

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 10 Event Management	Unit Code G729	Session	Year	Page No.
Centre Name	Centre Number			
Candidate Name	Candidate Number			

Evidence: You need to produce a business plan for a travel and tourism group project and provide evidence of your involvement in carrying out this group project.

Criteria		Teacher Comment	Page No.
<p>AO1.1: Your business plan for the selected group project is brief, with little explanation of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions and may be unrealistic but incorporates some learning from areas of study within travel and tourism; your business plan is presented individually;</p> <p>AO1.2: you produce a business plan for the selected group project which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions but is realistic in terms of project's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism; your business plan is presented individually;</p> <p>AO1.3: you produce a business plan for the selected group project, giving clear details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your evidence reflects your consideration of all aspects of the project's management and shows understanding of purpose, application of relevant skills (financial, legal, marketing, risk assessment, customer service and understanding of team roles and functions); your business plan is presented individually; your timescales are logical and achievable and your plan is realistic and demonstrates thorough knowledge, skills and understanding of travel and tourism with no omissions.</p>	<p>AO2.1: You contribute to the planning, preparation and running of the group project, displaying some travel and tourism skills acquired in this and other units in this specification; your performance as part of the team is minimal and only just sufficient to show participation in planning and performance; your record of your contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; your work will have some inaccuracies/omissions;</p> <p>AO2.2: you contribute to the effective planning, preparation and running of the group project, demonstrating the skills developed in this and other units in this specification; your record of your involvement in the selected project and ability to work as a team member; you deal with any complex complaints or problems experienced during preparation and management, although not always effectively, showing some lack of consideration towards the rest of the group or an individual; your work includes some inaccuracies/omissions;</p> <p>AO2.3: you contribute to the planning, preparation and running of the group project constructively and competently, reflecting the ability to perform under pressure, you cooperate with others and meet the aims and objectives; you demonstrate the skills you have developed in this and other units in this specification; your record of your contribution shows that you play a full and valuable role in the selected group project; you deal effectively and sympathetically with complex problems and/or complaints, showing good interpersonal skills.</p>	<p>You have produced a very detailed business plan where all stages are dealt with. Your timescale is tight but you recognise this & understand the importance of your role in keeping to deadlines. You explain in detail why each person was allocated a role in the planning, implementation & evaluation of the project which further demonstrates your grasp of travel + tourism concepts as a whole. You are particularly astute when it comes to explaining your own strengths + weaknesses in the stages of the business plan.</p> <p>There is a great deal of evidence to illustrate your full + very valuable contribution to all aspects of the event.</p> <p>You have provided witness statements + evaluation tools to demonstrate how you have fully cooperated with others & met the aims + objectives of the event.</p> <p>Your evaluation is evidence of the inter-personal skills you have developed. You showed initiative throughout the planning & on the day & dealt with unprepared situations in a mature, calm + responsible manner.</p>	1-24
<p>AO1.1: Your business plan for the selected group project is brief, with little explanation of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions and may be unrealistic but incorporates some learning from areas of study within travel and tourism; your business plan is presented individually;</p> <p>AO1.2: you produce a business plan for the selected group project which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions but is realistic in terms of project's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism; your business plan is presented individually;</p> <p>AO1.3: you produce a business plan for the selected group project, giving clear details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your evidence reflects your consideration of all aspects of the project's management and shows understanding of purpose, application of relevant skills (financial, legal, marketing, risk assessment, customer service and understanding of team roles and functions); your business plan is presented individually; your timescales are logical and achievable and your plan is realistic and demonstrates thorough knowledge, skills and understanding of travel and tourism with no omissions.</p>	<p>AO2.1: You contribute to the planning, preparation and running of the group project, displaying some travel and tourism skills acquired in this and other units in this specification; your performance as part of the team is minimal and only just sufficient to show participation in planning and performance; your record of your contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; your work will have some inaccuracies/omissions;</p> <p>AO2.2: you contribute to the effective planning, preparation and running of the group project, demonstrating the skills developed in this and other units in this specification; your record of your involvement in the selected project and ability to work as a team member; you deal with any complex complaints or problems experienced during preparation and management, although not always effectively, showing some lack of consideration towards the rest of the group or an individual; your work includes some inaccuracies/omissions;</p> <p>AO2.3: you contribute to the planning, preparation and running of the group project constructively and competently, reflecting the ability to perform under pressure, you cooperate with others and meet the aims and objectives; you demonstrate the skills you have developed in this and other units in this specification; your record of your contribution shows that you play a full and valuable role in the selected group project; you deal effectively and sympathetically with complex problems and/or complaints, showing good interpersonal skills.</p>	<p>Mark 9</p>	1-4, 7-10 18-24, 26, 29, 31, 35-38, 44, 51 Appendices
<p>AO1.1: Your business plan for the selected group project is brief, with little explanation of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions and may be unrealistic but incorporates some learning from areas of study within travel and tourism; your business plan is presented individually;</p> <p>AO1.2: you produce a business plan for the selected group project which gives details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your plan has some omissions but is realistic in terms of project's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism; your business plan is presented individually;</p> <p>AO1.3: you produce a business plan for the selected group project, giving clear details of aims, objectives, customers, marketing, resource needs, team roles, staffing, timescales and legal requirements; your evidence reflects your consideration of all aspects of the project's management and shows understanding of purpose, application of relevant skills (financial, legal, marketing, risk assessment, customer service and understanding of team roles and functions); your business plan is presented individually; your timescales are logical and achievable and your plan is realistic and demonstrates thorough knowledge, skills and understanding of travel and tourism with no omissions.</p>	<p>AO2.1: You contribute to the planning, preparation and running of the group project, displaying some travel and tourism skills acquired in this and other units in this specification; your performance as part of the team is minimal and only just sufficient to show participation in planning and performance; your record of your contribution lacks details of involvement, or shows inconsistency in performance, which may lead to problems in team performance; your work will have some inaccuracies/omissions;</p> <p>AO2.2: you contribute to the effective planning, preparation and running of the group project, demonstrating the skills developed in this and other units in this specification; your record of your involvement in the selected project and ability to work as a team member; you deal with any complex complaints or problems experienced during preparation and management, although not always effectively, showing some lack of consideration towards the rest of the group or an individual; your work includes some inaccuracies/omissions;</p> <p>AO2.3: you contribute to the planning, preparation and running of the group project constructively and competently, reflecting the ability to perform under pressure, you cooperate with others and meet the aims and objectives; you demonstrate the skills you have developed in this and other units in this specification; your record of your contribution shows that you play a full and valuable role in the selected group project; you deal effectively and sympathetically with complex problems and/or complaints, showing good interpersonal skills.</p>	<p>Mark 12</p>	47-54

<p>AO3.1: You carry out some research from limited sources when assessing the feasibility of your selected group project and when managing the project, which may require other team members to obtain more information or may lead to delays; your research is not always relevant and you do not always use the findings of your research effectively, but it is just sufficient to enable the group project to take place; there is little attempt to address contingency plans or to research alternatives in case of problems.</p>	<p>AO3.2: You carry out research from different sources when assessing the feasibility of your selected group project and when managing the project, and you search for alternatives for costs, resources and project ideas; your research is mostly relevant and you use most of the findings of your research to inform the running of the group project appropriately.</p>	<p>AO3.3: you carry out research using a broad range of sources, which are clearly indexed, when assessing the feasibility of your selected group project and in both the preparation and management of your project; your research is relevant and you use the findings of your research effectively to inform the running of the group project, with contingency plans included should problems arise.</p>	<p>You have carried out a thorough feasibility study which is based on both primary & secondary research which you evaluate to decide which event to run. This includes your SWOT analysis. The Risk Assessment & Contingency Plan are detailed & illustrate your understanding of the importance of legal health & safety issues.</p> <p>You have used a wide range of sources (primary & secondary) to include photos, attendance tally, key notes, witness statements. Evaluation has been graphs.</p>
<p>AO4.1: Your evaluation of your own performance, and the team's performance, during and after the project, may be limited to simple facts, comments or statements and you make limited recommendations for improvement, which may be unrealistic; your use of terminology is not always accurate and written communication lacks detail in accuracy and content; your work shows little understanding of the connections with other units within the qualification;</p>	<p>AO4.2: you include an evaluation of your own performance, and the team's performance, during and after the project, making limited but realistic recommendations for improvement, but not all aspects may be fully covered; you include how these recommendations may have been affected by your own values and attitudes you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language; your work will show good understanding of the connections with other units of the qualification;</p>	<p>AO4.3: you include a comprehensive evaluation of your own performance, and the team's performance, at all stages of the project, through use of evaluative tools, making detailed and realistic recommendations for improvement which are well considered and which confirm your ability to analyse and reflect on areas for future development, including changes that have occurred in your own values and attitudes; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed; your work shows full understanding of the connections with other units of the qualification.</p>	<p>The whole of this section illustrates your understanding of the evaluation process & the different evaluation tools to be used. You provide a detailed, honest, thoughtful reflection of the group, each individual & your own performance both throughout the planning stage & the implementation period. The underlying factor is the importance of personal growth & team work & the change in your values & attitudes is made clear. You have made clear connections with other units & made many realistic recommendations for improvement. Your work is well organised & you show about</p>
<p>[0 1 2 3 4 5]</p>	<p>[6 7 8 9]</p>	<p>[10 11 12 13]</p>	<p>4-11, 18, 26-28-30, 33, 36, 40-44, 49, 57. Appendixes</p> <p>25-58</p>
<p>Total/50</p>		<p>47</p>	<p>14</p>
<p>If this work is a re-sit, please tick</p>		<p>Jan <u>June</u></p>	<p>2 0 0 9</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 Centre Authentication Form (CCS160) for each unit and forward to the moderator with your sample.</p>		<p>Please tick to indicate this work has been standardised internally</p>	

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.

Candidate Authentication Statement

The completed form should be retained within the Centre and should **not** be sent to the moderator or OCR unless specifically requested.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

1. Any help or information you have received from people other than your subject teacher(s) must be clearly identified in the work itself.
2. Any books, information leaflets or other material (e.g. videos, software packages or information from the Internet) which you have used to help you complete this work must be clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Declaration by candidate

Centre Name

Session

Specification or U:

Candidate Name

I have read and understood the **Notice to Candidate** (above). I have produced the work without any help from other people apart from that which I have declared in the work itself. I have acknowledged all source materials in the work itself.

Candidate's signature:

Date: 26/03/09

Notes

The Candidate Authentication statement once completed should be stored securely within the Centre. A copy of this authentication form must be available upon request for each coursework/portfolio submission

Event Management

Unit 10

G729

Candidate Name:

Candidate Number:

Centre Name:

Sports College

Centre Number:

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Unit 10: Event Management Portfolio

Introduction to Event Management

Event Management is "the application of management on a project to create and develop festivals and events."

Source: en.wikipedia.org/wiki/Event management

In this Portfolio I will be working in a team with classmates to organise and run an event to a well known visitor attraction.

There are 6 girls in our group who are all from different schools.

M

This is known as the 'Kingswood Partnership'. The 'Partnership' consists of 6 different schools in the Kingswood and surrounding area. Every lesson we come to Kingsfield School to have our Travel and Tourism lesson with people from 4 different schools. This could cause a problem in the future of the planning because this could cause a delay in the process if anyone is unable to get to lessons as they are from another school. This could happen if anyone misses the partnership minibus service.

I will be keeping a log book of every thing we all go through as a group every time we have a lesson. This log book will record every aspect of the event and my values and attitudes throughout the project

Feasibility of the Project

In preparation for the course we came having already read the unit 10 Event Management chapter in the textbook which is A2 Level for OCR, Travel and Tourism by Ann Rowe, John D. Smith, Rosemary Demaine, Sue Stewart and Fiona Warburton, published by Heinemann.

In our first session of the course we went through the assessment objectives of the portfolio. This is so we were able to start the feasibility study knowing what we had to do.

In our first session we also had a brain storming session to decide whether we wanted to go to either a theme park or an adventure park. The difference is a theme park, which is also known as an amusement park, has been designed to have an underlying theme or topic whereas an adventure park is a place where children and adults go to do adventure activities such as go karting and paintball

✓✓ A good introduction which illustrates your understanding

A02 contribution to planning

A04 terms

Feasibility Study

The feasibility study is a general examination of the potential of an idea to be converted into a business.

http://en.wikipedia.org/wiki/Feasibility_study

A feasibility study is important because it enables us to find out whether the project is likely to be realistic and therefore successful. ✓

I have chosen four visitor attractions in England to research as part of the feasibility study. ✓

The first one I have chosen is Drayton Manor; it is located in Staffordshire and would take approximately 2 hours to travel there by coach from Kingsfield School. The price of a 49 seater coach would cost £460 return. The park is open from the 15th March to 2nd November and the gates open at 9.30am. The price for a school group with a minimum of 12 people is £12.50 per person. This park would appeal to people of all ages as there is something to suit everyone; from big roller coasters to small rides for children there is something for everyone. This park would also appeal to schools as the journey time is quite short and the entrance to the park for a group per person is a good price. *A03 Research*

The second park I have chosen is Chessington World of Adventures; it is located in Surrey and would take approximately 2 hours and 9 minutes from Kingsfield by coach. The price of the coach would cost £450. For a group of 10 + it will cost £20.70. The park is open from 15th March to 29th December and the gates open at 10.00am. I believe that this park would appeal to younger children because of the rides and the zoo this park has to offer. They would want to see the animals and fish in the zoo and the sea life centre. I think that this park might not appeal to the lower socio economic groups because the price of entrance in a group is considerably higher than the other two parks I have researched. *A03 Research*

The third Park I have chosen is Alton Towers; it is located in Staffordshire and would take approximately 2 hours and 42 minutes to get there by coach from Kingsfield School. The price for the coach hire would be £480. For a school group it would cost £10.00 pp off peak and £12.50 pp peak price. The park is briefly open for the February half term then it re-opens on the 15th March until 9th November. I think that this would appeal to everyone because the park provides something that suits everyone needs. As this park is also well known and has a good reputation the length it takes to get there might not be a problem for some people. The prices for groups off peak were the cheapest I could find which would appeal to schools as the parents would be able to afford for their children to go. *A03 Research*

The fourth attraction I have chosen is Madame Tussauds; it is located in London and would take approximately 2 hours and 23 minutes to get there by coach from Kingsfield School. The price of a coach hire would be £600. For a group of children aged 5-16 it would cost either £16.50 if you book online or

A01.3 understanding of customer needs

A03.3 feasibility study

A02.3 evidence of contribution to planning

on the day it would cost £21.00. For adults 16+ it would cost £20.25 if you were to book online and £25.00 if you were to pay on the day. It is open daily and the doors open at 9.00am. I think that this would appeal more to older children and adults; I think this because some little children could get bored because they may not know who the wax figures are and they may be frightened by some of them. I don't think that this would appeal to the lower socio economic groups either because of the high entrance prices. As part of the feasibility study I researched 3 coach companies to compare the variety in prices; Eagle Coaches, Turners Coachways and Momentum Transport

A03
Research

A01.3 Understanding

Team Research

Rachel

Drayton Manor-
Chessington World of Adventures-
Alton Towers-
Madame Tussauds-

Holly

Drayton Manor-
Alton Towers-
Bristol Zoo-
Legoland-

Stacey

Drayton Manor-
Chessington World of Adventures-
Alton Towers-
Blackpool pleasure beach-

Amber

Drayton Manor-
Alton Towers-
London Zoo-

Gemma

Chessington World of Adventures-
Alton Towers-
Longleat-
Blackpool pleasure beach-

Amy

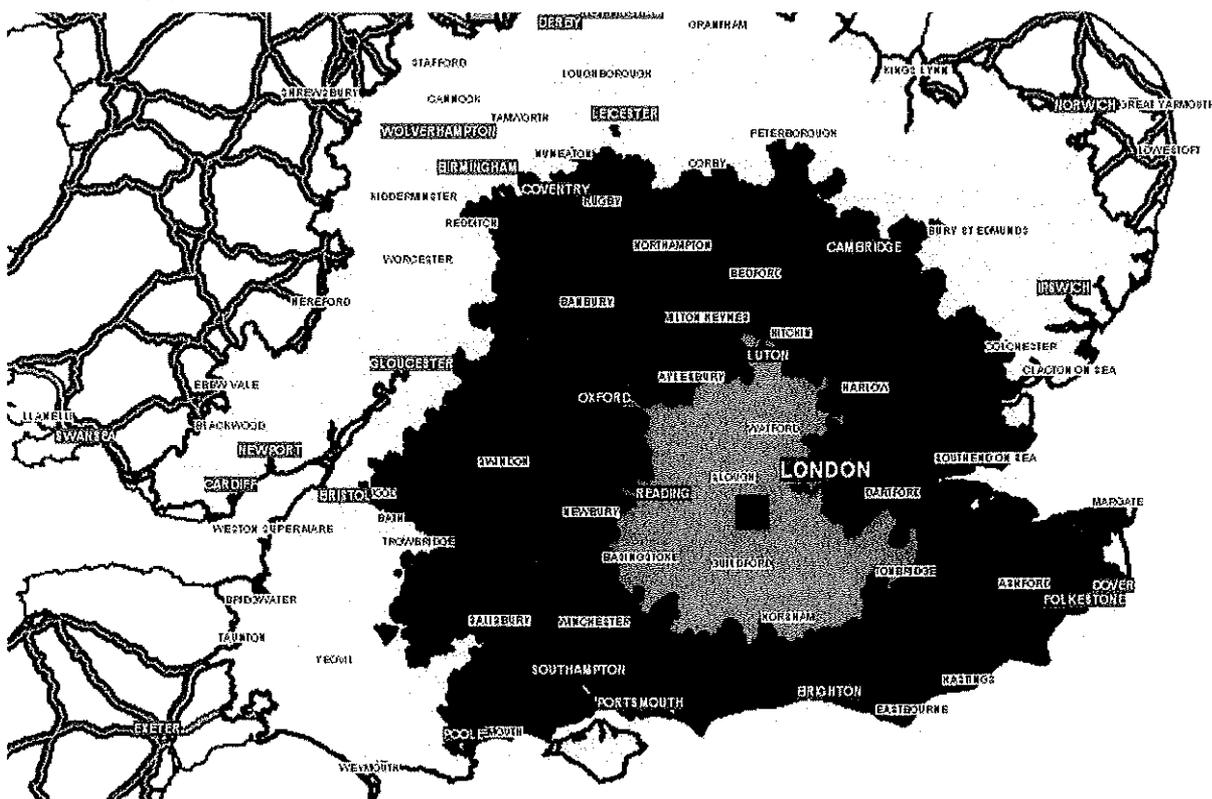
Chessington World of Adventures-
London Zoo-
Oakwood-
Eden Project-

As a team we had another brainstorming session to discuss the advantages and disadvantages of all the possible places we could go. Each of us chose 4

A02.3 contribution to planning

places for research and in this session we shared our findings and what each attraction had to offer. We found that some advantages were that some of the trips could be educational which outweighed some of the other attractions. ✓ One disadvantage to some possibilities was the entrance price to the attraction which was too expensive, for example, two of the attractions would have been Madame Tussauds Wax Museum and Chessington World of Adventures which both cost over £20 to get in. Another expensive part of the trip would have been the coach prices to get to the attractions. For example London Zoo and Madame Tussauds coach hire would have been approximately £600; this is because they are travelling to the capital and further than some of our researched destinations. Prices could also increase due to the prices of petrol at the moment, so we decided against these places because we didn't want our trip to be too expensive otherwise we wouldn't get many people interested in the trip.

101.3 level of understanding



100 research

Source: Alton Towers marketing student information pack

Amy and I did a primary research questionnaire to see where our future customers would like to go on the trip and how much they would pay to go on it. *102 contribution to planning*

Our results were as followed:

Eden Project	0
Chessington World of Adventures, London	0
London Zoo	1
Alton Towers, Stafford	13
Pleasure Beach, Blackpool	0
Thorpe Park, London	5
Longleat, Wiltshire	0

Legoland, London	0
Bristol Zoo	1
Drayton Manor, Staffordshire	4
Oakwood, Wales	0
Madam Tussauds, London	0

£20-£25	15
£25-£30	5
£30-£35	3
£35-£40	1
£40-£45	0
£45-£50	0

The most popular choices by the customers were Alton Towers and the price was £20-£25. By getting these results we tried to meet our customers needs.

At the end of our session we decided as a team we would like to organise our trip to Alton Towers. We chose Alton Towers as our destination because some of the team had been there before and enjoyed their experience and we all felt that we would want other people to have fun and remember their trip. We also chose Alton Towers because it has a very good reputation so this would appeal to our target market because they know what to expect and the types of things they want to do on the trip. Another reason we chose Alton Towers was because they offer educational talks for the school trips on a range of different topics. They cost £1 so we felt that this was worth while and by having the talks this would make it much easier for the trip to be agreed by the head teacher as it has an educational aim. We also chose Alton Towers because we felt it would fulfil the requirements of the AO for this unit.

The target market we chose is Year 10 and 12 because we felt that they would benefit more from the educational talks than younger years as year 10 will just be starting their GCSEs and year 12 will be starting their AS courses. The talks that we would take them on are marketing and customer service, which will help them with their coursework later on in the year.

Once we had agreed upon the destination we continued with our feasibility study by preparing for our Business Plan. Before we started to go through our business plan we looked at the Travel and Tourism A2 book to see how to outline the plan correctly. The questions we had to answer are as follows with the answers:

Our group is a group of 6 and we all have different personalities and skills to offer to the process of planning our trip. The type of event that would stimulate our group is somewhere like a theme park, because if we are excited by the place we are going to then it is feasible that our customers would be too, especially as we would be enthusiastic when marketing the product. We would also be excited if it was a place where we have been before and enjoyed our experience then we want to go back and enjoy it again. We have to market our product so the customers know what we are offering and so we can get enough numbers to fill the trip up. We decided that we

would do it by making posters to stick up around the school and inform the tutors of the trip so people can be told as early as possible so they are able to decide if they want to go and pay the money as soon as possible and to collect money Holly would visit the class on several occasions. ✓

For the trip we came up with a slightly rounded up price of £24 per person which includes the entrance, transport, insurance and workshop price. We will be getting help from the schools finance department so we are able to pay for the tickets in advance and then collect the money afterwards so we are able to pay the school back. One of our aims is to not make a profit as we aren't a private company. Our aim is to break even so we don't make a loss. ✓

I feel that I am hard working and so is the rest of the team. All of us want to make this trip a success because this way we all can get an excellent portfolio of work and the success of the trip will help us to complete it. We have all made plans that hopefully means that we won't get too close to deadlines as we want to fulfil our tasks well in advance. Hopefully we won't get close to deadlines as we have about 6 weeks to organise the event and we will have 5 hours of lessons every week which means we have approximately 30 hours of planning until the event. One problem is the permission by parents to let their children go on the trip and another could be getting permission from the head teacher to let the trip go ahead. He might not let a certain year go so we would have to change our plans and open the trip up to a different market. ✓

AO1.3 level
of understanding
the relevance to
the Business
Plan

When planning our trip we also looked at seasonality, tangibility and perishability. Seasonality means the time of year when an attraction would most appeal to people; this is where peak and off peak comes from. Peak time would be when children would be off school and would be in the summer months, usually between June and August. Whereas off peak is when children are still in school or it would be in the winter months, such as November, December and January. The other months are in the 'shoulder' season or period. When we were organising going to Alton Towers we looked at their website to see their season opening times and establish when they have their peak and off peak prices as off peak would be cheaper. We had to choose when to go carefully because they close early November and re-open early March the next year. We wanted to choose a time when the talks would help our target market with their coursework and also so we would have enough time to write up our work so it could be sent off. ✓

AO4 Terms

AO1 Terms

AO4 Terms

Tangibility means that you are able to experience the attraction first hand which is difficult when trying to sell an intangible product such as an experience. This makes it all the more important when we are marketing our trip because we have to tell our customers what to expect. We have to tell them because the trip will be intangible until they get to Alton Towers when they will be able to experience what we marketed. ✓

Perishability can be a problem because if we don't get enough people to go on the trip then we will have to pay their part of the trip out of our own money. This means we have to make sure that we market the trip as much as possible because we have to make sure that we get enough numbers. This is so we don't have to pay any extra and everyone knows about the trip. We also want them to pay as soon as possible because this way if we don't get enough people in our target market we can open the trip up to a different market. ✓

AO1.3 level of understanding

S.W.O.T Analysis

SWOT stands for Strengths, weaknesses, opportunities and threats. It is used to evaluate the internal and external factors within an organisation or group and we are using one as part of our feasibility study.

A04 Terms

Internal factors are the strengths and weaknesses of the project and group which can be controlled because they are within or part of the organisation such as Alton Towers and the group. Whereas external factors, which are the opportunities and threats, are outside our control but by completing a risk assessment and contingency plan we are able to overcome these negative factors and maybe even use to them to our advantage. Once we had completed our own SWOT analysis, we shared these between the group so that we had one detailed analysis which is below.

*Good Link
A01.3*

*A02 contribution
to planning*

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"> • Everyone in the team is familiar with each other and work well with each other. • There is a wide range of skills within the group. • We have timetabled lessons every week so everyone can get together • There is something for everyone and the park has over 8 thrill rides which means its ideal for students. • The cost of the trip is good value. • We can compare things to the successful trip last year. • Fulfils the assessment criteria • We are going in off peak season so there will be less queues and this gives everyone a chance to go on the rides. • The price of entrance is low so this could appeal to more people. • The trip has a unique selling point because it will be the only type of trip on offer to the classes as we are going to a workshop in a theme park. 	<ul style="list-style-type: none"> • Everyone goes to different schools in the partnership so if they aren't able to get to class this would cause meeting issues. • Not much relevant finance skills • Little marketing experience • People who decided they want to go in the first place drop out • If the team isn't motivated enough then there would be a loss of morale so this means team work may not be effective. • A member of the group may miss too many lessons causing us to fall behind in deadlines and preparations. • Partnership students have limited knowledge of Kingsfield school which is where we are taught. • Students may have visited before and may not be interested in being a repeat visitor. • Group does not gel and difference in opinions could cause conflict.
<ul style="list-style-type: none"> • As all teachers don't need any cover this will keep the schools teaching costs down. • It is easily accessible • The trip is educational and fun. 	

✓✓

<ul style="list-style-type: none"> • The same trip has been successful with Year 13's in the past. 	
<p><u>Opportunities</u></p>	<p><u>Threats</u></p>
<ul style="list-style-type: none"> • To make good use of customer service skills gained last year • To gain a good grade in our coursework • Build knowledge of organising events • Being in control of a group of children • Improve coursework writing skills. • Improve communication with the younger years. • Educational workshops will help Year 10 and 12 students with their coursework. • Promote sixth form to younger students. • Help develop team work and individual skills and qualities. <p style="text-align: center;">✓✓</p>	<ul style="list-style-type: none"> • Little interest in the trip • Trip may not be allowed to happen. • Weather could cause some rides to be shut. • Could be half term somewhere in the country so there will be a lot more people in the park. • Our target group may find the educational part of trip boring. • The fuel prices are high at the moment which means the coach prices could increase. • Traffic problems could cause delays. • Students maybe late arriving • Coach maybe late or not turn up. <p style="text-align: center;">✓✓</p>

Conclusion:

A02 - You contributed to this SWOT

As you can see we have a lot of positive things that we hope we are going to achieve whilst planning and implementing the trip. The weaknesses are really to do with us as a team. Threats could be a problem but we will have to look at our contingency plans and find ways in which we can overcome them. We have many opportunities when we run our trip, which will help us gain confidence and improve skills. Our strengths will also become stronger and help us in situations in later life.

After going through all the feasibility of the project I now feel that I am ready to carry out the business plan to make sure that event/project will be successful.

A01.3 level of understanding

Business Plan

A02- You contributed fully to this

Stages in the Business plan	Responsibility	Evaluation Stage
1. Aims and objectives	All	<ul style="list-style-type: none"> Log Book Are we likely to meet our targets? Check lists on the day
2. Our customers needs and how these will be met	All	
3. How the project will be marketed (techniques and materials)	Rachel and Amy	<ul style="list-style-type: none"> Is our marketing appropriate?
4. Physical resources needed a) Tickets b) Coach c) Worksheets d) Clipboards e) Pencils f) Contact mobile phone numbers g) Map of the Park	<u>Stacey and Holly</u> Holly Stacey Holly Stacey Stacey Holly Stacey	
5. Financial aspects	Holly	Evaluate break even chart
6. Staffing	Amber	<ul style="list-style-type: none"> Is the team working effectively together
7. Administration systems	Agenda- Rachel Minutes- Gemma	
8. Project timescales	Rachel	<ul style="list-style-type: none"> Are we keeping to our deadlines?
9. Legal Aspects	Amy	
10. Contingency Plans	Amy and Gemma	<ul style="list-style-type: none"> Have any problems arisen/ what issues do we need to address or reconsider?
11. Review and evaluation	All	Photos, witness statements, questionnaires interviews

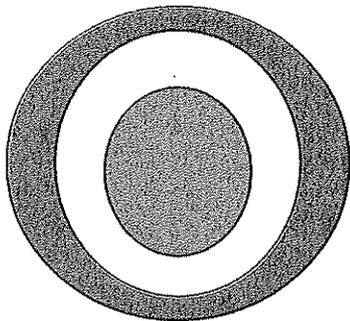
A business plan is a document that summarises the objectives of a business. (www.learn-direct-business.co.uk)

A03 Reserve

When designing the business plan we discussed the whole feasibility study as a group. We decided to split the responsibilities between all of us working to our particular strengths and areas in which people want to learn and improve

2. Our second aim is to make sure our customers are satisfied and we are meeting their needs. We want them to have a good time and enjoy their experience. I will go into specific detail on our customer's needs and how these will be met in section 2 of the Business Plan. We will be able to measure if our customers are satisfied by giving them a questionnaire for them to fill in to see if we have met all of their needs. The customer's needs of having fun is achievable and realistic particularly as we are following a similar model to last year's event. ✓✓
3. Our third aim is to fulfil the assessment criteria of unit 10. This is so we can reach our target minimum grade or higher. We will be able to see if we are on track by getting our work marked and see if we are sticking to the criteria. I feel that this aim is achievable as we have set ourselves targets to stick to so we can get work in on time. I feel this aim is realistic because we have to write up this work so by following the assessment criteria we should fulfil the objectives to a at least mark band 2 standard. We will have to stick to coursework deadlines therefore this objective is time specific. ✓✓
4. Our fourth aim is to work well as a team and make sure everyone is working to the best of their abilities. Team work is the coming together of an alliance or group of minds to collaborate, co-operatively work on a project, solve problems, negotiate and resolve conflict. (www.eubios.info/biodict.htm.) *Abi's Research*

Team work is important because we all need to learn how to communicate efficiently with each other and also by having team work all the jobs we need to do will get done quicker. This is a specific aim because as we are all going to be working together we all need to communicate with each other and identify the strengths and weaknesses of our group. To see if we are all working to the best of our ability we will look at the educational theory of learning zones. ✓



Red=Danger zone, this is where people panic and no learning takes place
 Yellow=Stretch zone, this is the best learning environment.
 Green=Comfort zone, this is where little learning takes places and they repeat work. ✓

We will be able to measure if we are working well through witness statements which get completed by all of us by observing how our fellow team members are doing their jobs. Working in a team will be achievable as we have all known each other for a year now so we are all friends and communicate really well. This is a realistic aim as we will be seeing each

other twice a week so we will have those few hours to work together as a team. It is measurable because the evaluation tools will tell us whether we have been successful or not.

5. The fifth team objective is to make sure all the stages of the Business Plan are covered. This is to ensure that we have completed all that is necessary to get the highest mark in AO1. This is specific because there is only one Business Plan in the portfolio and we need to complete it in order to proceed to the next stage of the project. This is realistic because we will work through it step by step making sure that we have done all that we can to cover all the stages in the plan. ✓✓

I have also made up my own list of aims and objectives to help me in the event management task, which I have included in Stage 2 of the Business Plan, below. ✓✓

*AO1.3 - B, Pt
aims + objectives*

2. Our customers needs and how these will be met

There are two types of customers. External customers are people who are from outside the organisation and in our case are Year 10 Business students and Year 12 Business and Travel and Tourism students. We chose both years to help us maximise the opportunity of getting enough numbers to ensure that this trip would be a success. ✓✓

AO4 Terms

Internal customers are those working within the organisation and in our case are the six Year 13 Travel and Tourism students.

AO4 Terms

Both types of customers have different needs and how these are met is discussed below: ✓✓

External customers

AO4 Terms

Our external customers are our target market of Year 12 and Year 10 students. We will meet their needs by taking them on the trip to Alton Towers so they are able to get an insight of the industry to help them in their coursework for their subjects and exams. We chose Alton Towers to meet our external customers' needs by making the trip fun as well as educational. We are meeting their needs by providing workshops on customer service to assist them in their forthcoming coursework. ✓✓

We will meet the needs of our external customers by giving them a resources pack which will help them on their trip to Alton towers. These packs will help them in their workshops and also finding their way around the park. We will make sure that they know where the customer services are, where the first aid centre is and the education centre is so they know where to go for their workshops. ✓

We will be meeting our external customers' need of fun because we all feel that we have chosen the right time of the year to go to the park as it is off peak and therefore hopefully there will be very little queues for our customers. If the customers (students) are able to get on a lot of sides this will make the trip very good value for money. ✓✓

Another need of our external customers is to be safe whilst they are at the park. We will make sure that they are safe on the coach by making sure that

AO1.3

they have their seatbelts on whilst on the coach, we will also make sure that they are safe they are seated in the coach and when we get back to school we will wait with the students to make sure they get home safe. We will make sure that this happens by using our contingency plan to predict problems that could occur and prevent them from happening. We will also ensure they are safe by giving them an emergency contact number list just in case something was to happen to one of the students they are able to contact us. We will also give them meeting points around the park so they are able to come and see us in case there is something wrong and for us to make sure they are having a good time. All of the students will be told to go to customer service in the case of the problem who then will also have a list of the staff and sixth form mobile numbers. By us showing them where the education centre is before they get to have time to themselves this is making them safe as they know where to go and aren't walking around the park getting lost.

Ab1.3 level of understanding of the Business Plan - Customers' needs

Internal customers

Internal customers are people within our group of organisers. We all have different needs but one we all need to meet is to work together efficiently so we are able to run the trip successfully and make sure we get a good portfolio for the Event Management unit.

We have to meet the needs of all the internal customers, which will be everyone in our group. We are meeting our needs by taking the younger years on the Alton Towers trip so we are able to complete our event management portfolio and achieve a good grade. We will be meeting our own needs by looking at the skills and qualities we want to develop and completing tasks that will strengthen our knowledge and skills so we will be able to use them in the future.

We also need to make sure that the group is safe around the park. We can do this by making sure we stay with each other and if not call each other often to see how we all are and if we are happy about how things are going. We also have to make sure that we are having fun when we are around the park but not make it so we are being selfish and forgetting what is really important and that's our external customers.

The first personal need that I hope to meet and achieve is getting a good grade. I would like to achieve a least a 'B' grade for this piece of coursework. By getting a good grade this will contribute to my overall final grade. This will be achievable if I stick to deadlines and work hard to complete every aspect of this coursework. I feel that this is a realistic aim as I am always able to hand my work in on time and get every section completed to the best of my ability. I know I will be able to do all my work to a good standard as I got an A in my Travel Destinations coursework last year. This aim is time specific as we have deadlines to follow when completing our coursework.

My second personal aim is to learn new skills such as literacy skills which will help me in the future. I want to improve this because I want to structure my sentences better so they make sense first time, this way I will be able to get a better grade. I will be able to make sure I complete this aim by reading over my written work to eliminate mistakes before I have to hand it in. This will be

measurable by my friends and teacher writing witness statements about me to see if I have improved on any of my skills when carrying out my role for the project. This will be achievable by looking at the types of skills I need which will help me in the future, like problem solving and doing a task will make me think on the spot and have to act quickly so I am able to achieve what needs to be done. ✓

My third aim is to develop my personal qualities; by improving these it will help with my confidence which will help me in other team work situations. Personality is the complex of all the attributes; behavioural, temperamental, emotional and mental, that characterizes a unique individual.

(wordnet.princeton.edu/perl/webwn)

I feel during this process I need to improve my confidence. I will need this when I am marketing the event to the younger years by going into their classes and promoting the trip. This will be measurable because when I am talking to people someone in my team can be evaluating my strengths and weaknesses so I can improve and develop them. This is a realistic aim because I will need to improve on this quality for the future. Another quality I want to improve is responsibility. I want to become more responsible and I think this will be possible because I have lots of jobs which I have to do to ensure that this trip is a success so my fellow team mates will be relying on me to make sure that we market the trip correctly to get the customers needed. I also want to be supportive towards my fellow team members so if they are having trouble with their jobs I can help them as much as I can to ensure they get it completed and give them support if they are emotionally unable to complete the job. If I improve these qualities it will help me when I am in a similar situation later on in life. ✓

As a team ✓

How the project will be marketed (techniques) and the type of materials used in the marketing process.

Marketing is techniques used to attract and persuade consumers to buy your product.

Source: www.motto.com/glossary.html

The types of techniques that we could use is visual marketing like posters and verbal marketing such as talks and public relations (PR) which we will be doing by going into assemblies and classes. The types of materials we will use are posters which will have lots of pictures on so it will draw audiences in. We will have to include all the relevant information so our customers know all that they need to know. We can't falsely advertise as this will make the product intangible. For the marketing to be successful we need to make sure the business plan contains appropriate pricing, promotion, place and product strategies. ✓

Our target market is Years 10 and 12; we have to advertise to them so our materials have to be appropriate to their age group. When we are designing our poster we will use the AIDA principle which means Attention, Interest, Desire and Action. Our marketing plan needs to contain the 4Ps which is Pricing, Promotion, Place and Product Strategies. We have to tell our customers that the price includes everything; transport, admission and ✓

insurance. Our promotion will be the posters around school and in the customers' classes. The place where the marketing will take place is in school so our customers are able to see our marketing and ask one of the team for further information if necessary. As our product strategy is an educational trip we need to inform our customers that they will have an hour's educational workshop which will benefit them when it comes to them to completing one of their coursework units.

10.4 Terms

We will be visiting classes to verbally market the trip; this is also known as Public Relations (PR). We will be particularly advertising the fact that the trip is during the off peak season where there will be small queues for big rides. We will also be promoting the workshops which will help them with their coursework; this is meeting our customers' needs. We showed the new Year 12s what they would be doing in the workshops and they are very eager to go as they know it will help them with their coursework.

10.4 Terms

We will be sending a letter home to the parents/carers and students telling them what the trip is about and the importance it will have on their child's growing knowledge of the subject they have to do for their coursework. The letter we are sending home will also include the cost of the trip and any other relevant information.

After the event has run we will give the students a questionnaire to complete. We will ask them if our marketing was successful enough and this will help us in our evaluation at the end of the trip.

10.3 Business Plan

4) Physical resources needed

We need to have all the resources to make sure that the trip will be a success. Examples of the resources needed are computers with the internet so we can do research, phone so we can call Alton Towers and the coach companies and photocopiers to copy letters to give to the students and parents. The other resources needed for the trip are the tickets and coach so we can actually go and get into Alton Towers.

Holly and Stacey have the role of physical resources. Holly is in charge of booking the tickets in advance so our customers won't have to wait around and then they can go into the park straight away. Stacey is going to book the coach so we are able to get there and ensure that we are all safe. When Holly books the tickets for entry she would also have to book the workshop tickets so they can go to the education centre and by getting the ticket in advance this will prevent waiting.

Me (Rachel) and Gemma will be writing the letters to the parents and students. This is to make sure they have permission to go and so they have all the information to go on the trip. We also need them to fill in the letters so that we can have all their details incase we need to contact their parents.

On the day of the trip we have to be well organised in order to make sure things run smoothly. We will need to have the registers with us to make sure that we mark off every student to make sure we are ready to go. We will also have clipboards to keep everything together whilst we are at the park.

We all are going to have a copy of emergency phone numbers in case we need to get hold of each other whilst in the park. We will also give the sheet with all the phone numbers in to customer service in Alton Towers just in case any of the students need to get hold of us or if there is an emergency. On the sheet will also be the teachers contact details in case we need to get hold of them in an emergency. ✓

5) Financial aspects of the project

For this section Holly was chosen to do this role. She has been chosen as we feel she will be able to take charge of the situation and she is confident when working with numbers. We chose the set price of £24 as we feel that this was cheap enough for the students to afford. We are aiming to break even for this trip so we need to be aware of numbers at all times to make sure we don't end up getting a loss. ✓

All the money that is handed in Holly will take it to the schools financial assistant Mrs Bird to look after and she will be continually liaising with her throughout the planning of the trip.

An expenditure sheet will be designed so we can monitor the income and the outgoings of the trip.

The start up funds for the advance payment of the tickets for Alton Towers *Abu Terms* would be paid by the school then we pay them back when we have received the money from the customers. The school would also pay for all the resources we used, which would be the phones, fax and printers. The anticipated expenditure of the overall costing of the printing of letters to parents and students is £2, the printing of the marketing posters would be £0.60 and the A3 colour map of Alton Towers would be £0.20. *Good Detail* For the phone calls the school has a business contract with Virgin Media (Telewest) and for a monthly tariff the school has free national phone calls so the cost of the calls made to Alton Towers would be free. The estimated prices for the tickets to Alton Towers would be £10 plus £1 for the workshops so overall would be £11. The coach company we have chosen is Eagle coaches and for a 47 seater coach this would be £525, but this would be paid once we have been on the trip. The customers would also have to pay insurance so if anything happened whilst on the trip they would be covered. This costs £0.15 each. We worked out that overall the cost of the trip would be £23.11 per person, this would cover every aspect of the trip. However we rounded this figure up to £24 so we had a contingency fund just in case there was a lack in numbers or we needed it for an emergency. I think that this is a good plan because if we didn't have this backup money we would have to pay for it out of our own pockets. ✓

Break even chart:

38 Students = £36 Loss

40 Students = £11 Loss

41 Students = £2 Profit (Minimum break even)

42 Students = £14.70 Profit

44 Students = £40.40 Profit

The above 3 examples are examples of a budget plan. I researched these as part of my feasibility study. We discussed everyone's findings as a group and we all agreed on using the simplest form as Holly felt she was more confident using it. The simplest one is below.

for contribution & planning

Receipts	Expenditure	Income
		Total Cost for 44 students at £24 pp
Admission	£440	
Insurance	£6.60	
Coach	£525	
Workshops	£44	
Total	£1015.60	£1056
Profit		£40.40

This is our cash flow chart which we have designed to see our total expenditure and our income. We also did some research into other cash flow diagrams to see the difference between the one that we have done and ones that other people have designed.

6) Staffing the Project

Having clear roles within our team is important for the trip to run smoothly and efficiently. It is also important so everyone can feel like they have contributed to making the trip a success and showing that they are reliable enough to complete tasks that they are set.

The makeup of our group is 6 girls who have all come from different schools in the Kingswood partnership. We all have different roles so the trip is run smoothly. The purpose of our team is to run a successful trip. Our team structure is informal as we are all friends and have been since the start of Year 12 when we all started the Travel and Tourism course. We have elected a leader however to take the lead in our group discussions to prevent possible arguing in the informal surroundings. We didn't do any team building activities as we already knew each other for a year before and because it was a small group we are already quite close to each other.

Certain factors were considered when we were choosing the roles for each individual, like how confident each person was at the certain role and what abilities they had and whether they were going to fulfil their role successfully.

Job/Roles	Responsibility	Reason
Marketing	Rachel and Amy	Amy and me have been chosen to do the marketing because I wanted to test myself to see if I could be creative and draw people in and Amy was chosen because she does media and she also wanted to test herself. ✓
Physical Resources	Holly and Stacey	Holly and Stacey were chosen to do this job because they both felt confident enough to liase with the various companies we looked at for our trip. ✓
Financial aspects	Holly	Holly wanted to do this job because she wanted to test herself with her maths skills. ✓
Staffing	Amber	Amber wanted to do this job as she was our team leader and she had spoken to the head teacher about the teachers that were going to go and she knew who we needed to have. ✓
Administration systems	Rachel and Gemma	I was chosen to be in charge of the administration because the rest of my team felt I was well organised and as I was always in lesson I was able to collect the information needed for the agendas and minutes. ✓
Project timescales	Rachel	I was chosen to do this job as I was considered to have a good judgement of what needed to be done and when and they trusted me with this. ✓
Legal aspects	Amy	Amy is doing this job because as she goes to Kingsfield school she knows the teachers more and the school rules also she would be able to hand in the forms before the deadlines as she was there. Therefore we all felt she would be the correct person to do this job. ✓
Contingency plans	Gemma	Gemma chose to do this job because she felt that she was able to think of problems that could occur and she felt she was able to think about what could be done to stop it from happening. ✓

102
contribution

102
contribution

102
contribution

Our teacher is acting as a supervisor throughout the planning stages and on the trip if there is an emergency and for guidance.

All the individual roles will be discussed in the next stage in greater detail. ✓

7) Administration systems

Our administration system is going to be human based and I (Rachel) Have been given the role as the main administrator. As a group we all decided to

keep a record of our meetings by writing agendas and minutes. The minutes will include all the important information covered in the meetings. We are also providing details of everything done in class in our own logbook. The logbooks would contain notes so if anyone is absent from the lesson they will be able to catch up and find out what they missed by looking in the logbook. This is a sign of good teamwork, as we would be helping each other catch up with preparation they have missed out on.

Gemma and I were in charge of writing the letters to parents and the students. As a group we all had a discussion about what important details needed to be contained in the letters. After making a note of this we composed a letter from a template, which included everything we needed.

As2 contribution to planning

8) Project Timescales

If our project is going to be successful we need to stick to deadlines. Often projects do run into problems because of maybe people being away or we are waiting for permission and approval.

Critical Path Analysis

Critical Path Analysis is a method of analysing logically the phasing of tasks in the implementation of a project.

(www.mos.gov.pl/mos/publikac/Raporty_opracowania/manual/glosry_1.html)

We are using this planning technique, as we will be able to see which key tasks need to be done and this way we are able to prioritise tasks and make sure that we are running on schedule.

Tasks	Staffing	Deadline	Actual date
Brainstorm possible event ideas	All	09/06/08	09/06/08
Year 10 & 12 trip to Alton Towers	All	09/06/08	09/06/08
Read the Unit 10 chapter from the text book	All	05/06/08	05/06/08
Read the Assessment criteria	All	09/06/08	09/06/08
Feasibility study	All	12/06/08	09/06/08
Preparation of the business plan	All	16/06/08	16/06/08
Market research with customers	Rachel and Amy		
Transport costs and booking	Stacey	26/06/08	19/06/08
Ticket and workshop costs and booking	Holly	26/06/06	23/06/06
Meeting with Finance Assistant to discuss all financial aspects	Holly	26/06/08	23/06/08
Total cost of the trip	Holly	26/06/08	23/06/08
Meeting with Head to confirm feasibility of the date	Amy & Amber	26/06/08	19/06/06
Marketing and letters to parents	Rachel, Gemma & Amy	08/09/08	23/06/08
Health and Safety forms	Amy & Holly	18/09/08	22/09/08

Risk Assessment and Contingency Plan	Gemma	18/09/08	Risk- 18/09/08 Contingency- 22/09/08
Additional marketing - student resources (including free school packed lunch), wet weather, spending money, itinerary	Holly and Stacey	25/09/08	2/10/08
Evaluation during the planning	All	24/07/08	23/06/08
Evaluation during the marketing	All	24/07/08	24/07/08
Evaluation of the event	All	20/10/08	22/09/08
Evaluation at the end	All	12/03/09	12/03/09

I feel that our deadlines are realistic and achievable as we have plenty of time to complete them. I am also in charge of the project timescales so at every meeting I will be talking to the group to make sure we are sticking to what support we need to provide to them to make sure they are achieved. *to 2 contribution*

Three dates are highlighted as these are the deadlines which we missed. These dates were missed due to members of the team being away therefore causing us to miss the deadline, but as you can see they were all missed by the smallest of margins. ✓

9) Legal Aspects

All the legal aspects of the trip had to be covered by someone who is trustworthy and responsible as it is very important to get it right otherwise we wouldn't be able to go on the trip. Therefore we gave the job to Amy as we felt she was able to complete all the forms before the deadlines so we could go on the trip. Because legal aspects are Amy's job she is going to be liaising with Mr Fowler who is the schools cover administrator and health and safety officer. She went to see him to see what forms needed to be filled out and if she had trouble filling them in he was there to give her assistance. ✓

As Holly and me have been to the park before we informed the rest of the group that there are security staff all around the park to help if there was a problem. We also told them that there are signposts around the park showing where important facilities are around the park such as where the customer services and first aid are. When we get to the park we will show all the students where these specific facilities are. When we get to the park we will also make sure customer services have our phone numbers in case they need to get hold of us if there was an emergency. ✓

As a group we all have to stick to the Data Protection Act of 1998. The Data Protection Act 1998 (DPA) is a United Kingdom Act of Parliament, which defines a legal basis for handling in the United Kingdom of information relating to people living within. It is the main/only piece of legislation that governs protection of personal data in the UK. Although the Act does not mention privacy, in practice it provides a way in which individuals can enforce the control of information about themselves. (http://en.wikipedia.org/wiki/Data_Protection_Act) *to 3 use of sources*

To make sure we stick to this legislation we have to make sure we don't share or display the student's parent's bank details from the cheques and we have to make sure we don't disclose their phone numbers and any information on the students if they have health problems. ✓

*A01.3 level
of understandi
g I+T
issues*

On the journey to the park we have to make sure we have everything in case of an emergency. Amy has spoken to Mrs Rees and she will be bringing a first aid kit for us. When we get to the park we will hand out maps to the students and show them where the important places in the park are before we take them there. Each of us in the group will have a special pack to take around with us in the park. This will include phone numbers, a register and the Alton Towers risk assessment, which Gemma has got for us. ✓

A02 contribution

Before we go on the trip we have checked if any of our customers have a disability. None of them do but if they did we would have made them aware that they are able to hire wheelchairs and inform them that there is a separate queuing system for them. ✓

10) Contingency plans

A Contingency plan is a plan devised for a specific situation when things could go wrong (en.wikipedia.org/wiki/Contingency_plan) We need a contingency plan so we can plan the course of action if a problem was to occur. We will do this planning to ensure that our customers will be safe and enjoy themselves.

As a team we came up with all the possible problems that could occur whilst we are at the park, and we wrote them down into our contingency plan and then we came up with the solutions we would have to go through to make sure that the problem is solved.

A02 Contribution to planning

Date/Hazard	Who may be harmed	Likelihood	Risk factors	Harm	Risk level	Control measures	Response
07.30 coach journey to Alton Towers	Driver and school party	Highly unlikely	Collision, breakdown or driver ill. Students travel sick	Harmful	Low	Driver to drive with due care and attention. Ask driver to announce health and safety policies. Everyone to fasten seat belts at all times. Travel sickness tablets and student to sit at the front with first aid kit and mobile phone to be carried.	Make uninjured safe, assist injured, call the emergency services, contact school and Alton Towers.
9.15 comfort stop at Service station	School party	Highly unlikely	Stranger danger, emergency evacuation, students not back on coach	Harmful	Low	Head counts on and off the coach. Teachers at point and sweep walking into services. 'Buddy' system. Identify emergency exits and fire assembly points on entrance. Departure time clearly stated and identify a safe area for disassembling students.	Walk away quickly, shout loudly if stranger follows. Never separate, find teacher, staff or call police
10.30 arrival at Alton Towers	School party	Highly unlikely	Students get lost	Harmful	Low	Students stay on coach until dismissed. Students lined up outside coach and follow lead teacher to entrance stiles. Lead teacher escorts to Customer Service and First Aid centre. Check staff have each other's contact number and students Emergency Contact sheet. Follow teachers instructions, show them where the education centre is on arrival, ratio students/teachers inline with policy.	Ask peers where/when they last saw the student, staff to do a 'sweep' of Alton Towers.
10.30-11.15 Educational	School party	Possible	Stranger danger, injured,	Harmful	Tolerable	Follow teacher's instructions, reinforce meeting at Customer Service and First Aid centre, seek Alton	Wait for 10 minutes, ask peers where/when they last

A03.3 feasibility study

workshop year 10 business.			frightened, sick, lost/separated from other students, students are late or don't turn up			Towers staff. Students to stay in groups. Be aware of fire/evacuation procedures. Make sure teachers are aware of any student medical issues. Also make sure all students are aware of the meeting point.	saw the student, staff to do a 'sweep' of Alton Towers
12.00-12.45 Educational workshop year 12 Travel and Tourism and Business.	School party	Possible	Stranger danger, injured, frightened, sick, lost/separated from other students, students are late or don't turn up	Harmful	Tolerable	Follow teacher's instructions, show them where the education centre is on arrival	Wait for 10 minutes, ask peers where/when they last saw the student, staff to do a 'sweep' of Alton Towers
16.30 coach departure from Alton Towers	School party	Possible	Students late or do not turn up	Harmful	Tolerable	Follow leader's instructions	
16.30 - 18.30 coach journey back to school	School party	Highly unlikely	Collision, breakdown, driver or passengers ill	Harmful	Tolerable	Driver to drive with due care and attention. Ask driver to announce health and safety policies. Everyone to fasten seat belts at all times. Travel sickness tablets and student to sit at the front	Make injured safe, assist injured, call emergency services, contact school who will contact parent/carer
18.30 coach arrival at Kingsfield School	School party	Possible	Student not picked up	Very harmful	Moderate	Students unable to get home. Teacher or team member waits with student until parent/guardian arrives	Teacher uses 'Emergency Contact' sheet to contact parent or drives them home

*A02 - You contributed to the
A03.3 Feasibility Study*

Evaluation

How the project will be reviewed and evaluated

To see if our project or trip was a success we need to evaluate it. We will be evaluating our team, individual and our personal performance by looking at our strengths and weaknesses and seeing how we can improve if we were to do the same thing again. We will also be looking to see if the goals we set ourselves at the start have been achieved. I will be evaluating both the planning and implementation stages of the project. To do this I will have to include all aspects such as; the way we used customer service not only for external customers but also internal, to see if the trip was enjoyable and good value for money, etc. The tools that we will use to evaluate our performance are SWOT analysis, look at our business plan, get witness/observation statements and give our customers questionnaires to see how they felt about our trip.

An excellent introduction which illustrates your understanding of the evaluation process ✓ A01.3

Evaluation of the teams performance

Working as a team is important for any task to be a success. If there is good group cohesion then this will ensure that the aims and objectives of the trip will be achieved. Working together as a team can be called working in synergy. Synergy means the term used to describe a situation where the final outcome of a system is greater than the sum of its parts.

(en.wikipedia.org/wiki/Synergy).

In brief it means by working together you get more done than when you work individually. The group worked synergistically because we all had different skills which complimented each other therefore enabling us to run a successful event. The project we ran relied on effective teamwork because if we didn't work together the trip wouldn't have worked. The development of the teamwork is an important part of this unit. Teamwork is also important to help in other situations you might come across in later life as you know how to act with people and share tasks equally.

Understanding of purpose ✓ A01.3

A model that is used in event management is Bruce Tuckman's 1965 Forming, Storming, Norming and Performing team development model. There are the 4 stages to his model each in relevance to team performance and working together effectively. I will be explaining each stage in the planning process. There is also a 5th stage which is adjourning and I will be looking at this in the implementation stage.

Planning process – Forming Stage 1

High dependence on leader for guidance and direction. Little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored. Members test tolerance of system and leader. Leader directs.

(<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>)

Our Team: We worked well as a team and knew each other because we had been in class together for the AS part of the course. We hadn't set ourselves specific roles as of yet because we were having many discussions and forming even better bonds with each other. No leader was allocated but our teacher did take charge of the situation until we allocated specific roles to each individual. This stage was quite short as we already knew each other before starting the event management.

Storming - Stage 2

Decisions don't come easily within group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader coaches.
(<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>)

Our Team: At this stage we still hadn't allocated roles. We individually carried out a feasibility study and then brought our ideas back as a group. Because we hadn't chosen a leader yet there was a lot of discussion involved but I feel that this discussion helped us to see who took the lead in the discussion therefore we were later able to allocate a leader. When doing the feasibility study there was little or even no arguments about where people wanted to go. We narrowed our options down to just three, which were; Drayton Manor, Alton Towers and Longleat. We all analysed which would be the most enjoyable and better value for money and we chose as a group to go to Alton Towers. This stage was quite long as we had lots of discussions and we didn't have a leader to take charge. Cliques had formed between Holly, Stacey and sometimes Gemma which did affect me by making me feel left out of conversations but not to a major extent. As we went to the same school Holly and I walked to Kingsfield school together. I felt I had spent more time with her in the past so expected for her to talk to me more in class. However, this was the opposite as her and Stacey had become very close after meeting in Year 12 at the start of the course so really by the time the A2 section came around and the event management coursework started I was used to it and formed bonds with other people in my class. This clique broke down after the students had left but if they hadn't I feel I would have to have had a talk with the chairperson at the time which was Amber or maybe even my teacher Miss Suart.

Norming - Stage 3

Agreement and consensus is largely forms among team, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and

develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. Leader facilitates and enables.

(<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>)

15
2000

In this stage we allocated our roles. We were able to do this effectively as a team because we had worked together before in class and by this stage we knew each others strengths and weaknesses. In class we had meetings twice a week where we had written agendas to cover to make sure we had done everything we had set out to do that lesson. There was some respect for our leader but we all showed each other respect as it's the friendly thing to do and this helps prevent any hostility in the team. In lesson we worked individually doing the jobs we were set and also working as a team to get everything organised for the trip. As a group we came up with our aims and objectives which we had to complete by the end. This was the longest section as we had lots of discussions about where to go on the trip, how much we were going to charge etc. We didn't engage in any team building exercises as we got to know each other well over the previous year. Amber and Stacey left during the planning stages therefore we had to re-assign roles to the rest of the group. This didn't set us back much as everyone was committed to getting the job done that they took on the roles that needed to be done. I think this illustrated how efficient and effective our team was as we were flexible and adaptable enough to quickly take on new roles and responsibilities without any difficulty.

I will evaluate stage 4 (performing) and stage 5 (adjourning) later on in the evaluation of the implementation of the event.

Another model that I am able to use to evaluate our teamwork is by Belbin. He said individuals had their own role within the group. I will be using his theory to evaluate what type of 'group player' each team member.

Ab4.3 Section

A table to explain Belbins roles within a Team:

<http://fredmba.blogspot.com/2008/11/leadership-team-management-belbins->

Overall	Belbin roles	Description
Doing / acting	Implementer	Well-organized and predictable. Takes basic ideas and makes them work in practice. Can be slow and inflexible
	Shaper	Lots of energy and action, challenging others to move forwards. Can be insensitive.
	Completer/Finisher	Reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. Can worry too much and not trust others.
Thinking / problem-solving	Plant	Solves difficult problems with original and creative ideas. Can be poor communicator and may ignore the details.
	Monitor/Evaluator	Sees the big picture. Thinks carefully and accurately about things. May lack energy or ability to inspire others.
	Specialist	Has expert knowledge/skills in key areas and will solve many problems here. Can be disinterested in all other areas.
People / feelings	Coordinator	Respected leader who helps everyone focus on their task. Can be seen as excessively controlling.
	Team worker	Cares for individuals and the team. Good listener and works to resolve social problems. Can have problems making difficult decisions.
	Resource/investigator	Explores new ideas and possibilities with energy and with others. Good net worker. Can be too optimistic and lose energy after the initial flush.

team.html

I will be discussing each person individually as part of a team and what I feel their role was in the team. Belbin thought that there needed to be a balance of roles in a team for teamwork to be success. ✓

Amber: I feel that Amber was the coordinator in the group because she was set as the leader and she was the most confident of the group and was able to talk to the group of us clearly and effectively. She made sure that everyone was on task but one problem with what Belbin suggested is that she wasn't excessively controlling; she let us get on with our tasks. This effected the group because she was able to take the lead when people weren't sure about what to say and if there were any problems. ✓

Amy: I feel that Amy was the plant in the group as she always had difficult tasks to do which involved a lot of paperwork, which she always did to the

A04
Evaluation

best of her ability. She didn't talk in the group much though as she worked better alone and there were bigger personalities in the group to compete with but she never ignored a detail which is something that Belbin said a plant would do. This helped the team because Amy did the jobs no one else wanted to do. It also helped the team because by her doing the paperwork we were able to run the trip successfully. ✓

Gemma: I think that Gemma was the team worker in the group as she was friends with everyone and always did the best for the team. She always listened to what everyone had to say. She however didn't have a problem making decisions as we always discussed things as a group. Gemma struggled greatly with trying to fill in the risk assessments and contingency models therefore Mr Fowler recommended a website which was easy to use to help her fill it in. This was www.safetyguru.co.uk. Every one in the team had a go on this website which helped her complete her task successfully. ✓

Ab2 contribution

Holly: I think that Holly was the monitor in the group as she was always making sure that the finance was up to order and working to the best of her ability to get things done correctly. She did sometimes lack energy when she was having a bad day, which sometimes affected the group, as she didn't contribute the same. ✓

Rachel (me): I think I was the completer in the group. I think this because I feel I always see things through to the end and make sure everything is done right as I feel I am sometimes a perfectionist and I always make sure everything is up to date. I also do worry about the problems that could have occurred and what could happen as this is the nature of my personality. The description that the completer doesn't trust others is sometimes true of me because if I feel that the rest of the team weren't interested in the task then it won't be done correctly and therefore be a problem for someone else to sort out. This could affect the team work by losing trust in each other because if they can't do a certain task they might not be made to do other tasks for fear of them not being able to complete it. ✓

Ab4.3

Stacey: I think Stacey was the investigator in the group as she did a fair bit of research into the coaches, which was her role. She was also always talking to everyone in the group, which could have had negative effect as her disruption could have taken people off the task and prevented them from completing it effectively. She did often lose energy when she was working and this lack of commitment caused her to leave. This affected the team because she sometimes distracted other team members causing teamwork to break down. ✓

Ab4.3

I will evaluate the individual roles in greater detail in a later section.

I have also done some research into another theory by Carron who believed that a group will bond if they have, "a collective identity, a sense of a shared purpose and a clear structure for communication". (Advanced P.E for OCR- By John Ireland)

✓ *Ab3 Research
e use of sources*

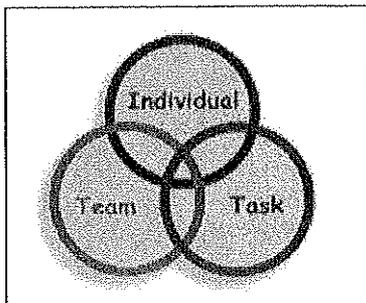
Ab4.3 evaluation

With all of these the group has greater strength and group cooperation, which he called group cohesion. Everyone in the team did have a shared purpose as we all wanted to run the trip to Alton Towers and we wanted to be successful. We also had a clear structure for communication as we had meetings every lesson with a set agenda so we knew what we were going to cover that lesson and everyone knew what they had to contribute.

Next in the evaluation we will be looking at Amber and Holly's leadership skills. I will be doing this by using Adair's leadership model. He came up with a theory that you need to balance task needs, the needs of the group and the needs of each individual if team work is going to be effective.

Adair's Leadership Model

www.adelard-steel.com



This is an example of his theory showing that if all these aspects are used then this will show that there is a good leader who will subsequently have a positive impact on team work.

I will be looking at Amber and Holly as leaders. Holly took over Ambers role on the 22nd September after Amber had left the sixth form. Holly was accepted as the leader by getting 3 votes where I got 2. I feel that

this was because of the social groups and Stacey and Gemma were swayed by Holly as they were closer. But I felt I would have been the better leader as I have always had 100% attendance and I make sure that everything is done so everything is up to date for the team.

Task Needs: I will firstly look at the task needs to see if Amber and Holly did what an effective leader should do. Amber always got the task done and made sure everyone was on task. She was able to do this because she understood the tasks that everyone had to do. Whereas Holly wasn't an effective leader at this point because she sometimes didn't understand the tasks that were needed to be done. Amber always stuck to the agendas and the plans set for the day and she always made sure that they were carried out for the benefit of the group. Whereas Holly went though the agendas but didn't really stick to it much because she was often side tracked and frequently came to the lesson not having completed her own tasks so she spent time on catching up rather than on leading the tasks which had to be done that day.

Group Needs: Now I will be looking at the group needs to evaluate whether Amber and Holly were effective leaders according to Adair's model. Amber always explained the task and made sure everyone understood where as Holly didn't really explain the task as sometimes she didn't understand it herself and because of Holly's lack of understanding she wasn't able to explain why the task was necessary even though all the group knew why we had to do it anyway. Holly was good however at making sure she praised

people for doing something right and getting their job done correctly. She also maintained harmony in the group as she was friends with everyone so she was always talking to people and making sure that everything was ok. Also if there was any tension in the group Holly made sure that it was sorted out by making light out of the situation. But her problem was that if she was having a bad day this caused her to show a lack of interest in other people which made the group suffer. The group always had discussions at the start and at the end of the lesson where we were all always involved in the decision making; even before a leader was elected we all had our say in where to go due to doing a feasibility study.

✓✓ Makes links with the Subject

Individual Needs: I will now evaluate how the leaders worked with individuals in making sure that they were happy and they all knew what to do. Both Holly and Amber made sure that everyone had been given the appropriate role in the group. They assigned the roles after a group discussion and a group agreement and making sure that people were happy with the roles that they had been given. Holly didn't really set a good example at times as she missed quite a few lessons which had a negative effect on the group especially when she had all the paper work which caused us to miss a deadline. She also 'mucked about' quite a lot as sometimes she was more interested in socialising than doing the task.

Another piece of research I had done is looking into styles of leadership by Fiedler. He identified two types of leadership in his contingency model. One was task oriented or autocratic leader and the other style was social or person-oriented leader, also known as a democratic leader. An autocratic leader is a person who makes all the decisions and is motivated to complete the task. This leadership style does not take into account the opinions of the group. The opposite is the democratic leader who shares all the decisions with the group and shares responsibility. This type of leader believes in talking to the group and is interested in developing personal relationships within the teams. They believe in giving tasks to individuals in order for them to work hard and develop unity and a common purpose.

✓✓ A02 contribution

✓✓ A04 terms

I feel that both Amber and Holly were democratic leaders and they liked to hear the opinions of others and therefore this made the team work harder as we were involved in the decision making process. Each individual had their own job to do therefore this made people feel as they weren't being led but working together as a team.

✓✓

A04.3 section

Team Evaluation

I feel, as a team we selected the correct event to meet our customers needs. We all had an input in where we would like to go during one of our group meetings on the feasibility study. As a team we chose to go to Alton Towers; we chose this because of the prices of the tickets and our previous experiences when individually we had visited the park before. I feel that we made the correct choice as all of our customers enjoyed themselves and so did our team.

✓✓

I also feel that we have achieved all our aims and objectives because our trip was a success. They were achieved as we all worked as hard as we could to make it a success and we worked well as a team overall. I think that we did meet the needs of our external and internal customers, as they were able to learn about the customer service of the park to help them with their coursework. This was meeting their need of learning about customer service. We also met the need of making them have an enjoyable time and made it good value for money. I also think that we as a group were polite to our customers so they had a good time in the park. To get the customers interested in the trip it had to be marketed. I feel that it was done to the best of our ability as no one in the group had marketing experience. I feel that it was done effectively because in the end we got a lot of interest therefore we made a profit overall. We originally worked it out so if we didn't get enough interest in our trip we had some backup money so we wouldn't have to cancel the trip. I think that the staffing worked well in our group, as our trip was a success. Each of us had an appropriate job to match our strengths. At moments people in the group did struggle completing their jobs but the whole team worked together to make sure that it was completed to meet the deadline, which was set. As we all helped each other out we met nearly all of our deadlines; there are a couple of exceptions when we did miss the deadline which was due to team members being away; I will evaluate this in a greater depth in the individual evaluation section later on.

✓
Each part
of the
Business Plan
(5 Rivalries)
A04.3

Communication is an important factor of teamwork as this way people know what to do to help the group and it also builds relationships between the team members. I think the communication in the group was good as we all had our roles and having meetings every lesson helped us communicate in a structured environment. I also think all of us worked with each other effectively because we knew each other for a year before we started event management, which meant we were already comfortable talking to each other. Our team was also polite to each other as well as being polite to the customers and everyone was cheerful although some team member did have their 'moments'. I will analyse this in the evaluation of individual's performance. Our group attendance varied week by week. Holly, Stacey and Amber had very poor attendance, which did affect our group at certain stages, and it also did cause us to miss a deadline which was getting the health and safety forms in on time which was Holly's job.

✓ (good)

✓ A04.3

I think our group's values and attitudes have changed because now we realise how much work is needed to make a trip a success. It is a very stressful time trying to get the money in on time to make sure that we get the tickets in advance. I also think our attitude has changed as a group because working together has brought us closer together as you have to have a lot of discussions and this gives each team member a better understanding of each other. I think members of the team have also become more trusting towards certain people, which will help them deal with different people later on in life. Doing the trip also built up members confidence like when we spoke as a group it helped us to talk more to bigger audiences.

✓ A04.3 value + attitude

A04.3 section

Implementation

Performing Stage 4

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. Leader delegates and oversees.

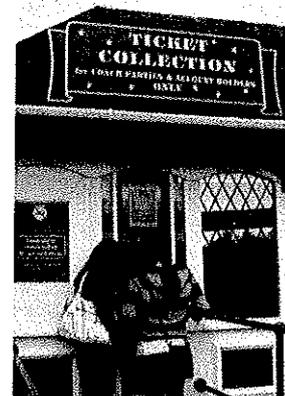
<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>

Our performing stage lasted for the whole day from meeting at the school at 7.30am till getting back to school at approx 7.45. During much of this time I feel that the team were at their weakest point because everyone went off to do their own thing with their individual social groups.

I didn't feel the start of the day got off to the best of starts as the team didn't greet the customers together as we all arrived at different stages. I had to step in at the beginning of the trip to take the start of the register because Holly wasn't there.

I feel the coach journey went very well as we decided as a group it would be better to spread ourselves around the coach to make sure we were able to control the students if there was any misbehaviour and also all the students would have a member of the group by them if they needed to ask any questions.

On arrival at Alton Towers me and Holly went off to collect the tickets: this is evidenced in the photo on the right. Whilst we were doing this Amy and Gemma stayed with the students



A3.3
use of
primary
same as
evidence

and brought them to the entrance when we had got the tickets. This is an example of how we did work well as a team and the prime reason for doing this was to keep the external customers warm on the coach. We made them follow us to the place where the workshops were being held to make sure they knew where they had to go. This again is an example of us performing well as a group. When it was time for the workshops we all met up so we could take the register and made sure everyone who needed to go was there. There was a problem however because when Holly did the register at school she had

marked off a student who didn't even come. Therefore there was a bit of a panic to find out where he was. We didn't however think fast enough to deal with this situation as we were not prepared for it therefore one of the staff on the day had to phone the school. After that incident none of us stayed for the educational workshop which now thinking about it was a bad move by the

team as it would have helped us to see if our customers were actually enjoying themselves whilst learning about customer service. If we were to do it again we would have to go into the workshop and make notes on if they looked interested and were participating enough to show they were paying attention. For the rest of the day we had all split up and Holly was late back to the coach which made us late back to school. A way we should have got around this is we should all have phoned each other at least half an hour before to make sure we all met up and went back to the coach together. When we got back to school we all stayed together making sure that every student got home safely. This showed our commitment and showed we cared about our customers and them getting home safely.

A04
Recommendation
A04
Recommendation
A04 values
+ attributes

At the end of the day I thought on the whole we worked well together to ensure that everyone had a good time. But thinking back now I think at certain times on the trip we were a bit selfish as we wanted to have fun for ourselves so we forgot about each other and the roles and responsibilities that we had to undertake. The only thing we really did as a team was when Holly and I went to collect the tickets and Gemma and Amy took charge bringing the students to the entrance.

If we were to do this trip again I would recommend that we should all have stayed together, if not that at least we stayed in contact with each other so we knew where we were at all times. I also think that we should have all participated in the workshop on the day so we could have seen if our customers were enjoying themselves and if it was helpful to them. I also feel that we should have been more prepared on the day for problems that could have occurred as when they did we weren't able to think on our feet fast enough to deal with the situation. A way we could have done this is go through our contingency plan together and see if there were any other things we could have gone through as a team and made sure we knew exactly what to do in the event of something going wrong.

A04
Recommendation
A04
Recommendation
A04.3 level of evaluation

Evaluation of Individuals Performance

Planning

In this stage I will be evaluating each individuals roles during each stage of the business plan.

Aims & Objectives

I feel that all our aims and objectives were realistic as we discussed them as a group. I believe that Holly and Stacey kept to the aim of keeping within budget, as they were always aware of the prices when they booked the tickets and coaches. Also, we had gone through the budget many times as a group to keep checking our maths was correct. We were very aware that it was a fine balance between coming out at a loss if we didn't get enough customers, breaking even and making a profit if we filled the coach.

A04.3 level
of understanding

I feel that Gemma was aware of satisfying the customers at all times because she had to think about them when she was writing the contingency plans so if a problem did occur she was able to sort it out and use the solution. I also feel

that because Amber was our leader during the planning stage she was making sure that we were fulfilling the assessment criteria. She did this in our meetings we had she asked how each of us was getting on and also it helped because I was doing the project timescales so we could see if everyone was on target. I think that I also helped out with this objective because my role was being in charge of the project timescales. So I feel at meetings I made people aware if we were sticking to our deadlines and making sure we were all following the stages of the business plan. In my opinion I feel that Amy had fulfilled the objective of working to the best of her ability. I think this because she had a very difficult role of doing the legal aspects and I think she really put in a lot of effort in completing the tasks. ✓

✓
A02
contribution

As a recommendation I think we should have referred back to our aims making sure that we were completing them as we were going on. That way we could have made sure that they have been completed. We should have spoken about them at our meetings to make sure we were sticking to them and to see if they had been completed.

A04
Recommendation

Other aims and objectives we set about achieving were the budget and health and safety, I will evaluate these in the separate business plan stages. ✓

My recommendation for improvement is that we talk about our aims and objectives every lesson and then we could see if we were completing them and what time we did and how we did it. ✓

Repeats A04

A04.3 evaluation

Recommendation

Customers needed being met

Meeting our customer's needs was a major part of our trip and I think that during the planning stage we did this successfully. I think Holly did a good job in meeting their needs when she booked the tickets for their workshops. This way it helps them to complete their coursework by getting all the information from the park about customer service. ✓

Gemma made sure that the customers were going to be safe around the park because of the risk assessment and contingency plan. She planned for all the events that could have happened so that way we had a plan of action to follow in case of an emergency. ✓

Holly and Stacey made all the trip possible by booking the tickets and coach; this way not only the external customers would be happy but also the internal customers would be because we were all going to have fun and get something out of the trip at the end. ✓

I think me and Amy marketed the trip well as when we advertised it we made sure that we mentioned that there was going to be workshops which will help them with their coursework and also we mentioned it was good value for money and that it is in off peak so they have fun. ✓

I believe that I contributed to meeting the internal customer's needs by making sure that we stuck to our deadlines so we could make the trip a success. ✓

A02
contribution

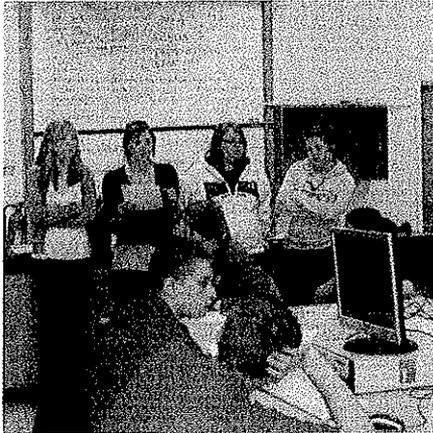
Gemma also gave us resource packs so in case of an emergency we know what we need to do. This was a useful thing for the internal customers as we needed this to know our roles of the day and also have the emergency contact numbers, which we need in case of an emergency. ✓

I will discuss my own needs as an internal customer when I evaluate my own performance. ✓

A04.3

Marketing

Marketing was the job of Amy and I. We designed a few posters and then linked our ideas together and came up with one overall poster. We stuck the posters around the sixth form area in Kingsfield; I think they were quite



effective as we got enough people to run the trip. We also gave a talk to the Year 10 (see picture on the left) and Year 12 (see picture below) classes, so we would make the trip appeal to them. We mentioned about it being off peak, which really appealed to our customers as we explained that because it is off peak there would be less queuing. We also sent the letters home to inform their parents on the trip and what it involves. We also explained about the importance of the trip on

their child's knowledge so they would be able to complete their coursework for their GCSE's. If we were going to do this part of the trip again however I think that it would have been better giving the job to people who felt more confident when it came to marketing. For example it could have been the job of Amber as she took business studies as an A Level and Marketing is one of the modules on that course so I think she would have had more knowledge when completing the tasks.



Physical Resources

I think that this was the easiest part of the business plan as we all supported each other getting the tasks done and they were all more tangible. The first physical resource that we needed was the posters to be printed to make people aware that there was a trip going on. We all worked together to get them up around the school in the appropriate areas. Another resource we needed was the letters to hand out to the pupils if they wanted to go on the trip. This was the job of Gemma and I. We took them up to the classroom of the students when we gave the presentation on the trip. The most important part of the physical resources was the tickets and the coach otherwise we wouldn't have been able to go on the trip. Holly showed a lot of confidence when she rang up Alton Towers, as she was quite nervous when getting a quote. This shows that she improved on a quality, as after this she was able to confidently ring up several times after to find out about the tickets and change over any details. Holly also wrote the register that we needed to take with us to the park so we can mark off the students for the register. Holly also wrote the list of contact numbers for the students in case we needed to get hold of them or their parents. Stacey showed confidence when doing her job of booking a coach because she rang up various companies to get quotes for a

A02 contribution

A04 Terms

A03.3 use
of sources

A04 Recommendation

A04.3
evaluate

coach. I think she was good at this role because she got to work closely with Holly who she became good friends with over the past year. I think though if this hadn't have been the case she might not have wanted to do the role and therefore someone else would have had to do it. ✓

Finance

Finance was the role of Holly and if I am being honest she did struggle a lot. ✓
She wanted to do the job to test her maths skills and to show she could be responsible. ✓ She was responsible to an extent when she collected the money from various customers but there was an incident where she didn't hand the money in, this happened when Gemma gave her the money to hand in from her friends from her school but Holly took it home with her instead. We all thought she handed it in but when we got the statement from the bursar we realised she didn't hand it in after all and it was a real struggle to get in contact with her but in the end she handed it in after talking to our teacher. ✓

A02 contribution

When it came to doing the maths we ended up doing the working out, as a group to relieve some of the pressure off of her as she was wasn't coping under the stress. I also had to help her fill in the spreadsheet of all the information. She needed this assistance otherwise she would have lost concentration and it possibly wouldn't even have got done.

A04.3

Very honest
& insightful
evaluation

If we were do to this again I think we would have to assign the role to someone who was more confident with maths and if not make sure Holly was comfortable with the amount of work she had and if she wanted any help offer it at all times not just step in at the end when we thought it was necessary. ✓

A04.3

Staffing

Staffing came down to a group decision when we were assigning roles. We all spoke about what jobs we wanted to do and why we wanted to do them. I think that allocation of the roles was good as the trip was a success but I think people did struggle with some of the work that they had to do. This was mainly Holly as she always needed assistance with the tasks she was set. The role of staffing went to Amber, as she was the leader of the group so she knew what teachers we had to ask to come and this gave her some control of the trip that she was in charge of. I think people were successful at their jobs if they knew what they had to do. It all depended if they felt at ease with the task they had to do. I think that Amy and I were successful at marketing the trip as we got all the customers we needed to make the trip a success. I also think that Amy was successful in doing her role in the legal aspects because if she didn't get all this in on time and up to date the trip wouldn't have been able to go ahead because we wouldn't have got the permission and insurance to take the pupils out of school.

True

A04.3

Administration

Administration was the job of Gemma and myself. We were the ones who were writing the letters to parents and students and also the agendas and minutes from the meeting we had in class. I think writing the agenda was a strength of mine as I always had them done on time and asked what was going to be said at the next meeting. The minutes were Gemmas job and she struggled to write them as they lacked enough detail and sometimes she ✓

A02 contribution

A04 Recommendation

didn't even write them. I think if we were to do this again then I would write the minutes and Gemma could have written the agendas, or I could have done them both because I would be able to add more detail and my minutes would have been a true reflection of what we discussed at each meeting. Gemma and I also wrote the letters to the parents and students to inform them on what the trip was, and to provide them with all the appropriate information. I think we were successful at doing this because we didn't get any questions from the customers about times or what to bring with them. I think that this shows that we provided all the correct information to our customers. ✓ A04.3

A02 contribution
True!

Project timescales

This was my role and I feel that the deadlines chosen were appropriate even if we did miss some due to absence. We discussed all of them as a group before we came to a final decision. I think this was a good way of doing it because that way I could listen to what people had to say and see how they felt about working to a specific date and talk to them during the process to see if they were on target. I will discuss this in detail when I evaluate my own performance later on. ✓

Legal aspects

Amy took up the main role of legal aspects and I feel personally she did a good job. She worked outside of her comfort zone, as she has never done anything like this before. She acted very responsibly and maturely throughout the planning stage and stayed calm when we were getting close to deadlines. Her job was to fill in the school visit forms so that we could leave the site. These forms needed a lot of detail on them so she had to be very knowledgeable of the trip and provide all the appropriate information. She was very thorough and asked the fellow team members for the information she needed and she made sure it was all up to date. She had lots of meetings with Mr Fowler to do with these SV forms, she went there to ask his advice on filling them in if she was stuck. I think this shows that she wasn't afraid to ask for help and she wanted to get it done right first time. She also went twice with Amber to see the Head teacher of Kingsfield school. I think this took a lot of courage as he was the person who decided whether the trip could go ahead or not. She obviously presented herself well and provided all the information because the head did give permission for the trip to run. ✓

I think that we all did our part as well when it came to this section as we stuck to the Data Protection Act of 1998 by not sharing our customer's details when they handed them in to us. This showed how all of us were sensitive and mature when dealing with other people's information. ✓ A04.3

Contingency plans

Gemma had the job of writing the risk assessment and the contingency plans but even though she wrote a good one she did struggle at the start. This is when we all stepped in and had a discussion on what problems could come up and the solutions that would follow. I think that if she was set to do this again she would have had to have a bit more time because she did struggle to keep to the deadline that was set and because she did miss some lessons. I also think she started this task too late so as a recommendation for improvement I think Gemma should have started the job earlier especially as

A02 contribution
A04 recommendation

she didn't have a great deal to do in the planning stage. Now that Gemma has left the sixth form to become an au pair in France, I think in hindsight she knew she was leaving us which is why I think she lacked commitment. This is where my values and attitudes have changed; I think honesty is so important in teamwork and I feel Gemma should have been honest enough to tell us that she was at least considering leaving the sixth form.

A04 Value
+ attitude

A04.3

I will now be looking at the individual's roles according to Belbin's model on page 29.

I feel that Amber was the Co-ordinator of the group. I think she is this because Amber was our chosen leader at the start of the planning stage. She helped everyone with their task and was very encouraging like a good leader should be. I think she was also a specialist. I think this because she had a lot of knowledge about certain roles and she helped people solve their problems as well as she could. But if she didn't know how to do something in one of the areas then she became very disinterested and just went on and did something else forgetting about the problems that some people had in the tasks they were doing.

I feel that Amy was the Plant of the group. I think she is this because she is a very individual person so she didn't talk much to the group at the start. As time went on however she did open up more. I think that Amy is also a Finisher as she has seen the task through until the end. She also made sure that everything to do with her job was completed and done correctly. I don't however think she worried about anything in particular as there was no need for her to as she has a very laid back nature and just goes with the flow.

A04.3

I feel that Gemma was the team worker of the group. I think she is this because she was friendly to everyone else in the group and she was a good listener. She did have a problem when it came to writing the contingency plan and had to get assistance from the rest of the group. I also believe Gemma was an Investigator as she had a lot of ideas but lacked something to put them into practice. I feel she also had a lot of energy and always had a smile on her face and this made others feel comfortable in her company. But if she didn't understand something she did however lose this energy and this is when people had to step in and help her with the job she was meant to do.

True!

A04.3

I feel that Holly was the monitor of the group. I think she is this because at times when she was in a bad mood she lacked some energy and therefore didn't complete the task to the high standard we would have been expecting. She did however think about a lot of things about the trip and sometimes she did a bit too much thinking which made her begin to worry about certain aspects. I think after Amber left and Holly became the new leader she became a Co-ordinator. Everyone did respect her as we were all friends and we worked together well as a team. However she didn't help people focus on their tasks because usually she was the one chatting to them distracting them. I don't think she was excessively controlling either as I don't think she wanted to seem bossy.

True!

A04.3

Excellent
Evaluation

I feel that I was the completer of the group. I think I am this because I have stuck through everything till the end, which is more than some of my fellow team members. I feel that I am a perfectionist and I have to get everything done right and on time so we didn't miss any deadlines. I also feel that I was a team worker within the group as I think I listened well to people in the group and I considered myself to be friends with everyone in the group. However I feel I don't fit into this classification all the way because I think I am able to make decisions by myself. I also feel I am a bit of an implementer because I am well organised and always came with the correct equipment needed for the lesson.

A043

I feel that Stacey was the investigator of the group. I think she is this because she did a lot of research when it came to looking at possible coach companies to use. She was a good communicator at times but she also had a temper on her so if something wasn't right or she was having a bad day she would stop working which was not helpful for the rest of the team. I also feel that Stacey was a Monitor as she did see the big picture throughout and she had easy tasks to do which she understood and did when she was told to. She didn't really inspire anyone to do anything as she often lacked energy when she wasn't doing anything. She did think carefully though about which coach company to use and which would be the best and most reliable company to use.

A043

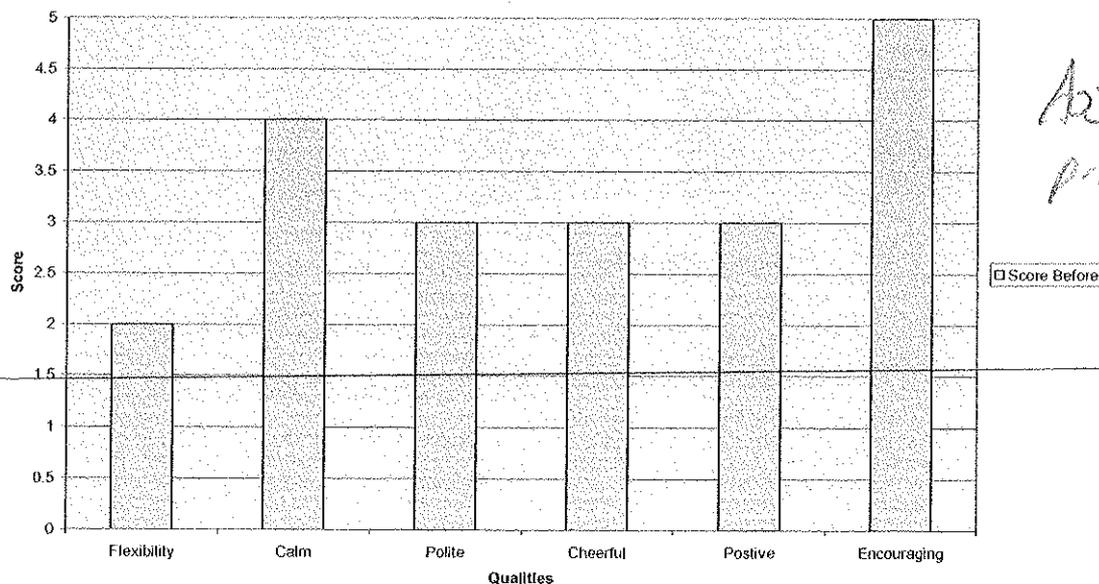
Individuals skills and qualities

For each individual I am going to be assessing 5 qualities out of a score of 5 to see which ones were their best and which ones they improved on after the planning stage. I have put my results into graphs.

Amber

During the planning process the quality that Amber had was she was very encouraging towards the rest of the group. She kept us all calm and made sure that we all knew what we were doing. This is why we chose her to be our leader. I can't measure her progress as she left the class.

A Graph to Show Amber's Qualities in the Planning Stage



A033 use of primary source

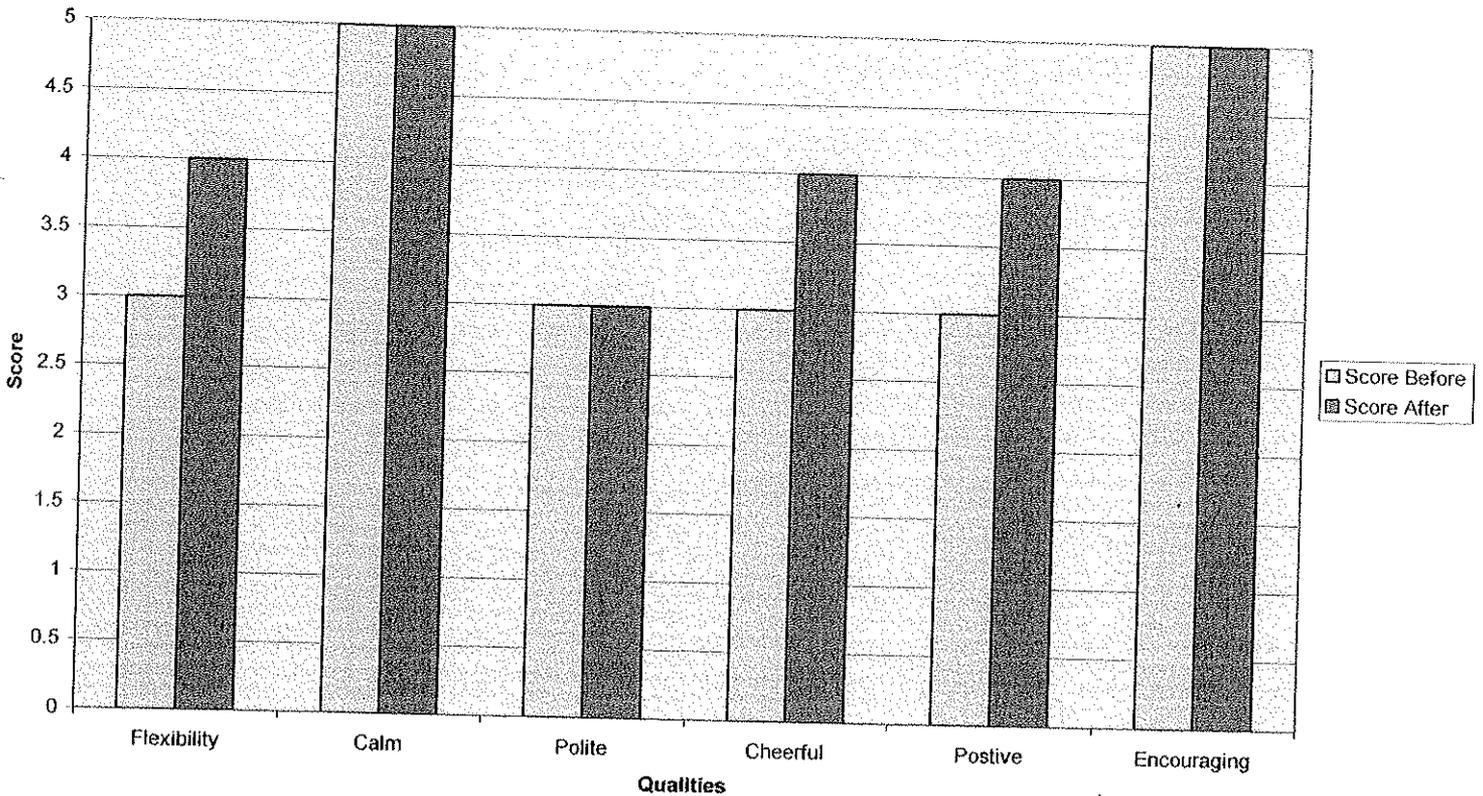
Amy

During the planning process the quality that Amy had was she was always calm. She never got aggravated when she was doing tasks and she never worried about when she got close to the deadlines. She proved to us all that she is a great worker who can withstand the pressure. I gave Amy a 3 for flexibility at the start as I felt at the time that she was only really interested in the job she had to do. As we went through the business plan I think she improved on this as she became more of a team player and didn't keep herself to herself any more. I think that she was always calm throughout the process as this is how she is naturally, it's in her nature and this I feel this helped the rest of the team to stay calm. I think that Amy was polite to everyone but because she sometimes stayed by herself she didn't have much interaction so it was hard to evaluate her politeness. Amy became more cheerful towards the end of the business plan as I think she felt a sense of achievement so she became happier and this also links with her being more positive as she felt good that things were all coming together. I feel that she was always encouraging and this helped the rest of the team because we all tried to support each other. ✓✓

A04.3

A04.3

A Graph to Show Amy's Qualities in the Planning Stage and After



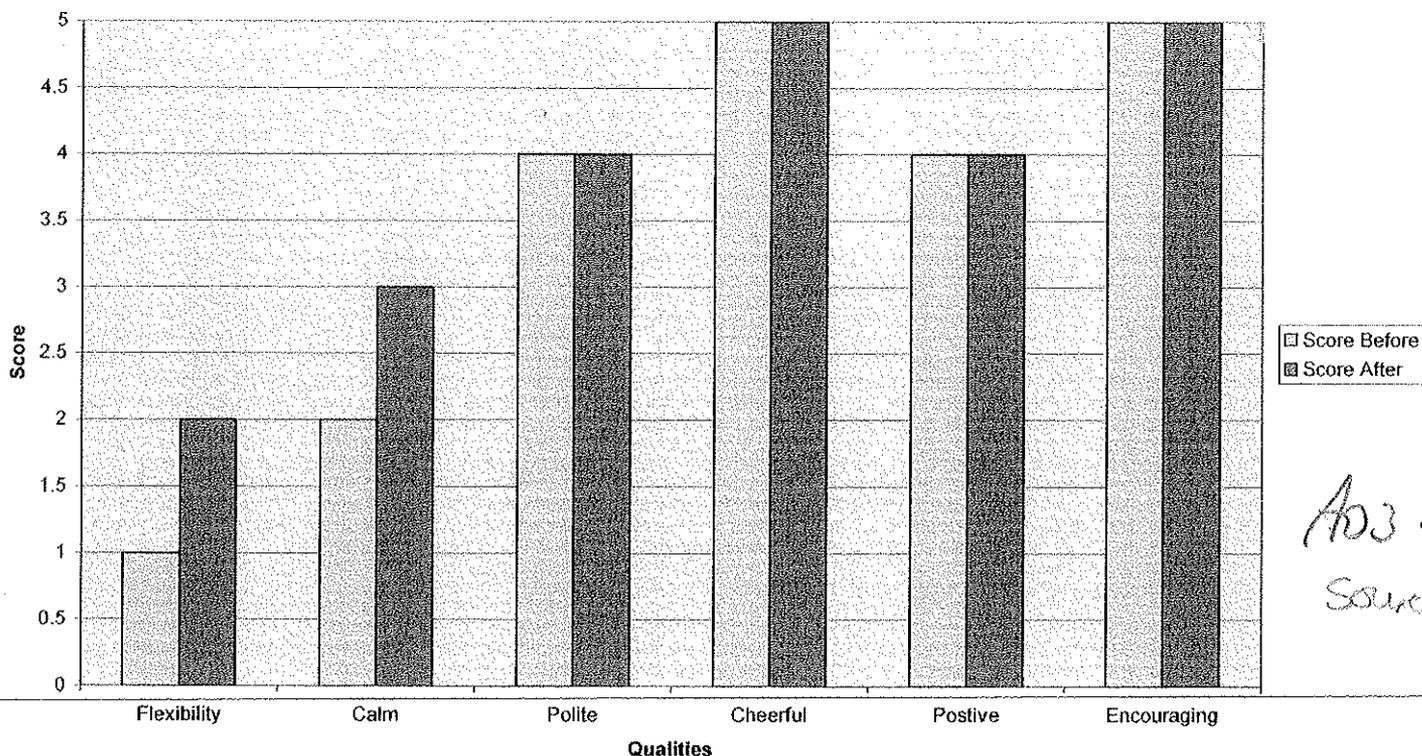
A03.3 source

Gemma

During the planning process the quality that Gemma had was that she was always cheerful which rubbed off onto the other group members. She always tried her best when it came to doing her jobs and she wasn't afraid to ask for help. I gave Gemma a score of flexibility of 1 at the start of the planning process as she didn't get all the work done she was set and I didn't understand why because she had the least jobs to do out of all of us. I gave her a 2 as she didn't improve and she had very poor commitment when it came to giving work to the rest of the group such as the minutes. I gave her a 2 at the start of the business plan of calmness as she did get worried if she couldn't do her task but this went up to a 3 because she realised she could ask for help which helped her stay calm because she knew the rest of the team were there to support her. She was always polite to everyone, the customers and fellow team members which was good because this way there were no problems between her and other members of the group. Cheerful is a 5 out of 5 as she always came into lesson with a smile on her face which made everyone else seem happy as well. She stayed as positive as she could be also made everyone else happy to be around her, she always looked on the bright side and this links to being encouraging as she was always nice and polite to her fellow team members and everyone enjoyed her company. It is, therefore, such a pity she left the sixth form to be an au pair, which goes to reinforce her positive qualities.

A04.3 excellent evaluation

A Graph to Show Gemma's Qualities in the Planning Stage and After



*A03.3
Source*

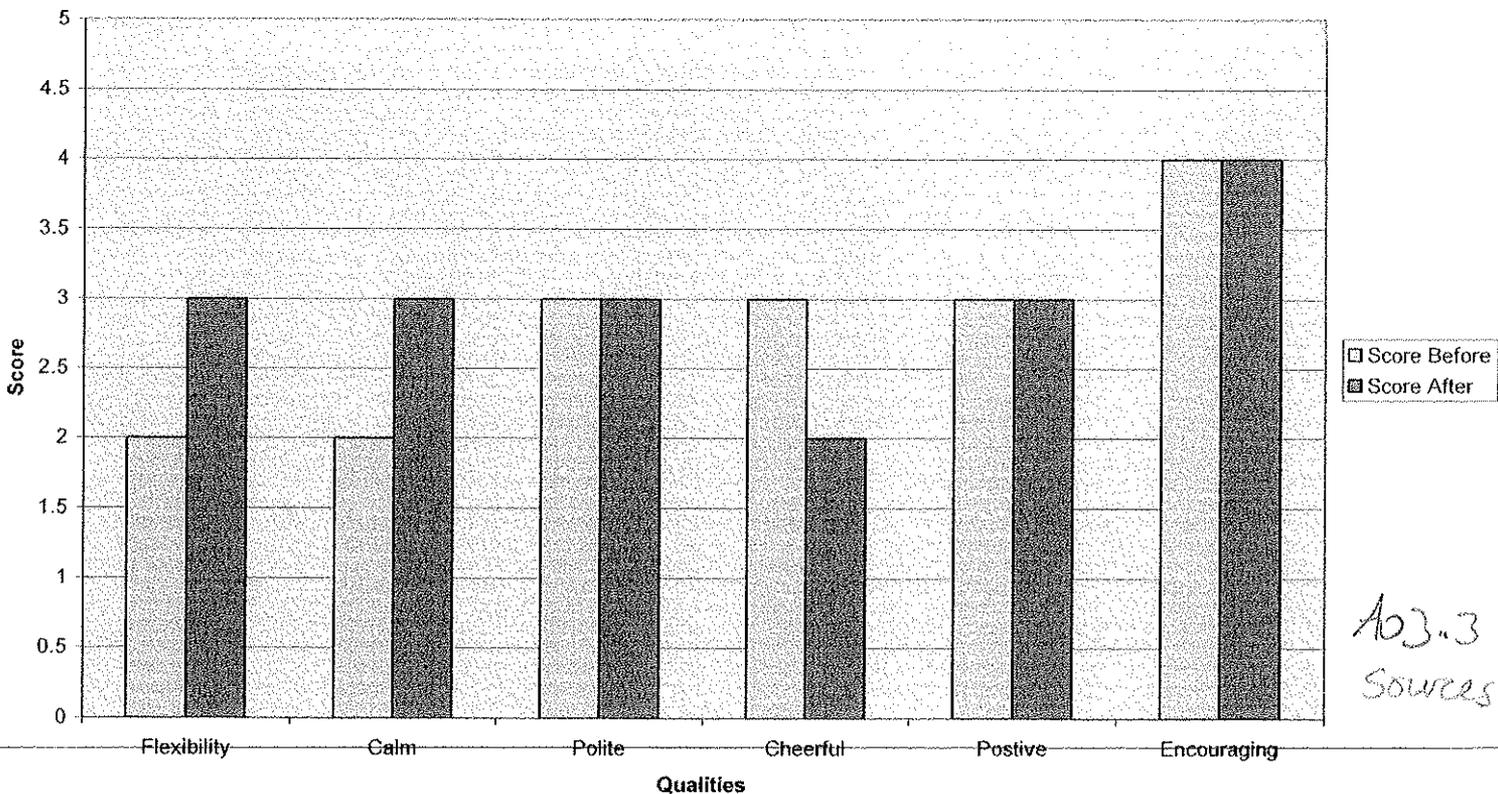
Holly

During the planning process the quality that Holly had was she was great when working with everyone in the group, as she was everyone's friend. This was good within the team as there was no hostility towards each other and we all got on which made the whole experience a lot easier and enjoyable because of this. I gave Holly a 2 for flexibility because I feel she didn't help as much with everyone's jobs as other people did as she was the one who needed help a lot of the time. At the end of the process I gave her a 3 as she didn't really improve much. I gave her a 2 for calm and it went up to a 3 at the end but I gave her a low score because she always worried about her jobs and if they were going to be done on time, even with the ones that we did well in advance she always worried about something. She was also quite polite but when she was in a bad mood this effected the group as it was sometimes a bad atmosphere and this also links with her being cheerful as this went down after the planning stage as she lost a lot of interest in the course and therefore wasn't as cheerful and positive as before so this did effect the group sometimes. I gave her a 4 for encouraging because when she was in a good mood she was very happy to talk to people and this made them feel more comfortable in the group and therefore this gave them the encouragement to get on with their work because they were in the right frame of mind.

True!

A04.3

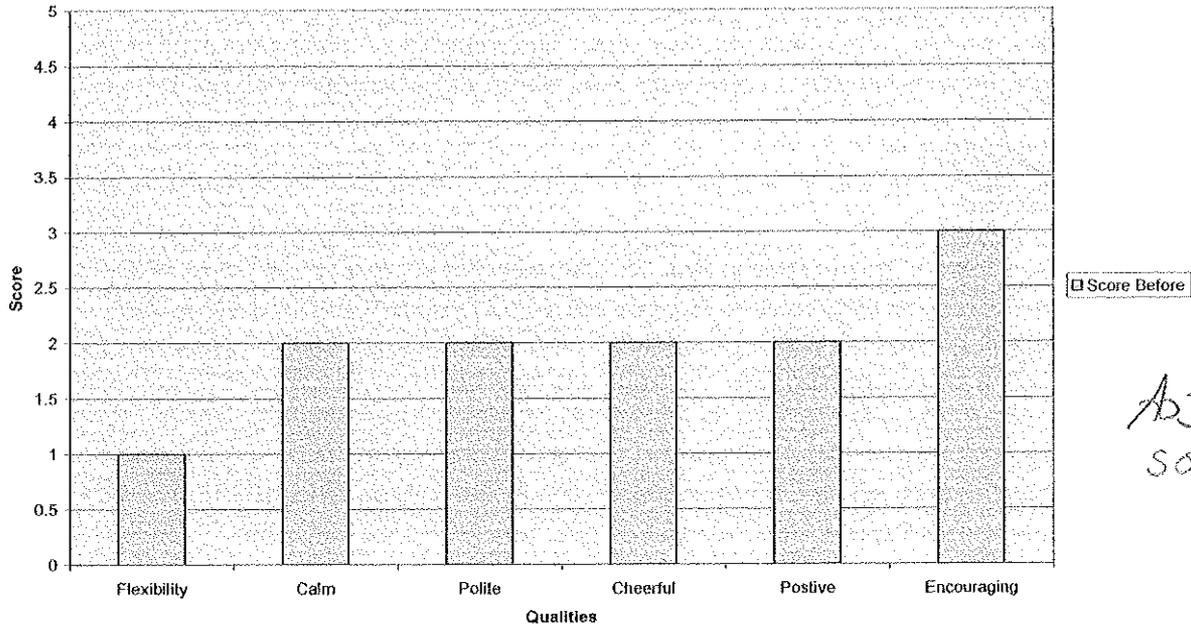
A Graph to Show Holly's Qualities in the Planning Stage and After



Stacey

During the planning process the quality that Stacey had was confidence. This showed when she was communicating with the various companies and when she was talking to us in the group. Her qualities didn't get better as she left the class.

A Graph to Show Stacey's Qualities in the Planning Stage



A03.3 sources

This table shows a tally of attendance:

Name	Attendance
Amber	7/9 Lessons = 78%. Left 22 nd September
Amy	18/20 Lessons = 96%. Due to educational field trip
Gemma	14/15 Lessons = 93%. Left 20 th October
Holly	13/15 Lessons = 87%. Left 27 th November
Rachel (Me)	20/20 Lessons = 100%
Stacey	7/10 Lessons = 70%. Left 2 nd October

A03.3 use of primary source

Due to some of the team member's attendance we did miss some of the deadlines. Because Amy and I have not left the course and we have been in a lot more lessons than the girls this shows our commitment and illustrates that we want to achieve a good grade by the end of the year. I was able to work out everybody's attendance due to our log books being up to date and neat and in chronological order. I think we all did a good job in writing up details in our log books. I think it was also good that when a team member was away they caught up by looking at the log book entry from the lessons missed and copied them up so they knew what was going on.

A04.3

During our group discussions we all worked well and showed real team work when listening to each other. When the group was bigger the bigger personalities spoke more so the less confident and tended to sit quietly and listen but contributed where necessary. I believe that as the group got smaller me and Amy began to open up more within the group and were more confident to speak and voice our opinions. This shows that me and Amy developed our confidence as we now aren't afraid to talk in large groups. ✓
I think that during the planning stage some people should have shown more commitment to the trip we were planning; because they were absent it was hard to get their opinions on what we had discussed during that lesson. ✓

A04.3

Implementation

Day of the trip

On the day we all knew what roles we had and what we had to do to make sure there were no delays and everything would run smoothly. I took the register before Holly turned up because she was late; when she arrived I gave her the half completed register and she completed the rest. We had discussed in class where we were going to sit on the coach and agreed on two of us at the back, two of us in the middle and the teachers at the front. This way we could keep an eye on our passengers making sure they keep their seat belts on. This also meant if a student had a question or a problem one of us would be near by. ✓

A02
contribution

Holly and Amy counted the students onto the coach and Gemma went up and down the coach after everyone was seated to make sure that they had their seatbelts on. When we were near the park Gemma gave a 'speech' on the coach. She said about times to meet and what was happening throughout the day. I feel she was very confident and she spoke clearly and gave all the appropriate information, which shows that she had good knowledge of the trip. She gave this talk in order for the students to know what's happening during the course of the day, which was one of our aims and objectives. ✓

A04.3
A good link

When we arrived me and Holly went to collect the tickets and Gemma and Amy stayed with the students. We kept them on the coach so they would be comfortable and safe in the warm. Amy and Gemma kept the group together when bringing them to the entrance and then Holly and I handed out the tickets making sure everyone had one. This showed we worked as a team in getting everyone to the entrance so they could enjoy their day. It also showed that we worked together efficiently as a team and it had been well planned from the start. ✓

A02 contribution

We had about an hour and a half to ourselves then we had to meet back at customer services for the educational workshop. When I arrived Amy had taken the register but there was a slight problem. When Holly had taken the register in the morning she marked off a student that didn't actually come on the trip! This shows that she lacked concentration in the morning and this was a real problem when it came to the workshops because we thought we lost somebody. A recommendation for improvement is that one of us should have taken the initiative to ring the school but we left it to one of the teachers who

A04
Recommendation

took over at this point. Really we should have resolved the problem ourselves. This showed our immaturity and perhaps laziness which I am now embarrassed about and as a result I have certainly changed my attitude. Next time we have to take control of the situation and show how mature we are by dealing with it as best as we can. After this me and the event management group went our separate ways and went around the park so we were spilt from each other. This was a sign of bad teamwork as we should have stuck together instead of going around in our social groups. I think this was bad because if we knew where everyone in the team was none of us would have been back late and we would have all looked like we were co-operating and getting along. We ended up like this because we were being selfish and just wanted to have fun and at that time we didn't really think of the customers.

A04.3
Value + attitude

A04
Recommendation
Very honest
A04.3

When it came to the end of the day I was the first one back to the coach and I started to take the register. More and more students came but there was no sign of my fellow team members. Gemma came back second and there was still no sign of Holly and Amy so she rang them both and found out Amy was on her way but Holly didn't even answer her phone. Amy was the third back and she apologised for being late, an obvious improvement Amy could make is keeping aware of the time. Holly was the latest back to the coach which showed us poor time keeping skills and didn't set a good example to the rest of our customers. When Gemma rang her she didn't even answer her phone at one point which was a serious breach of security and responsibility. A recommendation should have been that she made sure she had her phone on her and also be more aware of the time because as a result of her being late back made everyone else late. I counted the people on the coach and made sure they were wearing their seatbelts for their safety.

A02
Contribution

A04
Recommendation

A06
Recommendation

A02 Contribution

We had a stop off on the way back for a toilet break because one of the year 12s asked us to stop, but the break wasn't in our plan but we needed to meet our customers needs. Amy took charge of the situation counting the students off the coach and back on again. This shows that she was being calm and taking control of the situation and it showed that she was able to take control of the situation and make sure everyone was safe getting off the coach and on again.

Good link
A01.3

We got back to school and we all waited for the students to get a lift home. One pupil's parents weren't there to pick them up so we all waited around until he got picked up. This showed we care about the customer's safety and we all stayed as a team even when we needed to go ourselves. Holly even asked if she could go home and she didn't really care about the student, this shows that her quality of being caring and polite did not show as she was just thinking about herself the whole time.

~~My attitude towards Holly has changed after this trip because her coming back late to the coach showed to me really that she didn't care much about the role she had to play and I feel she didn't take it very seriously. I feel she was also selfish when we got back to school and she asked if she could go even though we had to wait for one the students to get picked up. The rest of the~~

A04 Values + attitude

A04.3 evaluation section

team waited but she thought that her getting home was more important than one of our customers safety.

Evaluation of my own performance

In this section I am going to be evaluating my personal performance during both the planning and implementation stage, looking at my strengths and weaknesses to see if I could improve if I was to do this task again.

I have classified myself according to Belbin's model of people's role within the group. The table is on page 29 of my coursework. I feel that I was the completer of the group. I think I am this because I have stuck through everything until the end, which is more than some of my fellow team members did. I feel that I am a perfectionist and I have to get everything done right and on time so we didn't miss any deadlines. It is important not to miss deadlines because if we did then the trip wouldn't have gone ahead and we wouldn't have been able to fulfil our assessment criteria. I also feel that I was a team worker within the group as I think I listened well to people in the group and I considered myself to be friends with everyone in the group. However I feel I don't fit into this classification all the way because I think I am able to make decisions by myself. I also feel I am a bit of an implementer because I am well organised and always came with the correct equipment needed for the lesson. I will give examples of the above categories as I evaluate my own performance.

Yes!

AB4 3

Planning Process

I will evaluate my performance (where relevant) at each stage of the business plan. I will be looking at what I did well and what I could improve on.

During the aims and objectives stage of the business plan I think that I didn't contribute as much as I would have liked. The aims were discussed as a group and because there was a few more people in the group I believe I stepped back a bit and let everyone else talk and I just agreed with what they came up with. However I did agree with all the aims and objectives that we came up with. The ones I had verbal input with were more for the internal customers like making sure we complete the assessment criteria. In order to improve, a recommendation for myself would be that I should have been more vocal back then so I would have got my opinions heard, because I had the confidence to do so. I think I was too happy letting others do the talking

AB4

Recommendation

When it came to talking about the internal and external customers I thought it was easier to think of the needs of the external customers rather than our personal needs. This was done as a group discussion as well but I feel that I was a bit more confident with this topic so therefore was able to talk more about what needs I think we should meet and how we should do it. I think I should have come up with more ideas about the internal customers even though I did come up with a few because it was just as important for us as it is for them.

A recommendation could be that we have to set ourselves a target of aims to meet so we would say come up with 5 needs to meet for external customers and 5 for internal customers. This way we would have made sure that everyone go an even amount and everyone was happy.

AB4

Recommendation

Marketing was the joint role of Amy and myself. I am glad that it was a joint role because that way we could share ideas and make one effective poster. I think that making the poster was a weakness of mine however because it was harder than I first thought. We had to include lots of detail and make sure it was eye catching to our potential customers. Looking back on the posters now I would have changed what they look like as I feel now it isn't as eye catching as we first believed. I think if I was to do this again I would carry out more market research and ask a certain group of people such as students in sixth form, what they like about the poster and what they don't; that way I could have taken the criticism and then improved to make a better poster. However the marketing must have been effective to an extent because we got enough customers to make the trip a success.

A04
Tems

A04
Recommendation

Another part of the marketing was talking to the classes about the trip. Neither me or Amy spoke to the Year 10 class because that was one of Holly's roles as she felt more confident talking to the group as there were people she knew in it. She also took charge of this situation because by this time she was the leader. I think I should have shown more confidence by doing the talk and not worrying about what would happen, then I would have been able to talk to the class and not been nervous. This would have improved my verbal communication skills which will always be an asset for a future job. Maybe I should have asked if I could have done some talking to the students and if so I could have been able to practice in class until I felt more confident speaking to a large audience.

A04
Recommendation

Administration systems was my favourite job as I thought this was an easy task and I was really enthusiastic when writing up the agendas and letters to parents. I felt whilst doing this job I was well organised as I always had the agendas for each meeting and printed them off ready to start the lesson. This shows that I was doing my role correctly and to the best of my ability and I am proud of myself for always getting it done on time. When Gemma left I took over doing the job of the minutes, from my witness statements I can see that my minutes were to a high standard and they had every relevant point in there.

Project timescales was another one of my jobs within the team. I think I did this role well as I listened to what my fellow team members had to say about when they felt comfortable completing their task by and if they were on target. I had to make sure we were sticking to deadlines and making sure that they were on target to being completed. As you can see from my log book every meeting we went over the deadlines to see where every person was and then marked off the dates of the tasks which were completed and if not set final deadlines which had to be stuck to. But unfortunately some of the deadlines I set weren't kept to and they were sometimes a week late. Even though it seemed like the health and safety forms were 3 days late this was actually over the weekend and really this meant that it was only 1 lesson late and this was because Holly had missed the lesson. The contingency plan was also 1 lesson late this was because Gemma was struggling a little bit with this so Amy stepped in and helped her. Finally the third deadline we missed was the

=

excellent

A04.3

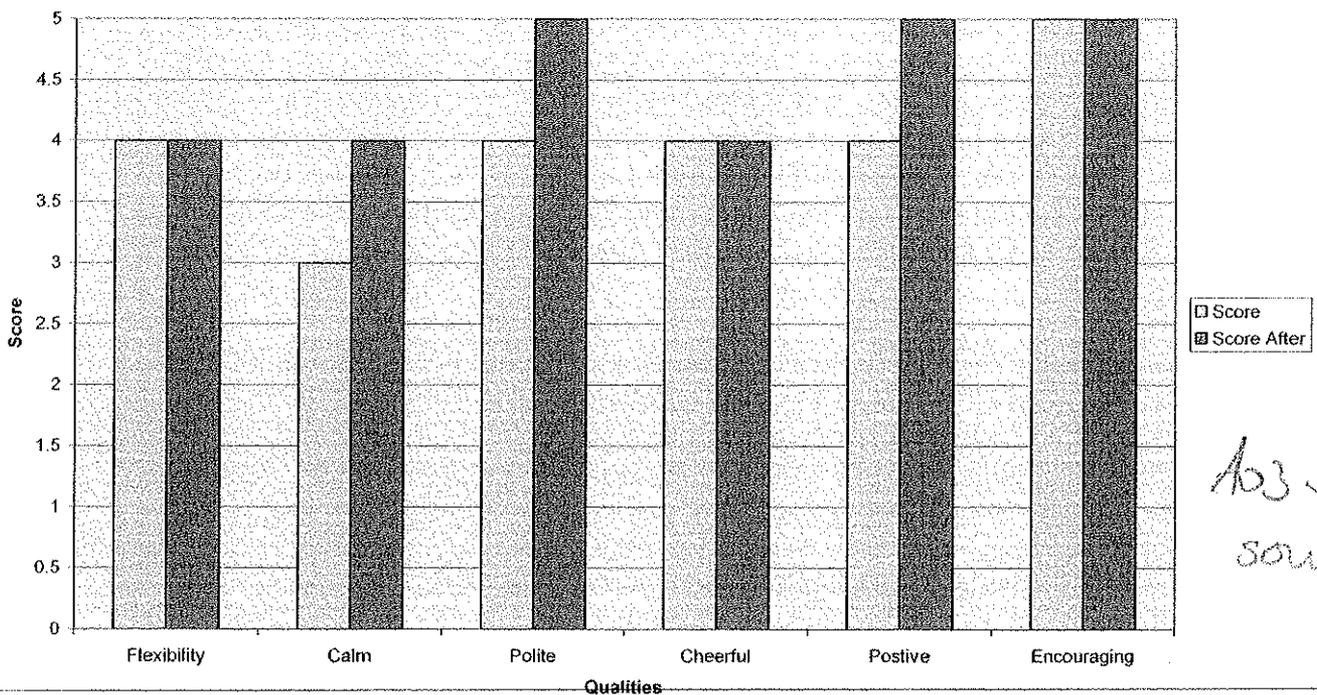
additional marketing which was a week late (2 lessons). I think that this was handing out the letter to the students about the day of the trip and all the final details they needed to be aware of. These letters were written well in advance but because of the lack of organisation we didn't get into the Year 10 lesson until the 2nd October. But this wasn't too detrimental to progress. From one of my witness statements you are able to see that I was unanimously nominated to take on this role as they felt I was well organised and have excellent time management skills.

Good
A04 3

I think my values and attitudes have changed after doing the Business Plan because I am now able to see that some of the jobs people had didn't suit their best skills because we missed some deadlines and we were aware when fellow team members asked for help with their jobs. For example, Holly not being able to do the finance as her job and Gemma not being able to cope very well with doing the contingency plans. It also showed me that some of the members of the team were very laid back in their approach and didn't really care about if they were sticking to the deadlines or not. It has changed my attitudes because my fellow team members chose to do these jobs because they wanted to improve their skills but really they weren't committed enough therefore couldn't be bothered so they didn't improve on anything. I now feel that when I come across people like this in life I should be more aware and make sure that they don't get given a major task to do because they will probably let you down you have to get to know someone a lot before you can trust them with tasks that are so important to you.

A04
Values +
Attitude

A Graph to Show Rachel's (me) Qualities in the Planning Stage and After



A03 3
sources

During the planning process I had a lot of positive qualities but I wasn't able to use some of them with some of my roles. I think that one of the qualities I had was I was polite to everyone. I think that me being polite helped the group because I was able to communicate effectively with everyone and was a good

listener. An example of when I showed these qualities was when we had the meetings during the planning stage I was able to listen to what everyone had to say and I didn't interrupt when any one spoke. This shows respect towards my team members. I gave myself a 4 for flexibility because I feel I helped my fellow team members with their jobs as much as I could as well as completing my own tasks. I think at the start of the planning stage I worried about whether I was going to get my tasks done and whether the trip would actually be a success. I think over time however I became more relaxed as I felt confident about completing the tasks successfully. I think that my politeness increased during the planning stage because I was polite to my fellow team members (the internal customers) and to our external customers. I think I came across as polite because I felt more confident in myself and with what I was doing. I gave myself 4 for cheerfulness as I feel I am a happy person; its just a natural quality which I possess. I also think I was quite encouraging as when I was helping people with their tasks I was kind towards them and made sure that they knew they were doing a good job. ✓

A04.3

I think that the quality I didn't possess at the time was confidence, which did hinder me when it came to group speaking. I feel that over time though I became more confident as I got to know everyone a lot more so it didn't have such a negative impact about what they thought about me. ✓

I think another quality I had improved on is being enthusiastic. I always came in with a smile on my face and I tried my best at all times to do the job I was given. I still however want to improve on some qualities such as staying positive and not worrying as this could make other people worry about things, which could affect the group. ✓

A04.3

The skill, which I feel I had at the start of the planning process, was working with others because this was a skill I had to develop when I worked in the 'Build a Bear' workshop during the Christmas period. My job was to help customers make their own bears and I had to interact with them at every stage of their bear making experience. I was able to listen to others and take instructions from my manager. I feel this helped me work well within a team which is good because that way if I was a good team player we got our work done much quicker which was important at this busy time of year.

Good work

I think as time went on my spoken communication improved within the group as I was able to talk more and I felt more at ease around my fellow teammates; this was because I felt more confident with the group. I think that there is proof of this in my witness statement from Ms Stuart as she said I worked well with others and I was always there to offer help and was very responsible. ✓

A04.3

My values and attitudes have changed about myself because I can see that I am able to learn new skills and improve on the ones I already have. In the past I think I both underestimated and under valued my own abilities. Now I know I am capable of achieving a lot more than I thought possible before the event. I also feel that I should be more confident in my self so I can open up more in the group. I would still like to improve on my problem solving as I think it is an important skill to have in life as that way you are able to think on your feet and react quickly to certain situations. This is another change in my ✓

Excellent

A04.3
Values +
attitudes

A04.3 evaluation section

attitude; from now on I will be prepared to voice my opinions from the beginning even if I feel I will make a fool of myself. I now feel that my opinions are worth expressing and I will in the future voice them early on. ✓

Good!

During the whole of the event management my attendance has been 100%. ✓ True!
This is because I want to get the work done and I really enjoy the subject as a whole. I would like to think that my log book is neat and has all the relevant information in it that I need. If any one was to refer back to it then it is easy to read and the date is clearly marked at the top of the page. I feel as time went on I became more and more confident sharing what I have done and discussing my progress. I still want to improve my decision-making because sometimes I can be indecisive. I think I am like this because I worry about what people might think of my decisions and maybe they might disagree with what I say and if they did I wouldn't be able to argue my point so I would just agree with them. ✓

AO4 Value +
attributes
AO4.3

Overall I feel that I completed all the tasks I was set to a high standard and they were done before the deadline. I was polite at all times throughout the planning stage to internal and external customers. I also feel that during this stage I was very supportive towards my fellow team members because when they were struggling at their tasks I assisted them, for example, I assisted Holly when she was completing the spreadsheet as she was unsure of how to lay the information out and I was there to dictate the information to her so she could write it out faster. I also feel I helped Holly understand what her task was as best as I could, and if I couldn't help then we would all discuss it as a class so everyone knew how to do the job. Sometimes however I feel that I didn't react quickly to people's problems, as I was too interested in what I had to do so didn't worry the same about other people jobs. An example of when I did this was when Gemma had difficulty with her role of filling in her contingency plans, she was struggling and we weren't aware of this until it was pointed out to us by our teacher. My attitude has changed towards this because I should have been more supportive if there was a problem because if any one was having a problem the team will end up having a problem later on if the task isn't done correctly. I knew in myself though when I had to ask for help and I wasn't afraid because I wanted to get the job done right first time and it also stopped me worrying if I asked a question. I recognise now how working as part of a team gets tasks done a lot faster as everyone is there to support each other and make sure that if there are any problems they are dealt with. There is proof of this in my witness statement from Ms Stuart as she said I was able to support my fellow team members in their roles, as she believed I became the unelected 'leader' of the group who helped everyone get on with their task. ✓

AO4 Value +
attributes

AO4.3

Implementation

In this section I will be looking at my personal performance during the day of the trip. I will be looking at the good points and the bad points to see where I can improve if I was to do it again. ✓

On the day of the trip I feel that I had my good points and my bad points.

When it came to the departure in the morning I was the first one of the team to

AO2 contribution

arrive so I took it into my own hands to take the register before Holly arrived. When she arrived I handed it over to her so she could complete the rest of her job. I took the initiative to do it before she came to save her time, now I feel however I should have kept on doing the register because that way I doubt we would have marked off somebody who didn't come on the trip. This demonstrates that Holly did a bad job because she wasn't concentrating and she should have done the register again to double check before we left. This would have stopped any confusion or worry water on in the park.

AO4
Recommendation

AO4.3

When we got to the park me and Holly went to the ticket office to collect the tickets. I handed out the tickets and maps when we arrived at the park and made sure everyone got through. We showed good customer service as we smiled and said when we were in the park to have a good day. We all also made sure that everyone understood what time that they had to be at the workshops.

AO2 contribution

When it came to the educational workshops I arrived slightly late, this was because I was on the other side of the park and I underestimated how long it would take me to walk back to the workshops. I should have stayed close to the workshops in the park, that way it wouldn't have taken me as long to walk back. Taking the register was Amy's job and mine and I should have been there to meet all the students but they have already arrived. In future I would have to keep an eye on the time to make sure I arrive on time. I feel bad looking back on my behaviour when it came to going to the workshops because we were able to go into them and we declined this opportunity. I think it would have given us a better insight to how our customers felt when they were in there and if they had enjoyed themselves. Next time I would attend the workshop myself and definitely recommend this to next years Year 13. I think my values and attitudes have changed now because I shouldn't have been thinking of myself having fun. It was a trip for the Year 10 and 12 students and I should have remembered that.

AO4
Recommendation

AO4 Values +
attitudes

AO4
Recommendation
Value + attitudes
AO4.3

When it came to the departure of the park I was the first person back to the coach so I ended up taking the register. I did this to help out my other team members to save time so it would be a quicker departure. I feel I did a good job when I was completing the register as everyone got marked off and I was able to do it efficiently and didn't get distracted. Unfortunately there were people late back to the coach so it wasn't as quick as I hoped. I also counted everyone on the coach and made sure that they all had their seatbelts on. This is fulfilling the aim and objective of meeting our external customers needs by ensuring they were safe on the coach.

AO2
contribution

Good link
AO4.3

When we arrived back to school we all waited for every person to be picked up. I feel that we all showed group co-operation as we all stayed together. However one person didn't get picked up until later so we waited for them to get picked up, even though Holly wanted to go home. My attitude towards this has changed because now I am more aware of the importance of safety issues of waiting for everyone to go home. This is because they are in our care until their parents come to pick them up so if anything happened whilst

AO4 Value +
attitudes

they went home without supervision I think that it would have been our fault because we didn't think about the dangers out there for a young teenager.

I think that my communication was good at the start of the day but when we got to the park all communication between the whole of the event management team was lost, as we all went our own ways with our friends. This was a bad idea and I now realise we should have stayed together so we all arrived at the workshops and the coach at the same time. I would *A04 Recommendation* recommend that we should have stayed together or at least rang up each other to see how things were going with each other. Therefore we would have all been aware of the situation each other were in and made sure that everyone was on time to everything.

I think that I stayed polite throughout the trip and this showed to our customers that we were under control and we were also having a good time. I think I also worked well with others on the trip, which made the trip a success. You can see proof of this in my witness statement from Mrs Rees as she wrote I was a 'mature, self contained and polite young woman who always smiled'. Another piece of evidence would be from Dan Hunt who went on the trip and he said yes to going on another trip with all of us organising. *Good use of evidence*

I think when it came to talking to the large groups I should have been thrown in at the deep end, this way I would have had to cope under real pressure and I could have overcome this weakness. *A04-3*

My values and attitudes have changed since the planning of the trip because I now see how tough it is to organise a trip and to make sure that all the students have a good time. We have to be aware of them at all times and I wish I had asked on the coach a few people whether they enjoyed themselves to show that we value their opinion. My attitude towards my fellow teammates have changed because I now see that the jobs they had during the day were too much responsibility for them to handle and they couldn't cope under the pressure. I also think that they didn't take some things seriously and in my eyes I think they shouldn't have been able to have the jobs they did because if they didn't get the help then it wouldn't have been completed and the trip probably wouldn't have been able to go ahead.

A043 evaluation
Section

Overall Evaluation

Now I will be evaluating the S.W.O.T analysis in greater detail to see whether we overcame any weaknesses and threats to ensure our event was successful.

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"> • Everyone in the team is familiar with each other and work well with each other. • There is a wide range of skills within the group. • We have timetabled lessons every week so everyone can get together • There is something for everyone and the park has over 8 thrill rides which means its ideal for students. • The cost of the trip is good value. • We can compare things to the successful trip last year. • Fulfils the assessment criteria • We are going in off peak season so there will be less queues and this gives everyone a chance to go on the rides. • The price of entrance is low so this could appeal to more people. • The trip has a unique selling point because it will be the only type of trip on offer to the classes as we are going to a workshop in a theme park. • As all teachers don't need any cover this will keep the schools teaching costs down. • It is easily accessible • The trip is educational and fun. • The same trip has been successful with Year 13's in the past. 	<ul style="list-style-type: none"> • Everyone goes to different schools in the partnership so if they aren't able to get to class this would cause meeting issues. • Not much relevant finance skills • Little marketing experience • People who decided they want to go in the first place drop out • If the team isn't motivated enough then there would be a loss of morale so this means team work may not be effective. • A member of the group may miss too many lessons causing us to fall behind in deadlines and preparations. • Partnership students have limited knowledge of Kingsfield school which is where we are taught. • Students may have visited before and may not be interested in being a repeat visitor. • Group does not gel and difference in opinions could cause conflict.
<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • To make good use of customer service skills gained last year • To gain a good grade in our coursework • Build knowledge of organising 	<ul style="list-style-type: none"> • Little interest in the trip • Trip may not be allowed to happen. • Weather could cause some rides to be shut.

A03.3 use of sources ✓

<p>events</p> <ul style="list-style-type: none"> • Being in control of a group of children • Improve coursework writing skills. • Improve communication with the younger years. • Educational workshops will help Year 10 and 12 students with their coursework. • Promote sixth form to younger students. • Help develop team work and individual skills and qualities. 	<ul style="list-style-type: none"> • Could be half term somewhere in the country so there will be a lot more people in the park. • Our target group may find the educational part of trip boring. • The fuel prices are high at the moment which means the coach prices could increase. • Traffic problems could cause delays. • Students maybe late arriving • Coach maybe late or not turn up.
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As a group we wrote the S.W.O.T analysis looking at our strengths.

After the trip I can say that all our strengths were realised. The strength of everyone in the team being familiar with each other and working well with each other was true because as we all knew each other. We knew each others strengths and weaknesses so it helped us in choosing appropriate roles for everyone making the trip a success. This also links into the other strength of having a wide range of skills in the group because this gave everyone appropriate jobs, so that every aspect of the business plan could be successfully implemented. Another strength we had was that we have timetabled lessons every week so everyone can get together, to discuss what is happening and how far we are getting. This how ever does link into a weakness but I will discuss that in the next paragraph. In my opinion I felt that the trip was good value for money as the entrance price into the park was low and also because it was off peak it appealed to our customers because there was less queuing when waiting for the rides. The strength of having something for everyone is also true because everyone had something there that they liked and suited their needs. The park was also easily accessible by the coach as it's a journey that is taken by companies every day so we knew that the route was going to be good enough to get to the park. The trip also had a unique selling point because they could have fun around the park but also learn something at the same time in the workshops. This links to the trip of being fun and educational as they learn for their courses whilst they are there. Another strength we had was all the teachers didn't have to get cover for their lessons which kept the school costs down because they didn't have to get a supply teacher. Overall because we made the best of all our strengths we were able to fulfil our assessment criteria to the best of our ability. Another strength was we were able to compare things to the successful trip run by Year 13's last year. This gave us confidence because if we knew that they could do it then we knew that we could too. ✓

Ab4 Terms

Ab4.3 evaluation 6001

In the weaknesses section we did overcome some of our weaknesses but some of them did we didn't. The ones in which we didn't successfully

overcome is if the team isn't motivated enough then there would be a loss of morale so this means team work may not be effective. I didn't think we overcame this because some people lacked commitment. Amber and Stacey leaving didn't really help morale because we ended up worrying about who would take over their jobs and I'm sure it made other team members think about leaving themselves, which did end up happening but luckily it was after the trip. Another weakness, which we didn't overcome, was a member of the group may miss too many lessons causing us to fall behind in deadlines and preparations. This did happen once because Holly was away. This caused us to miss the deadline of Health and Safety forms. All the other weaknesses I feel were overcome as everyone enjoyed themselves and the group worked well together successfully which made the trip a success. Another weaknesses we did overcome were that because everyone went to different schools which could cause meeting issues but it didn't at all as we always had timetabled lessons so we all knew when to be there for lessons. It also didn't seem to be a problem that the partnership students didn't know Kingsfield because we had Amy to help us get to know our way around so we felt more confident and knowledgeable about our surroundings. Another problem which we thought could happen was we wouldn't get enough interest in the trip because people might have been there before but this didn't seem too much of a problem because it was an excuse for our customers to get out of school! We also didn't have to worry about people who said they were going to come and didn't as this problem didn't occur so we didn't need to refund anyone. I think that even though we didn't have much marketing experience and not many finance skills this didn't hinder us too much as we all worked together as a team to get it done and this made the trip a success.

A04.3

I think we completed all the opportunities apart from one, which was to promote the sixth form to younger students. We didn't really do this because the majority of the students who came were in sixth form anyway. I feel that most of us except Holly didn't really communicate with the Year 10s, the reason Holly communicated with them more is because she knew them outside of school and she went around the park with them. I think the group did complete all the rest by improving their skills and they were able to gain knowledge of all the other aspects of organising a trip. By running this trip we were also able to gain a good grade in our coursework and for us to get a good grade we are able to improve on our coursework writing skills. We were also able to work on other individual skills and qualities throughout the running of the trip, which I have already evaluated. When we were at the park we were able to use the customer service skills we had gained last year whilst we were doing the customer service unit. We were also able to have control of a group of children, which could help us if we were to do it again and the Year 10s and 12s had a great opportunity at the park because they were able to get help with their coursework.

A04 connection to other units

We overcame nearly all of the threats. There were no real problems that occurred. We had a lot of interest in the trip, the weather was perfect so no rides were shut, the coach and pupils arrived on time to school, but some were late back at the end of the day and the park wasn't busy at all so everyone got a lot out of their money by going on the trip. We also felt that the

coach was a good price as well considering the price of petrol at the time so this didn't bring up the costs of the ticket, which was good for our customers. ✓
There was no traffic delays so we were on time departing and arriving at our destination. Obviously the trip was able to run and because it wasn't half term anywhere in the country the park was perfect; there were very little queues, which suited our customers, and our customers didn't find the educational part of the trip boring. ✓

Conclusion

Now I will be analysing Tuckman's 5 stage. This was added after the other four and I will be looking at it in the conclusion as it is the stage where the task has been completed and everyone has moved onto new things.

Adjourning - stage 5

Tuckman's fifth stage, Adjourning, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved. From an organizational perspective, recognition of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change. Feelings of insecurity would be natural for people with high 'steadiness' attributes (as regards the 'four temperaments' or DISC model) and with strong routine and empathy style (as regards the Benziger thinking styles model, right and left basal brain dominance).

(<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>)

Ab3.3
USE of sources

This stage does link in with our group as after the trip the group did break up and now there is only two of us. I think everyone after the event did feel good about how it went and was happy with what we had achieved. ✓

Evaluation on cost

I think as a group we all felt relieved when it was over, as we didn't have to worry about things that were going to happen. I also think we felt a sense of accomplishment because we had run the trip ourselves with minimal assistance and it showed to us that we are all organised and all good team workers and this reflected in the success of the trip. ✓

Ab4.3

I think personally I found the Marketing part of the trip the most difficult thing I had to do. I feel this is because I have never done it before so I didn't really know what our customers would like and how I could make the trip appeal to them. Personally I enjoyed working as a team and seeing the trip come together the most. This was because I was able to recognise my own achievement in contributing to the team and making the trip a success just made all the hard work worthwhile. ✓

Ab4 values + attitudes

I think from running the trip this time round I am able to come up with some things I would make sure wouldn't happen if we had to run the trip again. I would make sure that people who had particular roles felt comfortable in doing them and making sure that they always did it on time and understood the

A04 - Recommendation and Value + attitude

tasks they had to do. Another thing I would change is putting trust in people who lacked commitment. Some of the team members didn't get their jobs properly and needed help. I think this shows they weren't pushing themselves hard enough and they just gave up and the proof is there because after the trip the people who lacked commitment left the sixth form. I have also learnt a lot of new skills though, which would help me if we were to do it again. I think it has improved my confidence in talking to people I didn't know before and also talking to a group of people.

I think the advice I would give the Year 13s of next year is that try and choose roles you are comfortable with and you know that the rest of the team can rely on you to do a good job. I would also recommend that they give the job of finance to someone who that is really trustworthy because after having the trouble with Holly who didn't hand in some of the money this could be the vital funds for you to make the trip break even and not be a loss. If not maybe just hand the money to the teacher who can then hand it in to the bursar so there is no blaming for where the money goes and you are able to relax knowing that it is in safe hands.

Another recommendation I would give is double check the register when you get on the coach, that way you are able to double check everyone is there and this eliminates any mistakes before you get to the park. That way you are able to enjoy your day not worrying about someone who didn't even come on the trip.

Overall I feel that the trip was a success and our customers were pleased with the service we provided. I am glad that I had improved on some of my skills and this will help me in similar situations later on.

A04.3 Evaluation

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Primary Research

Ms Suart
Class notes
Log Book
Heinemann A2 Level Travel and Tourism Text Book

Appendices

Witness Statements
Log Book
SV Forms
Posters
Registers
Spread Sheets

Primary Research Questionnaire for our feasibility study

Our A2 Travel and Tourism group are going to be running a day's trip in the middle of October 2008 and we need to know what sort of activity you would be interested in.

These are the results from the 24 students in the Year 10 Business Studies GCSE class:

1. The following are activities we have researched; which would you prefer to go to?

Eden Project	0
Chessington World of Adventures, London	0
London Zoo	1
Alton Towers, Stafford	13
Pleasure Beach, Blackpool	0
Thorpe Park, London	5
Longleat, Wiltshire	0
Legoland, London	0
Bristol Zoo	1
Drayton Manor, Staffordshire	4
Oakwood, Wales	0
Madam Tussauds, London	0

2. The price varies for the activities; how much would you be willing to pay?

£20-£25	15
£25-£30	5
£30-£35	3
£35-£40	1
£40-£45	0
£45-£50	0

10/15/07

Alton Towers

Trip



Thursday 16th October
2008

Price: £24

**Open to Year 10 Business &
Year 12 Travel and Tourism and
Business classes**

**For any further details please contact
Amy Beacham Yr 13**

Risk Assessment for Year 10/12 AS/A2 Business and Travel and Tourism students to Alton Towers – 16/10/08

Date/Hazard	Who may be harmed	Likelihood	Risk factors	Harm	Risk level	Control measures	Response
07.30 coach journey to Alton Towers	Driver and school party	Highly unlikely	Collision, breakdown or driver ill. Students travel sick	Harmful	low	Driver to drive with due care and attention. Ask driver to announce health and safety policies. Everyone to fasten seat belts at all times. Travel sickness tablets and student to sit at the front with first aid kit and mobile phone to be carried.	Make uninjured safe, assist injured, call the emergency services, contact school and Alton Towers.
9.15 comfort stop at Service station	School party	Highly unlikely	Stranger danger, emergency evacuation, students not back on coach	Harmful	low	Head counts on and off the coach. Teachers at point and sweep walking into services. 'Buddy' system. Identify emergency exits and fire assembly points on entrance. Departure time clearly stated and identify a safe area for disembarking students.	Walk away quickly, shout loudly if stranger follows. Never separate, find teacher, staff or call police
10.30 arrival at Alton Towers	School party	Highly unlikely	Students get lost	Harmful	low	Students stay on coach until dismissed. Students lined up outside coach and follow lead teacher to entrance stiles. Lead teacher escorts to Customer Service and First Aid centre. Check staff have each other's contact number and students Emergency Contact sheet. Follow teacher's instructions, show them where the education centre is on arrival, ratio students/teachers inline with policy.	Ask peers where/when they last saw the student, staff to do a 'sweep' of AT
10.30 – 11.15 Educational workshop Year 10, Business.	School party	Possible	Stranger danger, injured, frightened, sick, lost/separated from other students, students are late or don't turn up.	Harmful	Tolerable	Follow teacher's instructions, reinforce meeting at Customer Service and First Aid centre, seek Alton Towers staff. Students to stay in groups. Be aware of fire/evacuation procedures. Make sure teachers are aware of any student medical issues. Also make sure all students are aware of the meeting point.	Wait for 10 minutes, ask peers where/when they last saw the student, staff to do a 'sweep' of AT
12.00-12.45 Educational Workshop Year 12 Travel and Tourism & Business.	School party	Possible	Stranger danger, injured, frightened, sick, lost/separated from other students, Students late or do not turn up	Harmful	Tolerable	Follow teacher's instructions, show them where the education centre is on arrival	Wait for 10 minutes, ask peers where/when they last saw the student, staff to do a 'sweep' of AT

16.30 coach departure from Alton Towers	School party	Possible	Students late or do not turn up.	Harmful	Tolerable	Follow leader's instructions	
15.30 – 18.30 coach journey back to school	School party	Highly unlikely	Collision, breakdown, driver or passengers ill	Harmful	Tolerable	Driver to drive with due care and attention. Ask driver to announce health and safety policies. Everyone to fasten seat belts at all times. Travel sickness tablets and student to sit at the front	Make injured safe, assist injured, call emergency services, contact school who will contact parent/carer
18.30 coach arrival at Kingsfield School	School party	Possible	Student not picked up	Very harmful	Moderate	Students unable to get home. Teacher waits with student until parent/guardian arrives	Teacher uses 'Emergency Contact' sheet to contact parent or drives them home

Contingency Plans

Problem	Proposed Solution
The coach does not turn up or is late	Stacey to phone the coach company. Holly.
A student does not turn up for the trip	Gemma to use the Emergency contact form and phone the student.
The coach breaks down	Keep the students entertained yet safe. Discuss with coach driver the likely length of delay.
A student is ill or injured	Stay as calm as possible. The medical information of the student needs to be checked. Take to the medical centre. Phone Ms Suart to ensure right action is being taken.
The weather is very cold or wet	Encourage students to have a hot drink if they are cold.
Students argue with each other or students from another school	Try to resolve the problem through talking. If the problem persists call Ms Suart.
Money is lost or stolen	Ask the student to retrace their steps. If it's not found to go to Customer Service/Lost property to see if it's been handed in. If necessary loan the student some money
A student does not turn up for the educational workshop	Gemma to wait outside for 10 minutes. If they don't turn up, call Ms Suart and we will do a 'sweep' of AT. If necessary, call Customer Service in the park.
A student is left at school on return and has no way of getting home	Make a phone call to the parent or a member of staff can take the student home.

FORM SV1 - To be filled in at least 6 weeks before event and passed to PLg

Date and duration of visit(s) 16th October 2008

Place Alton Towers Theme Park

Organising member of staff Year 13 Travel + Tourism Students, Supervisor

Proposed number of staff involved & their names [staffing will need to be finalised when exact numbers are known]	Anticipated cost for staffing:	None for
	Calculate costs as follows:	
	All day	£160
	am	£100
	pm	£ 60

Please enter details of timetable of staff involved in visit:

Staff Name:	Period	Staff Name:	Period	Staff Name:	Period
	1		1		1
	2	no cover	2	no cover	2
running the	3	needed	3	no cover	3
trip	4		4	free	4
Y12 who	5		5	free	5
are on the					
trip					

Total Number of pupils 47 Year Group(s) 10, 12 + 13

Mixed party yes/no Yes £10 Entrance

Approx. cost per pupil £24 - £1 workshop
£13 coach

[N.B. Don't forget to add Insurance cost:
15p per head (U.K.);
30p per head (European & Mediterranean areas);
50p per head (rest of the world)]

Purpose of visit GCSE (marketing) Business studies & A level (marketing for Business studies and customer service for T+T) Educational workshops
Give a brief outline of the programme [e.g. details of transport, events planned, time of departure, anticipated time of return]

7:30am with Eagles coach. Marketing workshops
10:30 - 11:15. Customer service workshop 12:00 - 12:45
Depart Alton Towers 4:30 pm - Expected time at 7:30 pm.

PLg:	SLn:	Approved by Governors:	Date:
------	------	------------------------	-------

Reply slip to be completed by PLg - Form SV1

To: _____

re: Visit/trip to _____ on _____

This visit has been approved	
This visit has NOT been approved	
Please prepare letter and have it checked by PLg before printing	
Please proceed by completing the attached Form SV2/3. Ensure you complete SV3 (for financial planning on reverse of SV2) as well as SV2 and then return to PLg, for further action, AT LEAST 21 CLEAR DAYS BEFORE DEPARTURE	
Please complete list of pupils attending by Tutor Group and with telephone numbers NB Where pupils are from different YEARS please complete on a separate blue sheet for each year, by Tutor Group [This is to speed up checking process in event of a fire.]	

SCHOOL VISIT: DETAILED PLANNING FORM SV2

On completion, return to TFr

Visit number:

Complete as much detail as possible before submitting the paperwork for authorisation.

If the visit is authorised, a copy will be returned to you to support your final planning.

1 - DESCRIPTION OF SCHOOL VISIT/EVENT

Type of Visit/event: (Local, residential, foreign, adventurous): Educational

Date(s) of visit: 16th October 2008 | Duration of Visit/event: 1 Day

Venue (please include full address and postcode): Alton Towers Resort, Alton, Staffordshire, ST10 4DB, England

Year Group/classes involved: Y10 + Y12 Business and Y12 Travel and Tourism + Y13 T+T

Estimated number of pupils to attend	<u>54</u>	Boys		Girls		TOTAL	<u>54</u>
--------------------------------------	-----------	------	--	-------	--	-------	-----------

Name of Visit Leader: Y13 (Ascart) | Total number of staff attending inc. leader: 3

Suggested additional staff (at least one male and one female for mixed gender groups):

(NB: Recommended ratios are: Non-residential, non-adventurous: 1 adult for every 20 pupils
Residential, foreign visits, adventurous activities: 1 adult for every 15 pupils)

2 - DETAILED ITINERARY

Time and place of departure:
7:30 am Kingsfield School

Time and place of return:
7:30 pm Kingsfield School

Transport arrangements:
Eagle Coaches

NB: You should check that any staff involved in transporting students are appropriately licensed and insured (eg: minibus licence) and give details above.

Organising company/agency (if any – give details of registration if applicable):

Details about accommodation (if applicable):

Recommended dress (give reasons if non-uniform):
Non-uniform - Uniform would be inappropriate for activities.

Details of programme of activities:
Marketing workshop 10:30am - 11:15am
Customer service workshop 12:00 - 12:45

3- COSTS PLEASE COMPLETE BUDGET FORM SV3

The budget should be drawn up to ensure the visit is cost neutral. The budget will be checked by JGf and must be approved before the visit is authorised.

4 - RISK ASSESSMENT

You should now complete an electronic risk assessment.
This is available on Safety Guru using the link: <http://www.safetyguru.co.uk/view2.asp?sid=5#>
Click on **Educational Visits** and the Risk Assessment will open. Complete details as appropriate to the trip. See TFr if you need additional advice.
When you have completed the assessment, save a copy and print a copy to attach to this form.

Authorisation

Headteacher:	Governors (for residential and adventurous activities):
Date:	Date:

SCHOOL VISIT BUDGET FORM SV3

VISIT ON 16/10/08
 H/T CON LOWER

Visit number: 03108

Please complete all parts of Section 1, giving details where appropriate and return with your SV2. Please note forms will not be processed unless they have a valid visit number.

1. Financially non-viable visits/events will not be allowed to proceed
2. Non-returnable expenditure e.g. Deposits, will be charged to relevant department, if the visit/event does not go ahead
3. Any shortfall in funding will be charged to relevant department. Any excess must be refunded, or paid into hardship
4. All money collected must be passed to Bursar at least 1 week before date of visit/event

Signed: (VISIT BEING MARKED BY AMY BENDON on 7/11) (Visit leader) ASU.

Section 1	Teacher in charge of visit/event to complete	£
1	Transport cost	545
2	Insurance costs per day UK 15p each (54 x 13 = 57) Europe & Mediterranean 30p each Rest of world 50p each	46 x 0.15 = 7.20
3	Additional costs (Fees, meals, accommodation, etc)	N/A
4	Other costs (Package deals etc)	N/A
5	Cover costs @ £170 per teacher per day (give details of the teachers requiring cover and number of lessons involved) MISS SUET () NO COVER MISS ALAN (1040) REQUIRE MISS REES	0
6	Total cost of visit/event	INC EXHIBIT? £1036.20
7	Number of pupils	44 54*
8	Charge per pupil (Box 6 + Box 7)	£24 for 20
9	How will money be collected? By HOLLY MAINE	
10	Source of funding	
	Parents £ 24	Capitation £
	Other (give details) £	

Bursar to complete: Budget Approved/Not Approved

Signature: _____ Date: _____

Section 2	Bursar to complete after trip	£
Total collected		
Shortfall/excess	Notes	

* HOLLY FOR 54

Bursar to keep a copy after authorisation.

Appendix 7

SCHOOL VISIT: AUTHORISATION & CHECKLIST SV4

TO: Alton Towers	
Re: Visit/Trip to Alton Towers on 16 th October 2008	
This visit has been <u>approved</u> not approved	Visit Number:

As well as the checklist below, you should also refer to your Risk Assessment (copy attached) and ensure all the identified measures are in place.

Planning Checklist	Completed (tick or N/A)
Insurance cover in place ;Advise JGf of details (Routine visits) TFR will action for Non –Routine visits	
Prepare letter for parents detailing: <ul style="list-style-type: none"> - educational aims - date & itinerary - dress code - costs - any additional key information - reply slip including request for information about medical and personal needs, dietary and allergies information and emergency contact number. 	
Letter to DOn for checking	
Issue letter	
Transport booked	
Tickets etc booked	
Passports	
Foreign currency	
Nominate link member of staff in school * Miss	
Pupil list with emergency details; copies to <ul style="list-style-type: none"> - office ✓ - TFR ✓ - nominated link member of staff ✓ * - attendance PSA if during school day ✓ 	
All staff advised of pupils missing session(s) ✓ * E-mailed contact list to staff.	
Arrangements for remaining pupils in place (see TFR/DOn) *	
Canteen informed of number of pupils absent * ✓	
First aid kit organised and appointed person for First Aid identified ✓ * M.D.	
Information about specific medical needs of individual pupils-see Student Health file Staff Resources. ✓ * all medical forms to be taken on trip.	
Mobile phone organised (book a cell phone or take own). Advise office of number * PE	33
Prepare resources/worksheets * provided by workshop sessions at Alton towers.	
Special arrangements notified to caretaker (eg: cars left on site) * ✓	
Briefing for pupils * See attached letter, plus gone into Y10+Y12 classes.	



College

Headteacher:

Deputy:

Bursar

IS15 4JT



2
R

**To: The Parents/Carers of Year 10 and Year 12 Business Studies and Travel and Tourism Students
Visit to Alton Towers – Thursday 16th October 2008**

Dear Parent/Carer

A trip has been arranged to Alton Towers for Thursday 16th October 2008. The purpose of the trip is to investigate Customer Service and Marketing activities at Alton Towers, together with a talk which has been arranged with the Education Officer to complement this. The talk will last one hour and the remainder of the day will be spent enjoying the park, whilst also observing the Marketing and Customer Service activities carried out at the park.

We will be leaving Kingsfield School by coach at 7.30am, returning at approximately 7.30 pm.

The cost of the trip will be £24.00, which includes admission, transport, the talk and insurance. In addition students will require a packed lunch, plus spending money for drinks/gifts etc. Any child entitled to a free school meal, please indicate below.

It is expected that all work missed will be caught up.

If your child wishes to attend this visit, please complete and return the reply slip to the Project Management Team by Monday 22nd September 2008 making any cheques payable to 'Kingsfield School' and endorsing the back of the cheque with your banker's number.

Yours sincerely

To: Project Management Team

Alton Towers – Thursday 16th October 2008

Pupil's Name: _____

Tutor Group: _____

- I would/would not like my child to take part in the above visit in October 2008
- I am able to contribute voluntarily to the cost and enclose £24.00 by way of full payment
- I would/would not like my child to receive their free school meal as a packed lunch

Any significant information:-

Medical Information
 Personal Information
 Dietary/Allergies Information
 Entitlement to a Free School Meal
 Student's Mobile Number
 Emergency Contact Number [Parent/Carer]

	YES	NO
Medical Information		
Personal Information		
Dietary/Allergies Information		
Entitlement to a Free School Meal		
Student's Mobile Number		
Emergency Contact Number [Parent/Carer]		

If yes, please state all relevant details below:-

Signed _____
 Parent/Carer

Date _____

- Please delete as appropriate



Year 10 and 12 Trip to Alton Towers – Thursday 16th October 2008

The following information will help you get the most out of your day at Alton Towers:

- The coach will depart at **7.30am**. Please register with Holly at 7.15 am, at the main school gate.
- We will leave Alton Towers at 4.30 pm. and plan to return to school at approximately 7.30 pm.
- You can either take a packed lunch or buy lunch at Alton Towers; the cost of food varies from approximately £5 for a burger type take-away to £10 for a main course in one of the restaurants
- You may wear suitable leisure clothes.
- Take warm and waterproof clothing depending on the weather.
- Some of the rides are guaranteed to get you wet so appropriate clothing will be needed!
- To help plan your day – please check the information Q Boards found around the park.
- If you don't want to wait around in queues all day then you are able to purchase a Fastrack ticket ranging from £6 to £18. The Fast track thrill ticket will allow you to get on Air, Nemesis, Oblivion and the flume.
- You can buy a photo of yourself or your group on many of the rides. These cost approximately £5 and we can arrange for these to be photocopied at school so you can share the cost between you.
- Bags and loose articles are not permitted on certain rides and, if left unattended, are left at the sole risk of the owner. There are lockers available for £1.
- When we arrive please remain seated on the coach. We will escort you into the park and take you to the Customer Services and Medical Centre. If you have a problem in the park and need to contact us, go to the Medical Centre and one of the Alton Towers staff will contact us on our mobiles and we will join you straight away.
- We will follow you to the Education Centre to make sure you know where to go for your workshop at the following times:
Marketing workshop at 10.30am – 11.15 am. - meet outside at 10.20am.
Customer Service workshop at 12.00 – 12.45 pm. - meet outside at 11.50am.
- Please meet us at the Customer Services centre at 4.15pm so we can count you before leaving the site.
- It is expected that any work missed will be caught up.

Thank you and have an enjoyable day

Year 13 Event Organiser

Student Observation Report

Rachel has been a valuable member of the group throughout the management of the event. She is extremely well organised and is able to take sophisticated ideas and make them work in practice. Rachel is able to see the 'big picture'; she thinks carefully and accurately about things and her ideas are respected by the rest of the group.

Although not the elected leader, Rachel took the role on board on several occasions, particularly if she saw someone had a problem; when she saw Holly was struggling to put the students details in the spreadsheet Rachel helped her by reading out all the details. This illustrates Rachel's ability to solve problems with sensitivity.

She has excellent knowledge/skills in ICT and used this to solve the problem of low numbers by co-produced a poster to put around the sixth form block to promote the event. This proved highly successful as numbers ended up being higher than anticipated and the group made a small profit.

Rachel also accompanied Holly in the PR marketing of the event by going into the Year 10 Business and 12 Travel and Tourism class to promote the trip and to remind them of the payment deadline. Along with Amy, Rachel also conducted the primary research questionnaire as part of the feasibility study.

Rachel also produced the parental permission letters and the information letter to students which she asked Amy to pass to the Head to ratify at one of her early meetings with him.

Rachel's other administration role was to prepare the agenda which she printed and gave to everyone every lesson. When Gemma left the sixth form Rachel offered to take over the role of writing and printing the minutes. She was always thoroughly prepared in this role.

Rachel's biggest responsibility was being in charge of the project timescale; the group quickly and unanimously elected her to carry out this responsibility because she is extremely well organised, has excellent time management skills and is quietly confident. Rachel carried out this task with great maturity and sensitivity and regularly asked for the group to sit down and go through the Critical Path Analysis. If anyone was in danger of failing to achieve the deadline set, she would ask what they needed to do to get back on track.

The fact that Rachel successfully carried out a role in virtually every stage of the business plan goes to demonstrate what an excellent team member she is; she had lots of energy and reliably sees things through to the end, ironing out the wrinkles and ensuring everything worked well. She became the unelected 'leader' who helped everyone focus on their task.

**Witness Statement
A2 Travel and Tourism
Event Management**

Name of candidate: _____

Role: Presenter/Organiser

Customer Types: Year 10 students

Situation: Promoting the Year 13 Event Management trip to Alton Towers

Performance

1 = Excellent

2 = Very Good

3 = Good

4 = Satisfactory

5 = Poor

Skill	Level 1	Level 2	Level 3	Level 4	Level 5
Personal presentation		/			
Appropriate language		/			
Clear communication			/		
Body language			/		
Listening skills		/			
Self-confidence			/		
Knowledge			/		
Gaining customer confidence		/			
Initiative			/		

General Comments

The team held the interest of the students and presented the trip in a way that was appealing to the students.

Signature: CAH

Witness title: Business Teacher

Date: 8 September 2008

Observation report and witness statement on the implementation of the event

Name of candidate:

Details of the situation: The actual event – Alton Towers on October 16th 2008

Assessor's comments on performance:

On the morning of the event Rachel was the first to arrive at school at 7.30am. Holly, who role it was to take the register, was late so using her own initiative Rachel took it upon herself to take the register so that the students could get in the warm of the coach. Despite the early hours, Rachel was cheerful and smiled at everyone as she registered them.

Because Holly lacks independence she was insecure about collecting the tickets by herself so Rachel offered to go with her to the ticket office on arrival to Alton Towers. This shows that Rachel is a sensitive, flexible and supportive student who stepped in to help a member of the team.

Holly was late returning to the coach at the end of the day so again Rachel used her initiative and took the register and liaised with Amy who was the other organiser who was on time. Rachel also followed health and safety procedures by checking that everyone had done their seat belts up.

At the end of the event, Rachel with the whole team remained at school until all the students had been picked up.

The only disappointment in the whole of Rachel's performance in the planning and implementation stages was that she (along with the whole team) decided not to attend the educational workshop; this was not like her and it is something she deeply regrets.

A _____ rt

Signature of Assessor:



Date: 22nd October 2008

Everybody will achieve their personal best and enjoy the experience



Specialist Schools and Academies Trust



Healthy School



INVESTOR IN PEOPLE



Kingwood Partnership



University of BRISTOL

**Witness Statement
A2 Travel and Tourism
Event Management**

Name of candidate:

Situation: Alton Towers Trip 16th October 2008

Performance

1 = Excellent

2 = Very Good

3 = Good

4 = Satisfactory

5 = Poor

Skill	Level 1	Level 2	Level 3	Level 4	Level 5
Appropriate language		✓			
Clear communication		✓			
Body language		✓			
Listening skills		✓			
Self-confidence		✓			
Knowledge		✓			
Gaining customer confidence		✓			
Initiative		✓			

General Comments

Well Done, on the organisation of Alton Towers trip for Year 10 students. You clearly communicated/presented trip info, collected money and organised the day which enabled them to gain an understanding of customer service used at the park.

Signature: 

Witness title: _____

Date: 5/3/09

25/10/08 **Witness statement for**

Although I had not come across Rachel before the trip I had been asked by the Travel and Tourism teacher to supervise the four girls organising the event.

Rachel was a quietly confident team player who stood in for some of her team mates during the registration of the students. She regularly asked if everything was ok and she appeared to be aware of everything that was going on.

Rachel came across as being a mature, self contained and polite young woman who always smiled!

Teaching Assistant

Year 12 Evaluation Questionnaire

Name:

Question	Response and explanation
1. Did you feel that the promotional information you received was sufficient or was there any other information you needed at any time?	I thought I was given all the information I needed and the event was promoted well which made me want to go on the trip. I like the information Rachel gave us about it being low season which meant we would get to experience lots of rides
2. Did you have all the right resources you needed?	Yes Gemma gave us rubbish bags for the coach and Holly gave us clips boards and a pencil for the customer service workshop.
3. Did you find the organisers dealt with you politely?	Yes they did when ever we met them. Rachel was very polite and friendly when she came to talk to us in the classroom. Amy was very polite and friendly when she registered us and when both her and Gemma checked our seat belts were on.
4. Did you feel the team worked well together and if so, explain how	The team seemed to work very well together. They were always together, smiling and talking to each other
5. Did the team react quickly and confidently to any problems that arose?	There weren't any real problems but I felt confident in going to them if I had a problem
6. Did you feel in safe hands with the organisers?	Yes as Gemma was very clear about the dry and use of the coach facilities
7. Did you feel you were given enough time to raise money for the event?	We were given 2-3 weeks to get the money in which was ok for me.
8. Did you feel the Customer Service workshop will help you with your AS work?	It was really good value and I enjoyed it and I made lots of notes. Some of my notes I will be able to use in my customer service course work.
9. Did you enjoy the event and if so what in particular did you enjoy?	I really enjoyed the whole day. It was good being with my friends, the workshop was good and we got to go on loads of rides
10. Would you go on another event with the same organisers?	Yes

Agenda

Appendices 17

Meeting to be held on Thursday 19th June at 2.15pm in the library.

1. Confirmation for agreement of trip from the head teacher and year group. Dates, health & safety. ✓
still ~~the~~ 2nd confirmation meeting
2. Date of Trip ~~16th 10/08~~
3. Cost of Trip £10
15p insurance £1 - WORKSHOP.
4. How the trip will be Marketed *POSTERS*
5. Supervision of the trip
6. A.O.B

Minutes of Meeting

Thursday 19th June, 1.15pm in the library

Those Present: All Present

1. Confirmation for agreement of trip from the head teacher and year group.

ACTION: Still to be confirmed.

2nd meeting to be confirmed. 2.00pm Thursday 26th June

2. Date of Trip

ACTION: 16/10/08 ✓

3. Cost of Trip

ACTION: £10 Per Student, £1 Per Student for talk

*Estimated final price for student to pay = £24. Still may go up because
Still awaiting 2 quotes from companies of coach and petrol*

4. How the trip will be marketed

*Amy & Rachel
ACTION: Posters go into classes
~~Teachers present them with option~~
Assemblies*

5. Supervision of the trip

*ACTION: 1 free teacher per ten students
(hoping 1 teacher, 1 helper)*

6. A.O.B

... None .

Agenda

Meeting to be held on Monday 23rd June at 9.30am in the library.

1. Cost of Trip
 2. Aims and Objectives
 3. Customers needs
 4. Marketing
 5. A.O.B
-

Minutes of Meeting

Monday 23rd June at 9.30am in the library

Those present: All

1. Cost of Trip:

Still to confirm actual price, estimated £24 — now confirmed

2. Aims And Objectives:

Mission Statement agreed on:

“To complete a successful trip, within budget and to provide good customer service by meeting the needs of our customers.”

Discussed: SMART

- *Budget*
- *Customer needs*
- *Teamwork*
- *Our own aims*

3. **Customer Needs: DID NOT COMPLETE**

4. **Marketing: DID NOT COMPLETE**

5. **A.O.B: NONE DISCUSSED**

Agenda

Meeting to be held on Thursday 26th June at 1.30pm in the library.

1. Matters arising from last minutes

2. S.W.O.T

3. Meeting with the head

4. A.O.B

Minutes of Meeting

Thursday 26th June, 1.30pm in the Library

Apologies: Stacey Hickson

1. Matters arising from the last minutes **None**

2. S.W.O.T

*We looked at how the feasibility study is part of the SWOT Analysis.
We also looked at internal and external factors
Individually we improved our SWOT Analysis.*

3. Meeting with the Head

*A successful meeting:
The trip was approved by the Head, the 3rd member of staff will be Ms Alam-Lloyd,
The Go Ahead was given.*

4. A.O.B
None discussed



Agenda

Meeting to be held on Monday 30th June 9.15am in the library.

1. Matters arising from last minutes

2. Customers needs

Internal & external

3. Marketing

Posters

Going into classes

assembly

4. Finances

Break even

cash flow charts.

5. A.O.B

Minutes of Meeting

Monday 30th June, 9.15am in the Library

Apologies: Amy Beacham

1. Matters arising from the last minutes **None**

2. Customer Needs

We know that the customer needs are educational, which we can provide on our trip to Alton Towers, with the workshops available for certain topics, such as business studies.

3. Marketing

*Posters will be created by Rachel & Amy
Also Amber (Chairperson) & Amy will go into an assembly to present the trip to certain classes.*

4. Finances

We discussed how many students we would need to pay for the trip for us to break even without making a profit or losing money.

5. A.O.B

Gemma & Holly collected a list of next years students for a class of business studies, so that the group have a realistic idea of how many students our trip will be appealing to.

Agenda

Meeting to be held on Thursday 3rd July at 1.30pm in the library.

1. Matters arising from last minutes ✓

2. Redrafting Portfolio ✓

3. Recapping Customers Needs ✓

4. Marketing the project ✓

5. A.O.B None.

Agenda

Meeting to be held on Thursday 3rd July at 1.30pm in the library.

1. Matters arising from last minutes ✓
2. Redrafting Portfolio ✓
3. Recapping Customers Needs ✓
4. Marketing the project ✓
5. A.O.B. None .

Agenda

Meeting to be held on Thursday 24th July at 1.30pm in the classroom.

1. Matters arising from last minutes
2. Deadlines/Timescales
3. A.O.B

Agenda

Meeting held on Monday 8th September at 9.30am in CG5.

1. Update
2. Interim evaluations of timescales.
3. Marketing to year 10
4. Risk Assessment & Contingency plan

Agenda

Meeting to be held on Monday 22nd September at 9.30am in the Classroom.

1. Staffing- Re-allocating New Roles
2. Interim evaluation of timescales
3. Interim evaluation of budget and student numbers
4. A.O.B

Minutes of Meeting

Monday 8th September At 9.30am in CG5.

Apologies

1. Matters arising from the last minutes..

2. Update.

Everyone's work is up to date and all deadlines are being met.

3. Interim evaluations of timescales.

Rachel went over our timescale and discovered we are on target with all dates.

4. Marketing to year ten.

Holly, Rachel and Amy went into a year ten class to present our trip, who were very interested!

5. Risk Assessment & Contingency plan

Completed by Gemma

Minutes of Meeting 22nd September, 9.30am

1. Staffing and allocating new roles

As Gemma was left sixth form therefore the group decided to have Rachel take Ambers place.

2. Interim evaluation of timescales

The contingency plan had still not been completed having the deadline not met, so Gemma did the contingency plan and has it ready for everyone else. All other deadlines are met.

3. Interim evaluation of budget and student numbers.

Holly collected alot of money giving a total of 23 students so far, not including our event management team.

However next week Holly will go around asking for any late money as we have now hit the deadline for the date the money is due in.

To break even we discovered we need 44 students to attend the trip.

4. A.O.B

None discussed.

Agenda

Meeting to be held on Thursday 2nd October at 2.15pm in the Classroom.

1. Staffing Re-allocating new roles
2. Interim evaluation of timescales
3. Interim evaluation of budget and student numbers
4. A.O.B

Meeting to be held on Monday 26th January at 10.00 in the Classroom.

- 1. Explain importance of teamwork and synergy**
 - 2. Tuckmans team development model use to analyse team performance**
 - 3. Belbins model use to analyse**
 - 4. Adairs model of leadership**
 - 5. A.O.B**
-

Agenda

Meeting to be held on Monday 13th October

- 1. Went over the script for Gemma to say on the coach**
 - 2. Confirmation of roles on the day of the event**
 - 3. Going over the checklist, risk assessment and contingency plan**
-

Agenda

Meeting to be held on Monday 20th October

- 1. Brief evaluation of the event's individual performances**
 - 2. Brief evaluation of the event's team performances**
 - 3. A.O.B**
-

Agenda

Meeting to be held on Thursday 22nd January in the classroom

1. Discussion of the size of the group and the new roles.
2. Go over timescales
3. Evaluation of the budget
4. The evaluation process
5. A.O.B

Minutes For Meeting held Thursday 22nd January

Both Present

1. Discussion of the size of the group and the new roles

Action: As Gemma left on the 20th October and Holly left on the 27th November we assigned new roles within our group. Amy has taken over to do the financial aspects of the trip which was originally Holly's job and Rachel has taken over Gemma's job of writing the minutes and therefore Rachel is now in charge of the whole of administration.

2. Go over timescales

Action: Rachel went over the timescales as we have only just come back to doing the coursework after having time to do revision for the tourism development paper. We have met all of our deadlines and we have one more section to complete which is the evaluation.

3. Evaluation of the budget

Action: Amv took on doing her role by firstly having a meeting with the school bus company. He went to check the coach had been paid for which it had on the 23rd October and she also went to discuss the profit made. He didn't know all the details so a second meeting has been made on the 26th January. We also both went over the spreadsheets and looked at all our figures to make sure everything was in order.

4. The evaluation process

Action: We went over our strengths and weaknesses so we are able to evaluate successfully. We also went over the evaluation techniques to make sure that we evaluate the best we can.

5. A.O.B

Action: None

Minutes for meeting held on Monday 26th January

Both Present

1. Explain importance of teamwork and synergy

Action: We had a discussion on our opinions of teamwork and what we thought it was. We shared our ideas and then found definitions to put in our coursework. We also looked at the word synergy, which we didn't fully understand at the time so we discussed and found a definition to put in our coursework.

2. Tuckmans team development model use to analyse team performance

Action: We read through Tuckmans team development model and used this to evaluate our teams planning stage. We discussed what we were doing at each level and how our teamwork had changed over time as we got to know each other better and discovered our strengths and weaknesses.

3. Belbins model use to analyse

Action: We looked at Belbins table of people's roles within a group. For homework we have to say what each individuals roles were in the group.

4. Adairs model of leadership

Action: Didn't get to this stage

5. A.O.B

Action: None

Agenda

Meeting to be held on Thursday ²⁹~~26~~th January at 1.30 in the classroom

1. **Matters Arising from last minutes.**

2. **Adair's model of leadership**

3. **Own researched model of leadership**

4. **A.O.B**

Adair's model of leadership making sure we understood the styles he said leaders should have and we used his theory to evaluate Amber and Holly as a leader in our group. We used our own opinions to evaluate how well we thought they were leaders. We wrote up our feelings in our coursework.

3. Own researched model of leadership

Action: We spoke about our own research we had done on leadership. Using this research we evaluated Amber and Holly's leadership with the theories we had found. We wrote this up in our coursework as well.

4. **A.O.B**

Action: None

9th June 08

Event Management Log

04/06/08 - Myself - I

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1)

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A

Today we:- Looked at feasibility study

- * Venue
- * How long it would take
- * Cost
- * Seasonality
- * Transport

- Went through assessment criteria.

Parks - Research 4 possible events.

Dayton Manor

Staffordshire - Takes Approx 2hrs

School group - Min 12 people = £12.50pp pre-booked

Open from 15th March till 2nd Nov

Chessington World of Adventures

Surrey - Takes Approx 2hrs 9mins

Group - 10+ people = £20.70pp

Open from 15th March till 29th Dec

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pen from 15th March till 29th Dec

Alton Towers

Staffordshire - Takes Approx 2hrs 42min

School Group - off peak £10.00 pp

peak £12.50 pp

Open for Feb half term

Re-opens 15th March till 9th Nov

Madame Tussauds

London - Takes Approx 2hrs 23mins

Group - Child 5-16yrs - Online £16.65

on the day £21.00

£600

Adult 16+ - Online £20.25

on the day £25.00

Open everyday except christmas day.

Transport - 3 possible Coach hire Companies

Eagle Coaches - 0117 955 4439

Turners Coaches - 0117 955 5333

Momentum Transport - 0870 731 6300

Define : Feasibility Study -

A detailed investigation into the viability of an idea, so that informed decisions can be made.

17/06/08

All present ~~XXXX~~

Drayton Manor - *March - after 15th*
*Won't have enough time
if it was later
£460 coach hire
*Weather R, H, S, A
*Off peak

Chessington World of Adventures
£450 coach hire
March Amy, R, G, S
*Expensive

Alton Towers *March
£480 coach hire
*Cheap as a school group
*Long journey 3 hours
R, H, G, S, A

Bristol Zoo *Everyday except Christmas
*£120 coach hire
*£6.50 15-18 yrs
*1/2 hour journey H

London Zoo *2hrs 20min bad traffic
*£13.90 adults £11.20 child
£600 coach hire
*Group discount £10
*10-5.30 opening hours ^{open daily}
Amy, A

Longleat *45min - 1hr journey time
*10am - 5pm
£350 coach hire
*£15.50 adult G
*£11.20 children

Legoland * 10am - 7 from 14th March
£450 coach * Group 10-20 £20pp
X hire * Group 20+ £18pp H

Blackpool pleasure beach. * 4 hrs - 5 hrs
X * Group discounts
£800 coach hire * Open end March
to NOV G, S

Oakwood * In Wales
* 10% discount online
£500 coach * Group £12.95 20+
X hire * 10% discount School Amy
* 2 1/2 hrs
* 10am - 5pm

Eden project * Cornwall
X * Have to ring for prices
£600 coach * 10 - 6pm
hire * Over 3hrs. Amy

Top 3

Drayton Manor
Alton Towers ✓
Longleat x

~~Year 12~~
year 12
↓

Deposits

catering
for
curriculum
needs

Business and trained
Mature
Talks c.s
Marketing

Homework

Thursday

- Print out work
- Staffing
- SWOT analysis
- Type intro,
- Coach prices
- (All work done today
- What each other did

Why we chose auton towers.

16/06/08

11
Ex

Today we:

Went through SWOT Analysis
business plan.
↳ chairperson - Holly.

Went through agenda for Meeting on
Thursday 19th June

Went through costs and dates.
£24_{pp}

SWOT Analysis on trip to Alton Towers

Strengths

- * Everyone in the team is familiar with each other and get on.
- * There is a pool of skills within the group
- * Get time every week to be together
- * Fulfills assessment criteria.

Weaknesses

- * Everyone goes to different schools.
- * Not much relevant finance skills.
- * Little marketing experience.

Opportunities

- * To make good use of skills gained last year.
- * To gain a good grade in our coursework.
- * Build knowledge of organising events.
- * Being in control.

Threats

- * Little interest in the trip.
- * Trip may not be allowed to happen.

Conclusion:

Agenda

Meeting to be held on Thursday 19th June
at 2.15pm in the library

1. Confirmation for agreement of trip
from the head teacher and year group

2. Date of trip

Times start - finish

3. Cost of trip.

4. How trip will be marketed

5. Supervision

6. Any other business (AOB)

19/06/08

All present

Today we:

Went over business plan again

Physical Resources - Holly and Stacey

Tickets
Worksheets
phone numbers } Holly

Coach
Clipboards
pencils
Maps of park } Stacey

Staffing - Amber

Administration - Letters to parents
and students - Me

Legal Aspects - Amy

Contingency plans - Amy and Gemma

To use phone in the office dial 9 then
chosen number

Agenda

Meeting to be held on Monday 23rd June at 9.30 in the Library.

1. Cost of trip

2. Aims and Objectives

3. Customers needs

4. Marketing

5. A.O.B

23/06/08

All present

1. Went over the minutes.

* For Gemma's first attempt at minutes she had done quite well, however there are still parts which she needs to improve on. For example adding more detail in so we are able to exactly remember what went on at the last meeting.

2. Mission Statement.

* Find definition

* Customer Service

* What we hope to achieve:

To run a successful trip so we can get a good portfolio of work for unit 10.

Achieve ^{SS} assessment criteria

We agreed on the following mission statement

"To complete a successful trip, within budget and to provide good customer service by meeting the needs of our customers"

3. Aims & Objectives
(group and own)
Group

* All aims & objectives need to be SMART to ^{make sure} ~~achieve~~ trip is successful

* budget - to break even - no loss, not profit making aim because we aren't a private company.

Basing it on 45 people.



* To make sure the customers are satisfied and we are meeting their needs.
(This is discussed in detail in the next part of the business plan.)

^{2nd} ~~ref~~
★ Measurable by having a cash flow chart - Holly

Achievable because we have all worked out pricing and the price was similar to trip last year.

Budget is realistic because we aren't aiming to make a profit and we didn't use a travel agent.

It is time specific as we want to get the money in on time. We want to get it all in at once. 6 weeks from Sept.
Can pay coach after.

Needs - Have fun
educational - support them
coursework
enthusiastic
ensure their safe

(How are these SMART?)

Fulfil assessment criteria of unit 10
(SMART?)

* To be able to work as a team

↳ define team work

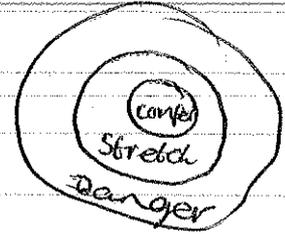
must quote sources.

Working to their ability

Educational Theories

all working in the stretch zone

Team work.



(How are these SMART?)

↑ ↑ know each other for a year.
questionnaires
witness

OWN Come up with about 4 or 5.

• Getting a good grade. realistic

* skills you want to develop.

① communication (listening & speaking)

② working with others. ^{written}

make a reference to c.s unit. in year 12.

③ problem solving

④ numeracy

⑤ I.T

develop the skills, how it will help in the future

(How are these SMART?)

What personal qualities do you want to develop?

define.

personality - confidence
patience

What we achieved today

- * Amy introduced Ho: (Finance.)
assis.)
- * Amy met cover Administrator)
↳ ~~confer~~ confirmed the ratio is 1:20
3 staff.
Amy completed SVI form (application for
the trip.)
- * Stacey recieved a reply from Turners
and JVA sunseekers (eagles cheapest)
Stacey to book.
- * Rachel did letter to students.
- * Gemma did the letter to parents.
- * Didn't cover all points on the agenda.

Homework

- 1 Type up all work covered in log book
today
aiming and objectives

26/06/08

All present

Homework

To write up log book on new page. →

1. SWOT.

2.6/06/08

All present.

~~WKM~~

Today we:

- Defined SWOT
- Looked at how SWOT is part of the feasibility study.
- Internal and external factors.
- Individually improved our SWOT.
- Worked as a group by sharing our ideas to produce a final SWOT.

Meeting with the head.

- *was successful
- *can use all the staff we wanted.
- *OK for both years 10 & 12.

30/06/08

All present except

Today we:

1. Looked at meeting internal and external customers. needs.
2. Went over how we are going to market the trip
 - ↳ posters
 - ↳ classes
 - ↳ 4 p's

Break even

Total sales = Total expenditure

Add all costs together.

Coach - £525 - ~~£1000~~ £24. - per student

Tickets - £10_{pp}

Workshop - £1_{pp}

£1032 to break even.

Insurance - 15p_{pp}

Finances.

Then make a chart

38 students	= Total - £948	= Total revenue
40 "	= " £971	(38 x 24 = £912)
42 "	= " £993	7 40 x 24 = £960
44 "	= " £1015	" 42 x 24 = £1008
46 "	= " £1037	" 44 x 24 = £1056
48 "	= " £1059	" 46 x 24 = £1104
		" 48 x 24 = £1152

Profit/Loss

38 - £36 Loss
40 - £11 Loss
42 - £14.70 profit
44 - £40.40 profit
46 - £66.10 profit
48 -

41 - £2 profit (min break even)

Cash flow Chart Forecast

Identifies money coming in and what needs to be paid.

Receipts	September	October
Ticket Sales	44 -	
Payments		
• Admission	£440	
• Insurance	£6.60	
• Coach	£525	£525
• Workshops	£44	

In real life would also have to count)
printing, staffing etc.

3rd July

All present except

1. Re-drafting

- Sources must be quoted
- Talk about internal & external cus.
- Define mission statement - Quote source
- Need more aims & objectives
 - ↳ personal qualities } more detail
 - skills }

(key skills employers look for)

Working in a group - independent worker
Number ~~now~~ aims & objective

Literacy. structuring sentences.

Confidence ^{Team obj.}
All stages of business's
Plan covered.

These are the following objectives we want to achieve but are discussed more in the business plan.

Safe, fun, educational, value for money

Homework

Continue with redraft. - 1 page
Write up 1st draft of cus. needs & how
the project will be marketed. - 3/4 page.

Must Needs (2)

Intro

Internal & external ^{1st} give definitions

each a
separate
paragraph

What are their needs
how will their needs be met?

fun \leftarrow give info
right time of year no
queues

Safe - contingency plan
meeting points
contact phone num
educational

Our needs

Team/group needs - meet deadlines
stick to budget

Personal needs

Marketing (3)

What is marketing define \leftarrow techniques
materials \leftarrow advertise
poster.

promote - talk to classes & assemblies
letters to parents & students

AIDA
Attention
Interest
Desire
Action

24th July

All present except

Today we:

1. Looked at project timescales table
* updated

2. Evaluate final marketing poster.

* Thought about → font

↳ colour

↳ pictures

↳ Details → information

↳ date

↳ contact

↳ Audience

8th September

A.I present except

Business Studies class is large so Stacey rang and changed the 49 to 57 for extra £20 so we only need 1 more person.

Deadline 22nd Sept

Rachel (me) did interim evaluations of timescales.

We are on schedule for all deadlines
Rachel & Amy prepared for marketing pack to year 10.

22nd September

All present ~~xxx~~ except Stacey

1. Amber has left 6th form so we have to look at staffing issues and allocating new roles.
2. Reason why forms missed the deadline is because Holly was away.
3. Risk assessment was done by the 18th but contingency was done after.
4. ~~Interim~~ interim evaluation - up until now we are on schedule.
5. There is a new school visits policy so there's new paperwork.
Holly needs to fill out new budget form
Amy waiting to see
Gemma to complete contingency plan
6. paid so far. \rightarrow year 10 = 15/27 \downarrow
 \checkmark Holly to go to year 10 class.

year 12 = Bus-
T&T =

25th Sept

All present

Amy went to see [unclear] to go over risk assessment and finalise insurance forms.

We are low on numbers so we are all going to ask 4 friends to make up spaces.
(this shows I can deal with complex problems)
(working as a team to reach objectives)

2nd October

All present

Stacey has left sixth form last week now have to re-allocate her roles.

Rilly has taken over Stacey's role. Needs to make sure that she has the numbers and working reference.

Deadline of Additional info was missed because of lack of numbers. The whole numbers was confirmed 2/10/08.

Rachel (me) led evaluation interim of [unclear] scales.

Rilly did and interim eval of finances before today

me and Gemma created a spreadsheet of names, school and emergency contact details.

Gemma added more detail to risk assessment

Holly wrote letter to confirm Alton towers she collected in last payments saw Miss Bird in preparation for cheque

Amy saw [redacted] about final numbers; she was given SV4. She ~~was~~ saw [redacted] And nominated a link contact.

13th October

All present.

Holly phoned AT & Eagles on Thursday. Have to ring AT to see if cheque cleared. Ring Eagles coaches on Wednesday - because I'm unable to ring Gemma offered to ring.

Coach Talk.

Take everyone to the education centre. Remind of workshop times. Depart 4.30 by 4.20

Have a good day
Gemma writing a script of what to see.

If there is any problem go to guest services

20th October

All Present

1e-

Team Good

~~we~~ Communication was good when we arrived at the park

we all had our paperwork together and organised.

Needs improving

Communication throughout the trip.

Should have asked how our customers enjoyed the day.

Own

3d

Took the register before Holly arrived then handed it over to save her time.

Took my initiative when I arrived on the coach early and took the register.

Needs improving

Wasn't at the talks at the right time to help Amy take the register.

Holly -
Team
Good

• All arrived on time and worked as a team when organising everyone.

• All stuck to roles & communicated when we arrived. Tickets - H&R - Waiting - B&A

Needs improving

• Should have went to workshops

• Communicated with team and met each other throughout the day.

Hollys Own
Good.

• Stuck to roles

• Got tickets on time led the group

We went to book in

Needs improve.

• Stick to times

• Double check register

• play more of a part

• Been more assertive on the coach

Jemma

Cam

ined.

Knowledge of trip

Communication was important and we

could contact each other easily

All took the register @ some point.

Needs improving

All stick to times

Communicate throughout the day

When speaking to people get them in a group together.

Double check everyone new where to go in emergencies.

Jemmas Own

Good

Confident when talking to a group

Stick to her role.

• used initiative (seen phone workshop).

• Good communication with driver

• phoned Holly & Amy to see where they were

Needs improving.

When back on coach could have been more

involved with Rach ~~taking~~ taking the

register and checking seat belts.

A break could have been more aware taking

a register for realising 5 mins after every 4

mins on the coach

forget info wallet for



Amy
Team

Good.

- Good timescales at the start of the day.
- Communication skills were good on the coach.
- Made sure everyone got home.

Needs improving

Timekeeping

- Communication whilst in the park.
- Made sure everyone knew time be~~g~~ back.

Amy own

Good.

- Took register at workshop
- Calm throughout the day
- When we had a break counted people on & off.

Needs improving

• Time keeping
Not to be alone!

22nd Jan

Both present

Discussion of the size of group & new roles.

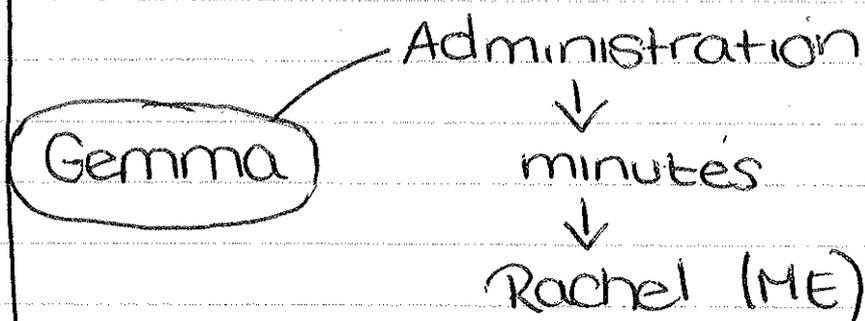
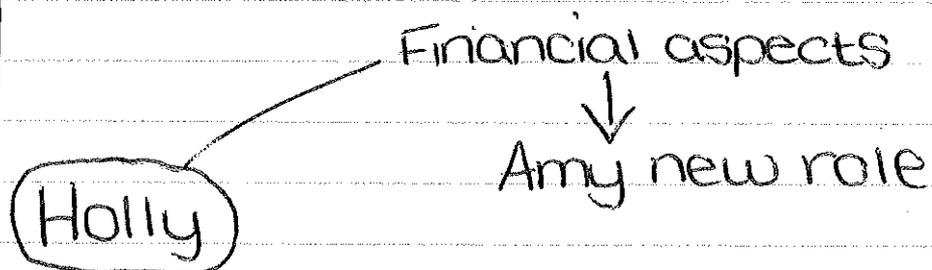
First time returning to event management due to exam prep.

Gemma left the sixth form on 20th October after spending half term in France, getting a job as an au-pair.

Holly left the sixth form on 27th November, and now is doing an apprenticeship in a travel agents.

I confirmed that the valuations are to be done by 2nd March

All other deadlines have been met.



Amy Confirmed the coach got paid on the 23rd October.

In Hollys absence we went over ~~the~~ what we thought was the spreadsheet.

2. Discussed the whole evaluation process.

2. Timescale 4 process.
3. Budget

Evaluation Criteria

- Enjoyment
- Value for money
- etc. Look at A&O.

We had a debrief after event

What evaluation techniques will we be using.

What.

personal

Team planning
" implementation
" improvements

DISCUSS
V&A

individual planning
" implementation
" improvements

who, how, when + why
what

26th January

Both present

Explain importance of team work +
Synergy.

Team work & Synergy

We went to ... and there was a
dispute, and we are trying to get
aid of Holly to sort it out

28th Jan

Both present

Went through minutes
Adair's model of leadership.

2nd Feb

Both present

Matters arising from last minutes.
none

Both Present

2nd March