towards the village to see what certainly looked like a travelling coach being pulled up the hill away from them, with light streaming from the windows.

The son of a local resident, was travelling through the back roads on his way home when the coach and pair passed in front of him, crossing the road. He hadn't been living in the village long and certainly hadn't paid any attention to the stories of ghosts. Half an hour later, his friend arrived saying, 'Guess what I've just seen! A coach being pulled by a couple of horses passed me!'

Sounds of a coach turning in the courtyard of a local country hotel have also been reported.

In 1997, someone travelling through Pluckley at about 7 pm in early November claimed that 'all of a sudden their car was filled with the sound of horses hooves on a cobbled surface.' At one time the main street down which they were travelling was cobbled. As it was also a few days after Halloween there is the possibility that an empty beer can, left at the side of the road, had been dislodged and rolled under the car.

It is also worth remarking that there are several residents that do drive a variety of horse drawn vehicles.



The schoolmaster

The year was about 1920 and the schoolmaster from Smarden made regular weekly trips to Pluckley to meet with Henry Turff, Pluckley school's headmaster. They met in the Black Horse, and over a few drinks they sat and discussed philosophy. Then, one summer, the Smarden teacher went missing. A couple of weeks later, miller Richard Buss taking a short cut home came across his body hanging from one of the bay laurel trees that grew just below the mill.

The trees have long been cut down. The school master's ghost is just another popular tale told to eager ghost hunters looking for a story - no one is recorded to have ever seen any such apparition.

TRIP PROPOSAL FORM

To be completed by the trip leader and handed to NGT at least ten working days before the trip date, a booking being made, or a letter being distributed to parents (whichever is the sooner).

TRIP LEADER: [REDACTED]

DESTINATION: Plockley

NUMBERS OF PUPILS ATTENDING: 8 YEAR GROUPS: 13

PURPOSE OF TRIP: Ghost tour as part of course

SUGGESTED DATES: 20th March 2007

DEPARTURE TIME: 18:00 RETURN TIME: 21:00

COST OF TRIP: (per pupil) £2.50 (please tick ✓): DAY TRIP RESIDENTIAL

FUNDING*: (please tick ✓) PUPIL PAY TOTAL: DEPARTMENT SUBSIDY: OTHER SUBSIDY REQUESTED:

**Please complete the Financial Planning Sheet overleaf. (please state): _____*

METHOD OF PAYMENT (ONE-OFF/INSTALMENTS): one-off

STAFF REQUESTED TO ACCOMPANY TRIP: VTA and RPR, 6 further to be confirmed

NAME OF EMERGENCY CONTACT: NGT TRANSPORT METHOD: minibus

REASONS FOR NON-UNIFORM REQUEST: Sixth form + safe, non school hours

INSURANCE: Please tick one box

SCHOOL POLICY CHECKED: OR OTHER: *Please state and attach details.*

RISK ASSESSMENTS MUST BE ATTACHED: *Please tick the boxes stating which generic risk assessments are attached. 1 and 2 must be attached.*

①	②	3	4	5	6	⑦	8	9	10	11	Site specific RA
12	13	14	15	16	17	18	19	20	21	22	Other:-
23	24	25	26	27	28	29	30	31	32	33	

I have read and understood the Governors' Health & Safety Policy, the DfES Good Practice Guide "Health & Safety of Pupils on Educational Visits" (including supplements) and the KCC "Regulations & Guidance for Safe Practice of Offsite Activities" (including recent updates).

SIGNED BY TRIP LEADER: [Signature] DATE: 21/2/07

SCHOOL EVC & LEADERSHIP GROUP:- APPROVES THE PROPOSAL/ DOES NOT APPROVE THE PROPOSAL:

Further information will be required for all residential visits and also for hazardous activities. A copy of this Trip Proposal Form will be returned to you after determination by the Leadership Group.

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FINANCIAL PLANNING

INCOME

<u>8</u>	PUPILS @	£ <u>2.50</u>	=	£ <u>20.00</u>
<u>8</u>	STAFF @	£ <u>2.50</u>	=	£ <u>20.00</u>
OTHER (please state:)		£ _____	=	£ _____
		£ _____	=	£ _____
		£ _____	=	£ _____
		£ _____	=	£ _____

TOTAL	=	£ <u>40.00</u>
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EXPENDITURE

or

EXPENDITURE FOR PACKAGE TOUR (INCLUDING TOUR COMPANY CHARGES)

TRANSPORT:	£ <u>20.00</u>
ACCOMMODATION:	£ _____
ENTRANCE FEES:	£ _____
OTHER (please state:)	£ <u>20.00</u>
Printing Replacements	£ _____
Consumes	£ _____

	PUPILS @	£ _____	=	£ _____
	STAFF @	£ _____	=	£ _____
OTHER (please state:)		£ _____	=	£ _____
		£ _____	=	£ _____
		£ _____	=	£ _____

TOTAL	£ <u>40.00</u>
-------	----------------

TOTAL	=	£ _____
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DIFFERENCE BETWEEN INCOME & EXPENDITURE	=	£ <u>0</u>
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Please ensure that a full financial statement is returned to the Finance Office within two weeks of the visit.

1 GENERIC RISK ASSESSMENT – ALL EDUCATIONAL VISITS: Page 1

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ACTIONS	RESIDUAL RISK RATING	TICK IF ALL IN PLACE
Exposure to weather	Cold injury, heat injury, over exposure to sun	Pupils, Staff	<ul style="list-style-type: none"> Consider possible weather conditions and plan appropriate programme, clothing and equipment (warm and waterproof clothing and, in summer, sun protection) Plan for pupils who may/do not bring suitable kit—check before departure and/or bring spares Daily weather forecast obtained and plans adjusted accordingly 	<p>Provide clear information re suitable clothing and equipment to pupils and parents</p> <p>Bring spare waterproofs</p>	Low	S.H.
Pupil lost or separated from group, inadequate supervision	Injury, death	Pupils + Staff	<ul style="list-style-type: none"> Ensure supervising staff competent and understand their roles Ratios in line with LEA policy Plan and use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders, coloured caps etc) Discuss itinerary and arrangements with pupils Briefing to all on what to do if separated from group Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups 	<p>Plan supervision before visit and brief staff and pupils</p>	Low	S.H.
Illness or injury	Illness, injury	Pupils, Staff	<ul style="list-style-type: none"> At least 1 Leader with each group first aid trained G.C.F.A.T Leaders know how to call emergency services Pupils and parents are reminded to bring individual medication and this is kept securely in a kit First aid and travel sickness equipment carried Mobile phones carried if available Emergency contacts with school/headteacher and parents arranged 	<p>Check first aid certs current. Remind parents pupils re medication. Medication brought by pupils</p>	Low	S.H.
Animals, insects, poisonous plants etc	Injury, death	Pupils, Staff	<ul style="list-style-type: none"> Avoid known high risk situations Take necessary avoidance action if encountered Ensure those with known allergies carry medication 		Low	S.H.
Special needs of specific pupils – medical, behavioural	Illness, injury	Pupils	<ul style="list-style-type: none"> Obtain information from parents Take advice from SENCO if appropriate Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary 	<p>Use recommended parental consent form</p>	Low	N/A

This generic risk assessment for school use identifies the common hazards and control measures associated with this type of visit or activity. Before undertaking the activity, visit leaders must also make an assessment of any specific risks associated with their particular visit, including travel, sites, activities and the group of pupils.

55 LOCATION OF VISIT:

ASSESSMENT CARRIED OUT BY: NAME:

SIGNED:

DATE:

DATE (S):

1 GENERIC RISK ASSESSMENT – ALL EDUCATIONAL VISITS: Page 2

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ACTIONS	RESIDUAL RISK RATING	TICK IF ALL IN PLACE
Indirect/ remote supervision (includes field work, souvenir shopping, theme parks, historic sites etc) N/A	Injury, death	Pupils	<p>IF REMOTE SUPERVISION IS PROPOSED:</p> <ul style="list-style-type: none"> • Check location is suitable for this mode of supervision • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised) • Clear guidelines and emergency procedures set and understood • Pupils remain in pairs or groups (e.g. buddy system - each responsible for named other) • Rendezvous points and times set • Pupils know how to contact staff • Staff understand they are still responsible • Parents informed and consent given 	Included in information to parents	Medium	N/A
Leaders' own children N/A	Injury, death	Pupils, other children, Staff	<ul style="list-style-type: none"> • If staff or volunteers' families join group, pupil supervision must not be compromised • Staff children are similar age to group and supervised with pupils or separate supervision must be arranged 	Consider before staffing agreed	Low	N/A
Return from visits particularly after school hours	Injury, death	Pupils,	<ul style="list-style-type: none"> • Return is pre-planned and parents are informed where to collect pupils from (or it is pre-agreed with parents that older pupils will walk home) • Suitable arrangements are made for any pupils whose parents fail to collect them 	Include in information to parents	Low	S.H.
Emergencies	Injury, death	Pupils, Staff	<ul style="list-style-type: none"> • The school has an emergency plan for dealing with an incident on an educational visit • Contact details of parents, group leader, school and, if appropriate, head teacher/school contact's after-hours number are held by group leader and school contact • Leader and head/school contact has instructions as to what to do in an emergency 	Ensure all staff understand emergency plan and their role. Pupils briefed appropriately	Low	S.H.

This generic risk assessment for school use identifies the common hazards and control measures associated with this type of visit or activity. Before undertaking the activity, visit leaders must also make an assessment of any specific risks associated with their particular visit, including travel, sites, activities and the group of pupils.

LOCATION OF VISIT: _____ DATE (S): _____
 ASSESSMENT CARRIED OUT BY: _____ NAME: _____ SIGNED: _____ DATE: _____

2 GENERIC RISK ASSESSMENT – TRAVEL ON EDUCATIONAL VISITS Page 1

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ACTIONS	RESIDUAL RISK RATING	TICK IF ALL IN PLACE
On foot	Injury, death	Pupils, Staff	<ul style="list-style-type: none"> Work on foot planned to avoid fast roads wherever possible Supervision on pavements, roads and especially crossing of any fast roads is pre-planned Pupils are briefed re hazards and behaviour required If abroad, pupils briefed re right-hand traffic and any in-country traffic rules 	Planning, leader and pupil briefing	Low	S.H.
Coach	Injury, death, separated from group	Pupils, Staff	<ul style="list-style-type: none"> Coach used meets LEA recommendations & hired from accredited coach company Coaches have seat belts which staff ensure are used Supervision within LEA ratios Suitable embarkation points used (e.g. coach park, onto wide pavement) Close supervision and head counts during any breaks in journey and getting on and off coach 	Check LEA policy for educational visits	Low	N/A
Minibus	Injury, death, separated from group	Pupils, Staff	<ul style="list-style-type: none"> Minibus meets "M2" standard Minibus driver has PVC or KCC Permit to drive (PCV licence if abroad) Bus has small bus permit in windscreen Driver ensures seatbelts are used Luggage on roof does not exceed 100kg Luggage in vehicle securely fastened and clear of aisles If abroad, minibus and drivers' hours follow EC requirements Driver must read and follow LEA policy for educational visits re minibuses Care always taken in parking in suitable place for disembarkation Close supervision and head counts during any breaks in journey and getting in and out of bus 	Check LEA policy	Low	S.H.

→ will be wearing fluorescent jackets

This generic risk assessment for school use identifies the common hazards and control measures associated with this type of visit or activity. Before undertaking the activity, visit leaders must also make an assessment of any specific risks associated with their particular visit, including travel, sites, activities and the group of pupils.

5 LOCATION OF VISIT:

DATE (S):

ASSESSMENT CARRIED OUT BY: NAME:

SIGNED:

DATE:

2 GENERIC RISK ASSESSMENT – TRAVEL ON EDUCATIONAL VISITS Page 2

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ ACTIONS	RESIDUAL RISK RATING	TICK IF ALL IN PLACE
Use of private vehicles	Injury, death	Pupils, Staff	<ul style="list-style-type: none"> Driver confirms car is insured to carry pupils and is roadworthy Seatbelts worn at all times Permission obtained from parents 	Check LEA policy for educational visits	Low	N/A
Service station and other breaks in journey	Injury, death, left behind/separated from group	Pupils	<p>Brief pupils:</p> <ul style="list-style-type: none"> Re purpose and timings of stop How and where to contact staff Remain in pairs or threes (buddy system - each responsible for named other) Remind re moving traffic (driving on right abroad) Careful head count before departure 		Low	N/A
Ferry crossing	Injury, death, drowning, separated from group	Pupils	<ul style="list-style-type: none"> Close supervision on vehicle deck "Rules" established and pupils briefed especially re open deck area (not permitted in dark or if sea rough) Remain in pairs or threes (buddy system - each responsible for named other) Establish a specific seating area/meeting point and have a member of staff there throughout crossing Explain the ferries emergency procedures (term muster station etc) to the group Plan arrangements for docking reminding group of numbered stairway to coach deck Careful head count before disembarkation, Planned procedure for missing pupils - e.g. member of staff to leave as foot passenger 	Arrange procedures with staff and pupils before arrival at ferry	Low	N/A

This generic risk assessment for school use identifies the common hazards and control measures associated with this type of visit or activity. Before undertaking the activity, visit leaders must also make an assessment of any specific risks associated with their particular visit, including travel, sites, activities and the group of pupils.

LOCATION OF VISIT:

DATE (S):

7 GENERIC RISK ASSESSMENT - ACTIVITY LED BY SCHOOL – WALKS IN NORMAL COUNTRY Page 1

Normal Country = parks, enclosed farmland and field. (NOT moorland, mountain and/or where possible to be more than 30 minutes from a road.) (Assumes leader with group – if appropriate, see indirectly supervised walks.)

School Educational Visits Coordinator must approve leader competence, with advice from LEA Outdoor Education Adviser as necessary. Measures of competence to include relevant training (BELA, LEA Countryside Leader training, Dark Peak or MLTB training) and/or evidence of recent and relevant experience in type of terrain to be walked.

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ACTIONS	RESIDUAL RISK RATING	TICK IF ALL IN PLACE
Falls, drowning	Injury, death	Pupils, Staff	<ul style="list-style-type: none"> Leader experienced of walking in terrain and of leading groups Route researched and pre-walked – significant hazards (cliffs, water hazards, quarries etc) avoided or carefully assessed Weather forecast obtained and conditions monitored, route changed if necessary 	<ul style="list-style-type: none"> Leader competence approved (see above) Leader completes specific risk assessment for each walk as necessary Ongoing assessment by leader at start and during activity 	Low	S.H.
Getting lost	Injury	Pupils, Staff	<ul style="list-style-type: none"> Leader has sufficient navigational skills Group size as low as possible (good practice is under 20) and well supervised within LEA ratios Large groups are best split into small groups each with competent leader Head counts 	<ul style="list-style-type: none"> Leader competence approved (see above) Briefing of pupils and staff re supervision arrangements 	Low	S.H.
Animals N/A	Injury, illness	Pupils, Staff	<ul style="list-style-type: none"> Brief group about dangers of infection from animal faeces (E coli) and preventative measures Avoid contact/injury from large animals (cattle, horses etc) if footpath crosses a field containing these animals assess the situation and act appropriately, e.g. cross quietly as a group or take other route. 	Brief group	Low	N/A

This generic risk assessment for school use identifies the common hazards and control measures associated with this type of visit or activity. Before undertaking the activity, visit leaders must also make an assessment of any specific risks associated with their particular visit, including travel, sites, activities and the group of pupils.

7 GENERIC RISK ASSESSMENT - ACTIVITY LED BY SCHOOL - WALKS IN NORMAL COUNTRY Page 2

HAZARD	RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ACTIONS	RESIDUAL RISK RATING	TICK IF ALL IN PLACE
Injury, illness or emergency away from immediate help	Injury, death	Pupils, staff	<ul style="list-style-type: none"> One leader with each group first aid trained First aid kit Gain information about pre existing medical conditions and ensure medication carried Leaders are briefed and have planned emergency procedures Communications (mobile phones?) arranged 	Pre-planning of emergency procedures and communications	Low	S.H.
Exposure to extreme weather - cold, wet, heat and sun	Injury, death	Pupils, staff	<ul style="list-style-type: none"> Daily weather forecast obtained All participants have suitable footwear, clothing and equipment to match expected conditions walking boots/wearers 	Parents and pupils given checklist - kit checked before departure	Low	S.H.

This generic risk assessment for school use identifies the common hazards and control measures associated with this type of visit or activity. Before undertaking the activity, visit leaders must also make an assessment of any specific risks associated with their particular visit, including travel, sites, activities and the group of pupils.

LOCATION OF VISIT:

DATE (S):

ASSESSMENT CARRIED OUT BY: NAME:

SIGNED:

DATE:



- ① churchyard - Red & white
lady - Megan
- ② Home - Elise
- ③ Rose Court - many car
Anthea
- ④ water tower - lady - Elise
- ⑤ swimming woods - narrow
- ⑥ Freight corner - Highwayman
Sally C
- ⑦ Phantom court - lady - Elise
- ⑧ Hanging Hacker - me
- ⑨ Fake eye - lady - Gemma
- ⑩ The Blackbird - Gemma -
Gemma

Tour Guest List

Here are a list of the customers for the ghost tour of Pluckley.

M

Mi

Mr

M

M

Mi

Pat

Aly:

Ste



Dear

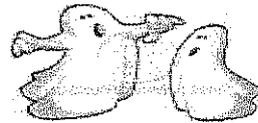
You have been personally invited to join a small group of year 13 Travel and Tourism pupils on a ghost tour of Pluckley, the most haunted village in England.

The date of the trip will be the 20th March and we will be leaving the school at 6pm and aim to be back at 9pm.
The cost of the trip is £2.50.

We would really love it if you could join us!

BUT only if you dare!!!

R.S.V.P Miss Tappous's tray.



Yes I would love to come.....
No I'm too scared.....

E-Mail Sent to Customers

Thank you and reminder

Thank you for joining us on our Pluckley ghost trip on Tuesday 20th. Just to remind you we will be meeting at the school just before 6 o'clock and aim to be back at 9! The small fee of £2.50 is required from all.

Please remember to bring suitable footwear, warm and sensible clothing- waterproof would also be ideal and a torch which will be essential for all.

P.S To get everyone in the mood before we arrive do feel free to bring a ghost story of your own not on Pluckley!! To share with us all we would enjoy hearing them.

Thanks again!!

See you then Triple T!

Pluckley Ghost Tour

Let your mind take over as you wonder down the dark, eerie streets of Pluckley, the most haunted village in Kent!

Wednesday 14th March 2007
6pm till 9pm

Please see Miss
Tappous for more
details

Only £2.50
Including
transport,
tour, and refreshments

Come along if you dare...who knows
what you might see!

Pluckley history facts

A03

- MEGAN Pluckley is a village of around 1,000, earliest records of haunting seem to date back to 1950's. Early in the Eleventh century, Pluckley was a larger community than Ashford whose recorded value was £5, while Pluckley's was £15.
- ELLIE The Kent village of Pluckley lies to the north west of the busy market town of Ashford, their centres being about 5 miles apart as the crows flies
- CHRISTABEL Pluckley village centres around 'the street' in which stands the parish church St Nicholas, the local school and the black horse public house
- STEPHANIE Going way back in time, the area in which Pluckley stands was one of the vast forests which had been gradually grubbed out over the centuries to provide land for farming and building purposes.
- SARAH H The village's name bears evidence of the fact of grubbing land 'Pluckley' is derived from the Saxon origin which means 'pasture gained from grubbing up woods'
- GEMMA Nowadays the village is surrounded in the main by open land but a number of large wooded areas do still remain.
- SARAH C Still recognisable by name Pluckley the village is to be found listed in the Domesday Book and other records which show the appointment of a rector as early as 1093.
- HANNAH The Dering family from their early beginnings in the reign of Henry II, grew in importance at Pluckley, inheriting the manor of Surrenden to the east of the village and owning most of the land of Pluckley, a few of the ghosts are from this family clan including the white and red lady.

The guided tour witness statement

Name of candidate: _____

Type of tour: _____

Location of the tour: _____

Date of tour: _____

Group size: _____

Individual contribution to the
tour: _____

Interaction with
other: _____

Presentations
skills: _____

Initiative shown/problem
solving: _____

Signed: _____

Date: _____

Name and
status: _____

Customer survey for Pluckley Ghost Tour

**A trip arranged by Year 13 Travel and Tourism group a ghost tour
to Pluckley- The most haunted village in the UK!!**

1. Would you be interested on coming on our ghost tour of Pluckley?
Please circle!

YES/NO

2. The tour would take place in the evening would you still be interested?
Please circle!

YES/NO

3. Refreshments would be provided on the trip what refreshments would
you like?
Please tick!

Tea.....

Coffee.....

Hot chocolate.....

Soup (flavours)

Chicken.....

Tomato.....

Vegetable.....

Chicken and mushroom....

Potato and leek.....

Other.....

Biscuits.....

Other.....

4. How much would you be willing to pay?

£2.50.....

£3.00.....

£3.50.....

Thank you

THE PLUCKLEY GUIDED TOUR CUSTOMER QUESTIONNAIRE.

NAME;-

TOUR NAME;-

LOCATION OF TOUR;-

DID YOU ENJOY THE TOUR?

.....
.....
.....

WHAT DID YOU FIND MOST INTERESTING?

.....
.....
.....

WHAT PART OF THE TOUR DO YOU FEEL COULD HAVE BEEN IMPROVED?

.....
.....
.....

DID YOU FEEL THE TOUR WAS WELL ORGANISED?

.....
.....
.....

DID YOU FEEL THE TOUR GUIDES WERE EFFICIENT IN THEIR ROLES?

.....
.....
.....

DID THE TOUR GUIDES DISPLAY GOOD COMMUNICATION SKILLS?

.....
.....
.....

WERE YOU ABLE TO INTERACT WITH THE TOUR GUIDES?

.....
.....
.....

DID YOU FIND THE PRESENTATION OF THE TOUR GRABBED YOUR ATTENTION?

.....
.....
.....

DID YOU ENJOY THE REFRESHMENTS? WHY?

.....
.....
.....

DID YOU FEEL THE TOUR WAS VALUE FOR MONEY?

.....
.....
.....

WOULD YOU RECOMMEND THIS TOUR TO OTHERS? WHY?

.....
.....
.....

SIGNED;-

DATE;-

Participates Feedback Questionnaire

Name: -

Location of tour: -

Date of tour: -

Please give some feedback based on your experience of this tour. Circle the most appropriate number on the scale below where 10 is best.

Quality of Tour

1 2 3 4 5 6 7 8 9 10

Relevance of your tour to your needs.

1 2 3 4 5 6 7 8 9 10

How would you summarise your experience of the tour?

.....
.....
.....

What was most effective?

.....
.....
.....

What was least effective?

.....
.....
.....

What would you have made better?

.....
.....
.....

Any other comments?

.....
.....
.....

Final Questionnaire Choice Analysis

The previous four pages show customer survey questionnaires. Two of these were used for customers or potential customers. The customer survey sheet was sent around to teachers in Fulston. It was a sort survey for us to decide whether a ghost tour was the best option for Triple T to do. We also asked what kind of refreshments they would prefer on this kind of tour, and what sort of price they would be willing to pay. We did have some of these questionnaires back, but unfortunately not enough to compile valid results.

Stephanie and I put together a customer questionnaire to be given out after the tour. We included questions such as: what did you enjoy about the tour? What do you feel could have been improved? Did the tour guides display good communication skills? Etc. However, we felt this questionnaire was too long to be filled out by a customer straight after a lengthy and tiring guided tour. Therefore, the final participant feedback questionnaire was compiled.

The final participant feedback questionnaire has fewer questions, which are more to the point, including two rating questions. These are useful because it aids customers in judging the quality of the tour and the relevance to their needs. It is also easier to analyse and produce results for this type of question, rather than open ended questions, which can invite a variety of questions.



AO4

Tour Evaluation.

SWOT Analysis.

Full Account of SWOT Analysis.

Self-Evaluation.

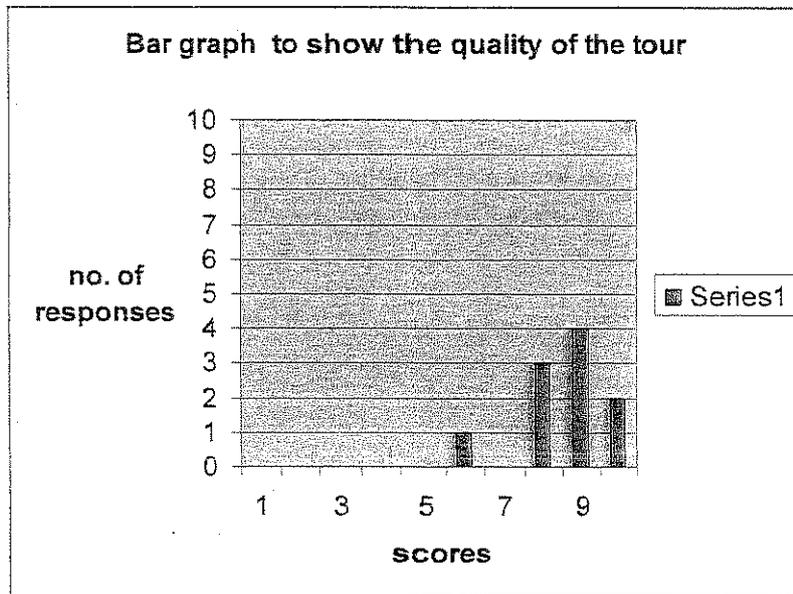
Recommendations.

Evaluating the Tour

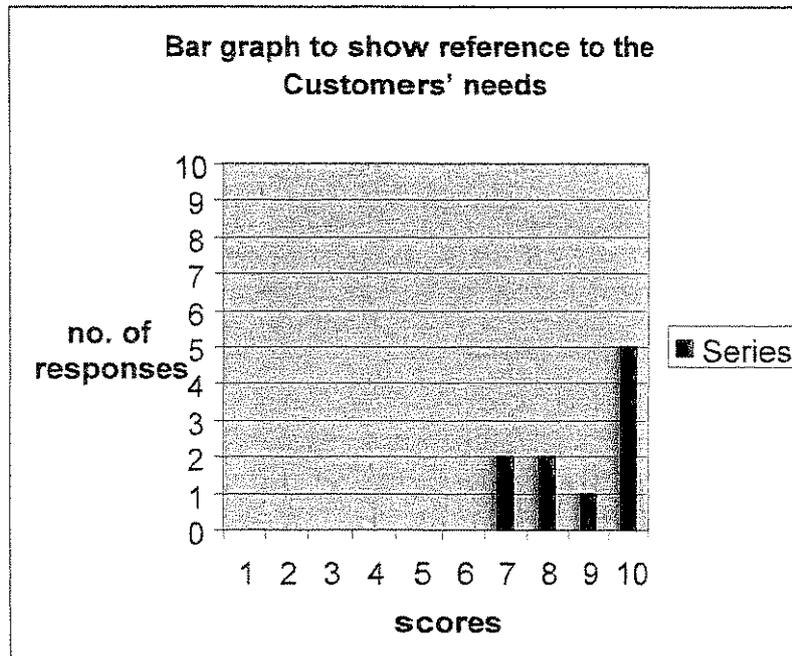
Participant feedback

One of the evaluation techniques we decided upon was a participant feedback questionnaire, which we gave out at the end of the tour, whilst we were having refreshment in the pub. This included two rating questions (which I have shown in graphs below) and other open questions such as, "What was most effective about the tour?" and "What would you have made better?" Here are two graphs made from the results we collated:

Graph A



Graph B



Group – The group of customers that we took on the trip were suitable for different reasons. These were that they were attracted to our tour due to it being interesting for their age group; they were a mixed age range group of mature adults. Their ages ranged from mid 20's to mid 40's. Most were professional teachers; all the customers who came on the tour had an interest in ghosts. As we had chosen the correct age group and type of customer, this enabled us to assess the tour's fitness for purpose. We found that everyone on the tour was happy and satisfied at the end of it, and were happy to pay the small fee of £2.50. To quote from Mr Walker's participant feedback sheet, which can be found in AO2, "Ghostly!! Excellent experience!" We met all the customers needs, therefore making the tour fit for its purpose. ✓

Quality and Relevance – On the previous page, we have collated our results to find and put them into bar graphs to show what the customers thought of our guided tour. If we look at Graph A, we can see that the rating for the quality of the tour was quite high. We had no ratings lower than 6/10. The graph shows that the most common rating was 9/10, which is very high. This shows us that our customers enjoyed the tour, and felt that we met their needs well. If we look at graph B, we can see that that the rating for the relevance to our customers' needs was also very high. We had no rating lower than 7/10. The graph shows that the most common rating was 10/10, which was the best result we could have gained from our customers. To quote from Alys Courtney's participant feedback sheet, which can be found in AO2, "The tour was just about the right length – it wasn't too long, so there was no chance of getting bored." These results show that we could have done better in some areas, but overall, our tour was very much enjoyed and suited our customers' needs well. I will talk more about recommendations later in AO4. ✓

Effectiveness – Our participant feedback sheets include a question, which asked the customers what they would have made better if we were to do this tour again. Some of the responses were small things such as having a torch to point to relevant places, having more people in the bushes to jump out, and having better weather. Unfortunately, we could not have made the weather any better, so this was not a fault of ours. Other responses stated that we could have started a bit earlier, and one customer was not sent the reminder email before the tour, so they were unaware that they needed to wear warm clothing and bring a torch. We should have made sure that everyone was sent this email, however, at times, it was difficult to get in touch with our customers as they kept changing. I will explain our future development in more detail later in AO4. ✓

✓ method 1
AO4 - Level 3

S.W.O.T Analysis

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Teamwork – previous experience with each other etc. • Communication (on the tour and in lessons). • Picked an appropriate venue. • Content varied on ghosts, history and stories. • Chose appropriate customers/market. • Customer service skills were good. • Costing was successful. 	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Content depth was not enough (especially history) <ul style="list-style-type: none"> - Research into Pluckley history was difficult. • Difficult to find participants initially. • Time management on tour (late start). • Not atmospheric enough.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • Expand the route to include the screaming woods. • Wider audience –age, more people (could have two groups). • To highlight safety awareness 	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none"> • Change the route (time didn't allow it). • Risk assessments (hold-ups – school confirmation was slow). • Date changes of tour – conflict of interest for participants (question time). • Real dangers – pot holes, no street lights, traffic etc.

A Full Account of my S.W.O.T. Analysis

On the previous page is my SWOT analysis in note form. Here, I will explain our class's strengths, weaknesses, opportunities and threats in full.

Strengths

We all worked very well as a team as we have been working together on various units for almost two years, so our class knows each other very well. Also, our last unit involved us doing very similar work and planning with each other as we have done in this unit, so we were used to how everyone worked. Due to our class working very closely, we had very good communication, not only with each other, but with our customers and other teachers. Communication was a key skill during this unit, as we were working as a team. We had to keep in touch with each other regularly, to discuss new updates to the progression of our planning. We had lessons twice a week, which everyone in the class attended, so we could share any new information we had found out, or anything new that had been planned. ✓

We eventually chose to do our tour in Pluckley, the most haunted village in the United Kingdom. This turned out to be a very appropriate venue for our tour due to it having a reputation as the most haunted village in the United Kingdom, it was the setting for the television series, "The Darling Buds of May," the route we chose was just over an hour, so was not too long to walk, and it met the customers' needs very well. The venue was eerie, but not too scary that it would put our customers off wanting to go on the tour. Although there were no street lights or paths at times, we made sure health and safety briefings were carried out regularly on the tour, so everyone acted sensibly and followed instructions to stay with their partners. As mentioned in previous pieces of work in this unit, we picked a very appropriate market to attend the tour. We chose to invite members of staff from Fulston Manor, however, when we eventually came to conduct the real tour, three of our customers were not teachers, but friends of Miss Tappous. This was due to some of the original customers being unable to attend the tour. This actually proved to work out much better for us, as we were not just performing to people we knew, but to people who would potentially be customers of a real ghost tour. All of our customers enjoyed the tour thoroughly, and were genuinely interested in the ghost stories. ✓

The content of the ghosts, the history and the stories varied throughout the tour. This was a strong point of the tour, as many tours can be quite tedious and easily focus on the same topic. However, as we had chosen a ghost tour, we had many different ghosts and lots of history, and stories to talk about. We used good customer service skills during the tour. We were organised, and kept our customers happy throughout the tour. We spoke to them and treated them like all customers should be treated when paying money to receive good customer service. It was commented on by some of the customers that we liaised well with each other, and were a well organised tour company. The costing of our tour was successful. We charged each customer £2.50 to attend the tour. This price included the travel to Pluckley from the school, and the return journey, a goody bag, and refreshment at the end of the tour. The customers enjoyed the tour so much, that they insisted to buy their own drinks at the end of it in ✓

the pub, when it was clear to them that their drinks were included in the price. Mr Walker said to us that the tour was well worth the price and was more than happy to buy his own drink.

Weakness

Although our content was varied, some of it was not in depth enough. This was especially the case with history. This was because we all found it very difficult to research the history of Pluckley. We did not have this problem with finding out about the ghosts, although some sources on information gave slightly different information from others, so we had to make sure that we stuck to the same stories of the ghosts. We also had difficulty finding participants (customers) for our tour. We found that this was because a lot of teachers had other commitments for that evening. I initially invited Miss Brooks, and she was very willing to come along, however, had to cancel her place, as she was due at an interview. Only a few days before the tour took place, another teacher, Miss Fingland realised that she has also agreed to be part of a school event of "Question time" on the same evening. As this show was being filmed, and she was part of the team, she had to attend. One of the physical education teachers also cancelled her place. We were therefore needing to fill spaces on the mini-bus and earn the money we needed to cover our costs. Miss Tappous decided to invite three of her friends at very short notice, which, as I mentioned earlier, worked out very well for us.

We had a late start to the tour. We were held up in traffic, and therefore turned up when we were supposed to be leaving. The journey to Pluckley took slightly longer than anticipated, so this also contributed to our late start. We had trouble organising ourselves at the beginning of the tour, which held us up even further. However, after we had started the tour, we stuck to time limitations. If we were to have started the tour as scheduled, we would have been home at perfect time. However, it was due to the above reasons that our time management was one of our weaknesses. Some of our customers stated in their participant feedback forms that they would have liked the tour to be a bit more atmospheric. Some members of the group used laughing as a way to calm their nerves whilst they were giving their speeches, which unfortunately, was picked up on by some customers. We did not have anything else but our torches to create a scary atmosphere during the tour, which was another one of our weaknesses.

Opportunities

After conducting our tour with a total of nine participants, we concluded that we managed this group with ease, and would therefore find more of a challenge with a bigger group, perhaps another mini-bus full of people. We could also have widened the age gap, to take sixth form age students on the tour as well. We feel many would have a great interest in this type of tour. We could have expanded the route to include the screaming woods. We were originally thinking about doing this, but we could not be sure if our time allowance would be enough to include this part. We now know that we would have been able to include this part in the tour, so if we were to do this again, this would be an opportunity. Throughout the tour, we gave short safety briefings, before crossing roads and walking down dark, busy roads. However, there

were other opportunities to highlight safety awareness during the tour. If we were to conduct this tour again to a younger age group, we would have to be very aware that they might not act as sensibly as our customers did, so there was the potential to give more safety warnings.

Threats

When conducting our tour, we were behind schedule. There was the opportunity for us to change the route to include the screaming woods, but unfortunately time did not allow it. This was a threat to our tour, as it would have added in more variety to the tour, resulting in even more satisfied customers. When we had submitted the risk assessments, the school's confirmation of the tour to go ahead was very slow. This was a threat to us, as we could not confirm any of our plans until this had come through. We needed the confirmation from the risk assessments to carry on with our planning. Eventually we got the risk assessments back as the tour was confirmed, but the time in which it took was a threat to the progression of the planning of our tour. ✓

We had difficulties when arranging a date for the tour to be held on. When first deciding this, a few people gave definite dates they could not make, so did not use any of these dates. We decided on Wednesday 14th March, however, had to change this to Wednesday 21st March for another reason. I then found out that my Performing Arts show had also been arranged for that evening. I could not change the date of my show, so had to work out another date for the tour with the group. We eventually decided on Tuesday 20th March: this was the final date for our tour. This was a threat to the progression of our planning, as we had to change dates in our work, on emails sent to customers, on posts etc. Another threat was that parts of the tour involved real dangers to our customers and us. We were walking down dark roads, with pot holes and no streetlights in the evening. We did as much as we could to maximise our vision and visibility to other road users by wearing high visibility jackets, and each having a torch with us to guide our way. Had we have been taking young children on the tour, this would have been a great threat. However, as I have mentioned, our customers and ourselves were responsible and mature when walking down these roads. ✓

✓ method 2

AO4 - level 3.

Self - Evaluation

Mr _____, who was my partnered customer, gave me feedback on my performance during the tour. I was pleased with how the tour went, and I think I contributed equally to the organisation on the night.

The first question on my witness statement asked for my individual contribution to the tour. _____ wrote that I guided him around, I contributed to the health and safety (traffic), and I made a presentation on the ghostly coach and horses. I also made a presentation on the schoolteacher who hung himself. I made sure I was with Mr _____ throughout the duration of the tour, as this was one of my responsibilities. Although Mr _____ and the rest of our customers were fully grown adults, they have easily got lost in a place they may not have known.

_____ did the main safety briefings on the night. However, I was always warning _____ of potential risks, such as pot holes I had fallen down in our familiarisation trip, so was very aware of them! I let him know that there would be cars travelling down the road, so keep to the side, and that some areas on the roads were very uneven. ✓

_____ also commented on my presentation of the phantom coach and horses. He said that my presentation was "ghostly." I was pleased that this was said, as I was conscious of this particular presentation being weak, as I found it difficult to find solid information on this ghost. I therefore found myself stuttering slightly, which was also partly due to me trying to remember my stories. I had rehearsed my stories well, but when it came to saying them to an audience, some of the lines escaped me, and my presentations were not as strong as they could have been. If we were to conduct this tour again, I would try to develop my presentation by practising them even more, maybe in front of a small audience. This would get me used to presenting ghost stories in front of potential customers. ✓

When asked to comment on my interaction with the rest of the group, Mr _____ wrote that I "liased well with the other guides." The reason I interacted well with the other tour guides was because I have been working with them closely for almost two years. I feel I lacked when interacting with the other customers as I did not know some of them very well, and therefore felt safer sticking with Mr Vigeon as he was my partnered customer, and I know him well. I feel this may have been different if our customers were complete strangers, as I would not have known any of them, therefore making me broaden my communication skills, and interact with all the customers. In future, I will make a conscious effort to interact with all customers.

With regard to my presentation skills, Mr _____ wrote that I was "a little nervous at first, but gained in confidence." I agree with all of this comment. Although I study Performing Arts, I have no problem performing on a stage; however, this type of presenting was face-to-face, and intimate with the audience. In a stage show, you can normally not see the audience, as they are in darkness, but in the tour, I could see everyone's faces, listening inventively to my stories. This was quite an intimidating feeling. However, as I went on with my stories, I became less nervous, and concentrated on trying to make my stories sound as creepy as possible. I used my ✓

✓ method 3
AO4 - Level 3

torch to point to the field where I *thought* the hanging teacher was found (but was later proven wrong by Mr. [redacted] who lives in Pluckley). I did this to try to create a scary atmosphere.

I also stated that I "spoke clearly and looked at audience." I usually speak clearly when I'm with people, as I always used to be very shy, so I am conscious of this. I therefore make even more of an effort to be heard in some circumstances, such as performing on stage, and presenting. I am glad Mr Vigeon wrote that I looked at the audience, as this was another thing I was even more conscious of. When I started telling the story of the hanging teacher, I could sense that I was looking at the field next to me a lot of the time. I think I did this as a distraction from all the faces looking at me. However, I tried to turn this around, and look at my audience. In future, I will make sure this is one of my targets; to address my audience face-to-face. ✓

When asked to comment on the initiative, and problem solving I showed, Mr [redacted] did not make a comment. I think this may have been because I was a slightly quieter member of the class, so did not come across as one of the leaders. However, I feel that any initiative and problem solving involved in this project was needed in the planning stages. When thinking of ideas for our tours, and when we were trying to solve the problem of clashing dates, this is when I, and the rest of the group, used our initiative and problem solving skills. In the future, I would not include this type of question unless it was a witness statement for something such as a monitored interview, or a group problem-solving task. ✓

Overall, I feel, not only I, but also the rest of the group did extremely well in this whole unit. We had our fair share of problems and disagreements, but we all worked well together, and conducted a well-thought-out, structured and interesting ghost tour.

Recommendations for the Future

We were all very successful in this unit, however, there are still some things that we could have changed to make the tour run a bit smoother, or look a bit more effective.

- In future, we have the potential to expand the route to include the screaming woods. As I mentioned earlier, we did not have the time to include this on our tour as we were behind schedule. We also had not visited the screaming woods on our familiarisation trip, so if we were to have visited here, we would not have known where we were going, and could have come across as unprofessional. ✓
- We could add in more historical background about Pluckley. We found it difficult to research this, so in future we can put a lot more time into our research and find more historical facts on Pluckley. ✓
- We can add some atmospheric music to the actual tour. We had atmospheric music on the journey to Pluckley, but were unable to play music out side of the mini bus. We can invest in some very small speakers to play music on whilst we are walking along on the tour. ✓
- We could have a local person speaking about Pluckley and their experiences to our customers on the tour. This would make the tour feel that little bit more real for the people who may be a little speculative of ghosts: if information about ghosts and their sightings came first hand from someone who lived in Pluckley, it would be very creepy. ✓
- We all agreed that we could have made the tour more atmospheric had we all spoken in spookier voices. If we do this in future, we may find that we attract a larger age range to the tours, as children would be listening to our spooky voices, rather than the facts we were telling them. ✓
- We could use large torches as spot lights to point out certain places where ghosts have been sighted. I used my torch to point to a field, however, all it did was make a white light in the field; if we use large torches, we will actually be able to see part of the field lit up in darkness. This would be very eerie. ✓
- We could start the tour maybe an hour earlier in future, when there is still a little bit of lights. We found that although we wanted it to be dark, the pitch-black darkness was a bit of a hazard, and also, the temperature was almost freezing. Therefore, if we start the tour an hour earlier, it will be dark, but not so dark it is dangerous, and the weather will be a little warmer. ✓
- A lot of our customers enjoyed the surprise of Mr : hiding in a bush. We could plant more people around the tour to do other things such as dress up as a couple of the ghosts, and walk past, or get a dog to bark, or get someone to scream. Just these little things would make the whole experience more thrilling for the customer. They may or may not know that these people are not real ghosts, but nevertheless, they would have a great impact on the atmosphere of the tour. ✓

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