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## **Unit 5: Tourist Attractions**

**[AS level, double award, optional, internally assessed]**

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## 1 INTRODUCTION

This document contains guidance on teaching for Unit 5: *Tourist attractions*, including additional resources. It should be read in conjunction with the [Unit Specification](#). The ideas presented, including the sample assignment, are suggestions only and teachers are free to teach the unit as they wish.

## 2 OVERVIEW OF THE UNIT

This unit focuses on the different types of visitor attractions in the UK, and candidates will be involved in conducting their own detailed investigation into **two** different attractions; **one** privately-owned, the **other** from **either** the public **or** the voluntary sector. Study within this unit will allow candidates the opportunity to explore the broad range of issues associated with the management of visitor attractions, including funding issues, trends in popularity and the impact that new technology can exert on the visitor experience when visiting UK tourist attractions.

The unit will be of particular interest to those candidates who wish to work in direct contact with the general public, those with an interest in technology, or those who wish to pursue a role in marketing within the tourism industry. There will be more limited opportunities for candidates to forge a career working in special interest and themed attractions, or with relics, antiquities or other articles of cultural significance.

Candidates will need to use a wide range of research methods to support their work for this unit. Regular access to the Internet is important for independent research into the different attractions themselves and also to investigate visitor trends and the popularity of different attractions with different segments of the tourism market. Centres must therefore ensure equality of opportunity exists for all candidates embarking on this course to gain access to appropriate computer technology. The use of a wide range of printed resources will also facilitate candidates' understanding of the different attractions available. Leaflets and guides from local Tourist Information Centres, newspaper articles, educational materials obtained direct from the attractions and where possible, visits in person will all prove invaluable sources of information to support the learning for this unit. Many attractions of national significance offer specific study days and educational visits at discounted rates to help candidates obtain the necessary information for this qualification. Many of the key Travel and Tourism textbooks provide case study examples of important national tourist attractions, which will also prove useful.

Candidates will need to learn about the different types and classifications of UK visitor attractions and be able to categorise sites and attractions of national and local significance appropriately. Candidates will need to prove their understanding of the differences between **natural** and **built** attractions, using named examples of each throughout their study of this unit.

Recognition of the **three** different sectors of the tourism industry will also form a key component of the study of this unit – candidates must be able to distinguish and make specific comparisons and contrasts between the **private** sector, the **public** sector and

the **voluntary** sector. When choosing the two focus attractions in generating portfolio assessment evidence, it is vital that candidates are made aware of the requirement that **one** attraction must be **privately** owned, and **one** must be from either the **public** or the **voluntary** sector. Candidates may experience some difficulty in obtaining detailed information relating to the funding and management operations of certain tourist facilities due to the sensitive nature of this type of information. Interviews with staff from a selected attraction may overcome this difficulty to some extent; otherwise it may be necessary to help candidates extract ownership details and sources of funding from the most up to date annual report for the attraction. Assessment Objective One (AO1) requires candidates to make a comparison of the ownership, funding and management of each of the two chosen attractions.

AO2 requires candidates to examine in detail technology used in visitor attractions in the UK. This should be explored from the perspective of the tourist and of the staff, examining how interactive technology helps to attract customers, as well as analysing how increases in technology enable staff to enhance the quality of their work.

Candidates must keep an accurate record of the resources used in researching their chosen two attractions, and should provide a full resource list and bibliography. This will enhance the grades achieved in relation to Assessment Objective Three for the unit. Candidates also need to examine the positive and negative environmental, social and economic impacts of major tourist attractions, and analyse how effectively tourists are managed during the time of their visit.

AO4 will involve a detailed analysis of factors affecting the popularity of specific tourist attractions, including an investigation into competitors' activities, customer expectations and general trends.

### **3 WHEN TO TEACH THE UNIT AND SUBMIT WORK FOR MODERATION**

This unit is available for candidates enrolled on the AS GCE (Double Award) and the Advanced GCE (Double Award) qualification in Travel and Tourism as one of the two optional units at AS level. The unit is assessed internally through a teacher-assessed portfolio.

There is a general expectation that this unit will allow candidates to build on the knowledge they have gained from Unit 1: *Introducing travel and tourism*. This would thus imply that Unit 1 has been studied, even if the examination has not been attempted when embarking upon this unit. The work could be undertaken alongside study of the mandatory AS units so that relevant sections of the course can be cross-referenced. This may enable candidates to see the inter-relationship of the various units within the syllabus.

If the AS course is being offered over a two year advanced programme, then this unit would fall within the second year of the programme. If, however, candidates are working towards the AS Double Award in one year, it is recommended that this unit be undertaken during the second part of the programme, when portfolios would be submitted for moderation in the summer examining opportunity. In any case, it is

generally recommended that work for moderation should be submitted in the summer examination session rather than the January session, allowing candidates ample opportunity to produce the necessary evidence to meet the assessment criteria and for teacher assessment and internal moderation processes to be fully implemented prior to external moderation.

## **4 SUGGESTED DELIVERY PLAN AND TEACHING STRATEGIES**

### **4.1 Introduction to Unit 5: Tourist attractions (5.2.1)**

- Overview of the unit aims and structure.
- General revision of concept of Visitor Attractions forming one of main components of the tourism industry.
- Definitions of Natural Attractions and Built Attractions – idea storm in small groups named UK examples of each.
- Ask candidates to list any UK attractions they have personally visited in the last five years (individual activity). Categorise these under distinct headings within natural and built classifications e.g. mountains, heritage site etc.
- Provide a resource bank of promotional materials collected from TICs and Visitor Attractions and as pair-work activity – select one natural attraction and one built attraction – research each attraction and produce and deliver a two minute presentation on the main facilities and amenities offered by the selected attractions. Explain what the main appeal of each attraction is and suggest the types of customers most likely to visit the chosen attractions. Try to ensure that the full range of attractions is covered by the group – National Parks, forests, lakes, sporting facilities, castles and monuments, museums, theme park etc.
- Use printed case study materials in textbooks, on the web etc. to encourage candidates to look at national and local examples of visitor attractions and to become more confident in using vocational language to describe their features. (Individual activity – could be set as home-based or out of classroom extension or research activity.)

### **4.2 Public, Private and Voluntary Sectors and Ownership of Attractions (5.2.2)**

- Basic definitions of the three sectors of the industry. Use key words from the 5.2.2 section of the [WYNTL part of the Unit Specification](#) on flipchart pages as a stimulus to whole class discussion e.g. profit maximisation, economic development, conservation and preservation etc. – get candidates to identify which sector each descriptor fits.
- Focus on Public Sector – use Internet to research the Department for Culture, Media and Sport to find out the level of responsibility, accountability and scale of operation for tourist attractions within the Sport, Arts, Culture and Heritage classifications at a national level and the National Parks Authorities and the Countryside Commission for their role in managing the UK's natural attractions.

- Provide list of national museums and galleries, and heritage sites which operate within the control of the DCMS (see [Appendix 1](#)). Allocate amongst group to undertake independent research – check candidates' experience of visiting these attractions and exploit accounts of their visits – candidates could phone, write or email for additional information beyond that found in leaflets and on websites for extra research evidence towards AO3. Produce posters outlining main facilities offered by each of these publicly owned attractions.
- Use case study materials from range of textbooks on National Parks and their management.
- Use contacts and links with Tourism Development Officers at local Council offices to establish local authority involvement with tourist attractions e.g. Rugby Borough Council's tourism officer works closely with staff at Gilbert's Museum and at Rugby School – arrange for speaker to visit class or for candidates to interview tourism officer if at all possible about such links in their own area.
- Focus on Private Sector – Case study on Tussauds group (see [Appendix 2](#)) – whole class discussion, then pair work selecting one of the group's UK attractions – produce a storyboard for a 20 second TV advertisement outlining the main attractions available at the selected location.
- Visit the local TIC and investigate the number of privately owned tourist attractions in your own area.
- Focus on Voluntary Sector: use case study materials from range of textbooks on The National Trust – identifying its importance within the voluntary sector in managing 590,000 acres of countryside, 547 miles of coastline, 200+ historic houses and 150+ magnificent gardens in England, Wales and Northern Ireland. Ask how many candidates have visited National Trust properties already and share experiences. Get candidates to consider the range of natural and built attractions that this voluntary organisation encompasses. Ask each candidate to select one property owned by the National Trust to research individually and to produce an A4 page for the latest National Trust newsletter, outlining major events, new amenities etc. – collate all articles and produce the newsletter for distribution amongst the entire group.
- Visit the local library and find out information on other voluntary run organisations involved with tourist attractions on a local or national level.

### 4.3 Main Sources of Funding for Attractions ([5.2.2](#))

- Idea-storm with group the differences between funding and revenue generation depending upon whether an organisation is commercial or non-commercial. Ask candidates to apply these concepts to the public, private and voluntary sectors.
- List the many different ways of obtaining finance that are used by tourist attractions in the UK. Refer to bullet '[main sources of funding](#)' in the WYNTL for 5.2.2. Ask candidates to identify a named tourist attraction that would use each funding source.

#### 4.4 Business Objectives, Values and Attitudes (5.2.2)

- Most candidates will understand that the aim of all visitor attractions is to increase the number of visitors year after year. It is more difficult for weaker candidates to appreciate that there are many different reasons for this, based around the company objectives, and the general management style and culture of the organisations running individual attractions. It will be important to spend a little time on the learning associated with these concepts.
- Use company annual reports, website information etc. to collect mission statements from a range of different tourist attractions. Extract key phrases that give clues about company objectives and reproduce on flipchart or OHT. List the attractions from which the statements have been taken. Candidates work in teams to match statements to organisations, and have to decide whether the objectives match the overall values and attitudes for the business sectors within which these organisations operate.
- Case study materials from textbooks can be used to ascertain how well defined company objectives are for individual tourist attractions, and how well they appear to be met. These can be set as individual extension tasks.

#### 4.5 [AO1](#) – Comparison of Ownership, Funding and Management Operations of Two Contrasting Tourist Attractions

Candidates are now in a position to begin work on the first assessment objective. They will need careful guidance in their selection of attractions, with a reminder that one must be privately owned and the other either public or voluntary sector controlled. It would be beneficial to choose one natural attraction and one built attraction as this may provide greater opportunity for making comparisons, but this is not a requirement.

The whole group can select the same attractions to form the focus of the portfolio evidence, which may be particularly useful if candidates are able to make personal visits to both venues. However, it will be important to bear in mind that any information provided by the organisations and then reported within the portfolio evidence must be the candidates' own work. All information sources should be recorded to contribute to Assessment Objective Three.

Once the choice of attractions has been made, candidates should utilise all of the knowledge, understanding and skills acquired from the learning for this unit so far to provide a detailed description of each attraction in terms of to which sector each belongs, how each obtain their funding and how the business values and attitudes are positively conveyed to existing and potential customers of each attraction. Candidates should make close reference to the assessment grid and preceding banner when attempting the first task. A [suggested AO1 task](#) is suggested in the [sample assignment](#) in section 4 of this document.

#### 4.6 Increased Role of Technology ([5.2.3](#))

- A general introduction to the way in which technology may be used in tourist attractions is needed, making specific reference to the [list of examples in the WYNTL section for 5.2.3](#).
- Many of the textbooks provide a range of activities based around the use made by tourism providers of new technologies. These can be exploited and applied to specific tourist attractions either in the classroom through group discussion or at home as an individual extension activity.

#### 4.7 Technological Features – Enhancing the Visitor Experience ([5.2.3](#))

- Use the Internet to find Virtual Tours of any visitor attraction. These will provide a taster of the real experience visitors can expect from a day out at the attraction.
- Research online booking facilities for a group visit to a range of different attractions. Explain the benefits of this facility to the customer.
- Explore how interactive exhibits in museums have made the visitor experience more enjoyable – get candidates to use promotional literature to find specific examples of attractions claiming to provide interactive facilities. Is there a distinction between natural and built attractions and the use of technology?

#### 4.8 [AO2](#) – Use of Technology Within the Two Chosen Visitor Attractions

- Candidates need to conduct detailed research into how technology is used to enhance the experience of staff and customers in each of their selected attractions. It may be that simulated rides are offered at a built attraction such as the Imperial War Museum at Duxford, which can be compared with simple touch screen information boards in the visitor centre within the Peak District National Park. Candidates may wish to comment on the extent of technology demonstrated through accessing websites for both attractions. Online computer reservation systems may be analysed in terms of accessibility and convenience. See the [sample assignment](#) for a [suggested task for AO2](#).

#### **4.9 Impacts of Visitor Attractions on Environment (5.2.4)**

- The WYNTL section on both positive and negative environmental impacts is comprehensive. It will be important for candidates to have a full understanding of these concepts. A case study approach will be particularly useful here – there are several excellent ones relating to environmental impacts of visitors to the Peak District National Park and to historic cities such as York and Chester in the main tourism textbooks.
- Individual tourist attraction websites make close reference to the issue of accessibility, transport links, parking etc. Compare websites for a theme park with that of a museum or a national park – which seems to place greatest emphasis on how to get there? Ask candidates why this is likely to be the case.
- In pairs, list the positive and negative impacts that a tourist attraction such as Stonehenge or Alton Towers will have on its environment. Carry out a costs and benefits exercise to decide if the positive impacts outweigh the negatives for a selected attraction.

#### **4.10 Social Impacts of Visitor Attractions (5.2.4)**

Again the textbooks make fair coverage of this point. Ensure that candidates are comfortable with the terminology used here:

- Define the term 'social' as a starting point.
- Ask candidates to consider the impacts of a tourist attraction such as Alton Towers from the perspective of a local resident as well as from the point of view of a visitor.

#### **4.11 Economic Impacts of Visitor Attractions (5.2.4)**

- This is not as straight forward a concept as would initially appear. Clearly candidates will need to appreciate the long-term financial impacts of supporting a tourist attraction as well as assessing whether the attraction is profit making or not.
- Ask candidates to research independently the average spend on a day visit to a tourist attraction. Consider the results of this search in terms of the contribution revenue from tourist attraction receipts makes to the UK economy as a whole. [www.staruk.org.uk](http://www.staruk.org.uk) may be a useful resource in this investigation.



#### 4.12 Issues of Health and Safety ([5.2.4](#))

- Define the term 'Risk Assessment'.
- Divide the class into groups of two or three and allocate a 'Day out at ...' card to each group. (There is a range of suggested attractions listed in [Appendix 3](#)). The group members must identify the major and minor risks associated with a visit to the selected attraction, based on general health and safety awareness.
- Send a short questionnaire to a number of different tourist attractions to find out how effectively they deal with large numbers of visitors and any associated problems with traffic.

#### 4.13 [AO3](#) – Comparison of Effectiveness of Visitor and Traffic Management in Two Selected Attractions

Make sure that candidates refer to each of the headings from the [WYNTL section of 5.2.4: Visitor and Traffic Management](#) when compiling their report on the two attractions. It may be necessary to contact the attractions directly to be able to respond to some of these headings – or use observations from personal visits to each venue. An assessment of effectiveness could be deemed to be subjective – ensure candidates have research evidence to help substantiate their analyses of both attractions' ability to manage visitor flow. See the [sample assignment](#) for a suggested [task for AO3](#).

#### 4.14 Visitor Types ([5.2.5](#))

- Candidates need to be able to identify the proposed and actual target market for selected tourist attractions. When judging how popular an attraction is, it may be necessary to measure actual number of visitors against projected target numbers of visitors. To do this effectively, it will be important to be able to recognise different categories of visitors.
- If Unit 15: *Marketing in travel and tourism* has already been completed, cross-reference learning here to the process of target marketing or segmentation.
- If Unit 15 has not yet been attempted, it will be necessary to teach the basics of market segmentation. The main focus for visitor attractions will be on different visitor types, e.g. local residents, day visitors, domestic tourists, foreign visitors, school parties, family groups etc.
- Use promotional material for a range of different attractions. Study the pictures and guess which visitor type is being specifically targeted by each attraction. This can be done as a whole class activity.

#### 4.15 Visitor Numbers and Trends ([5.2.5](#))

- This criterion will require extensive, but focussed research skills. The ‘staruk’ website will be very useful as a starting point. Individual company websites will also provide useful but perhaps will present biased data relating to number of visits.
- Split the class into pairs – each pair to research specified years or attractions to ascertain top ten most visited attractions over a five or ten year period. There may be some difficulty merging data relating to fee-paying and free entrance attractions.

#### 4.16 Types and Duration of Visits ([5.2.5](#))

- This will also require detailed research to be undertaken to pinpoint average data – classifications of types of visits will need to be taught initially – local residents, day visits etc. Duration in number of hours rather than days would be most relevant but could be hard to come by. It might be useful for the teacher to undertake this research in advance and to devise a task based on analysis of the data to facilitate candidates’ understanding of these concepts. Hard to find data causes frustration in a significant number of cases!
- Candidates could be asked to draw up their own version of top ten most popular attractions based on average length of visit individually or in groups.

#### 4.17 Features and Facilities ([5.2.5](#))

- Conduct an in-class survey to find out which features and facilities are most appealing to visitors.
- Visit the websites of a range of national attractions to identify the types of facilities that are mentioned specifically. Keep a tally and draw a pie chart or bar graph to represent the results of the investigation.

#### 4.18 Economic Factors Affecting Popularity ([5.2.5](#))

- Idea-storm financial factors that will influence decision about visiting a tourist attraction. Rank according to candidates’ opinions about importance in making decision whether to visit or not. Refer to [list of factors included in WYNTL section for 5.2.5.](#)

#### 4.19 Social Factors Affecting Popularity ([5.2.5](#))

- Look at top ten attractions for last ten years – and identify significant changes. Ask candidates to consider factors that would contribute to upsurge or downfall in popularity.
- Research news items about visitor attractions on Internet – present media headlines to candidates and gauge responses. Would a safety scare on a ride put you off visiting a theme park altogether or just prevent you from using that ride?

#### 4.20 Increasing Visitor Appeal ([5.2.5](#))

- Cross-reference to unit on marketing where possible.
- Show a range of special offer deals, travel brochure photos etc to gauge impact on potential clients.
- Idea-storm alternative methods that can be used to make an attraction even more appealing.

#### 4.21 [AO3](#) – Research Evidence for Two Selected Attractions

Bibliographies using a standard referencing model should be submitted. All copies of correspondence with attractions etc. should be handed in. Printouts from key websites are permissible but it is not necessary to print out every page from every website accessed. Full URL's should be quoted within the resource list. Documentary evidence should also be submitted to support personal visits to tourist attractions, including photographs, leaflets obtained etc. See the [sample assignment](#) for a suggested [task for AO3](#).

#### 4.22 [AO4](#) – Comparison of Popularity of Two Selected Visitor Attractions

Candidates must make reference to research data obtained about visitor numbers over a period of time to their specific attractions. A written assessment of factors other than visitor numbers must be made. Make effective use of [headings under the WYNTL section of 5.2.5](#) to explore the full range of factors affecting popularity. See the [sample assignment](#) for a suggested [task for AO4](#).

## 5 SAMPLE ASSIGNMENT

### Scenario

You have recently started working for the Tourism Society, and your line manager has set you your first task. You have been asked to select **two** successful UK Tourist Attractions and to carry out a research project to find out what makes them successful. The two attractions must operate within different sectors of the tourism industry, and one must be privately owned. You will be asked to produce a full report of your investigation for publication and distribution to the Society's members. The report must therefore be professionally presented, making effective use of industry specific terminology throughout.

### Task One (AO1)

Produce a written analysis of each of your chosen visitor attractions, which compares and contrasts their ownership, funding and management style, making judgement of how these factors may contribute to the attraction's overall success.

### Task Two (AO2)

Present in detail the findings of your investigation into the effective use each attraction makes of technology. Ensure that your report makes reference to the benefits that technology offers to both staff and to the overall visitor experience.

### Task Three (AO3)

Provide a critical evaluation of the effectiveness of each attraction's management of visitor numbers and traffic flow, and the social, environmental and economic impacts made by visitors to the attractions.

### Task Four (AO4)

Submit an unbiased evaluation of the popularity of each of your chosen attractions, based on accurate visitor numbers together with other relevant data. Analyse the range of different factors which affect the popularity of attractions and make realistic predictions for the future popularity of your chosen attractions.

## 5 RESOURCES

Please see the [resource list already produced as part of the Unit Specification](#).

The list of contacts is inexhaustible – therefore any titles etc. listed here are examples that could be used and are by no means prescriptive.

### 5.1 Books

Leask, A. (2002) *Heritage Visitor Attractions* Thomson Learning ISBN: 0304702927

Fyall, A. (2002) *Managing Visitor Attractions: New Directions* Elsevier  
ISBN: 0750653817

Swarbrooke, J. (2001) *The Development and Management of Visitor Attractions* (2<sup>nd</sup> Edition) Elsevier ISBN: 0750651695

National Tourist Boards of England, Scotland and Wales (1994) *Providing Accessible Visitor Attractions* English Tourism Council ISBN: 0861431863

Yeoman, I. (2000) *Quality Issues in Heritage Visitor Attractions* Butterworth  
Heinemann ISBN: 0750646756

VisitBritain (2002) *Visits to Visitor Attractions* English Tourism Council

OCTALIS (1994) *UK Visitor Attractions Directory* Continuum International Publishing  
Group

(1994) *1993 Visitor Attraction Survey* Tourism Development International Ltd.

### 5.2 Journals

*International Journal of Heritage Studies* (UK) ISSN 1352-7258

*Leisure Futures* (UK) ISSN 1094-1665

*Leisure Intelligence* (UK) ISSN: 1544-4686

*Leisure Management* (UK) ISSN 1360-6719.

*Leisure Studies* (UK) ISSN: 0261-4367

*Leisure Week* (UK) ISSN: 1355-3453

*Managing Leisure* (UK) ISSN: 1360-6719

*Museum International* (UK) ISSN: 1350-0775

*Museum Management & Curatorship* (UK) ISSN 0260-4779

*Services Industries Journal* (UK) ISSN: 0264-2069

### 5.3 Web Based

Association of Leading UK Visitor Attractions ([www.alva.org.uk](http://www.alva.org.uk))

[British Tourist Authority](http://www.visitbritain.com) (www.visitbritain.com)

[LAN Net: the cyber journal of applied leisure and Recreation Research](http://www.nccu.edu/larnet/larnet.htm)  
(www.nccu.edu/larnet/larnet.htm)

[Looksmart UK](http://www.looksmart.co.uk) (www.looksmart.co.uk): sport, leisure & recreation links

[The Lottery Commission](http://www.natlotcomm.gov.uk) (www.natlotcomm.gov.uk)

[Arts Council England](http://www.arts.org.uk) (www.arts.org.uk)

## 5.4 Organisations

### [Arts Council of England](#)

www.artscouncil.org.uk  
14 Great Peter Street  
London SW1P 3NQ  
Tel: 020 7333 0100

### [British Association of Leisure Parks, Piers & Attractions \(BALPPA\)](#)

www.balppa.org  
25 Kings Terrace  
London NW1 OJP  
Tel: 020 7383 7942  
Fax: 020 7383 7925

### [The Countryside Agency](#)

www.countryside.gov.uk  
John Dower House  
Crescent Place  
Cheltenham  
Gloucester GL50 3RA  
Tel: 01242 521381  
Fax: 01242 584270

### [Department for Culture, Media and Sport](#)

www.culture.gov.uk  
Information Centre  
2-4 Cockspur Street  
London SW1Y 5DH

### [Department for Environment, Food and Rural Affairs](#)

www.defra.gov.uk  
Ergon House  
17 Smith Square  
London SW1P 3JR  
Tel: 08459 33 55 77  
Fax: 020 7238 3329

### [English Heritage](#)

www.english-heritage.org.uk  
Customer Services  
P O Box 9019  
London W1A OJA  
Tel: 020 7973 3434

### [European Association for Tourism and Leisure Education \(ATLAS\)](#)

www.atlas-euro.org  
Department of Leisure Studies  
Room S-139  
Tilburg University  
Warandelaan 2  
Tilburg  
Netherlands

### [Institute of Entertainment & Arts Management](#)

www.ieam.co.uk  
11 Wash Kane  
Clacton-on-Sea  
Essex C015 1UN  
Tel/Fax: 01255 220081

### [Institute of Leisure and Amenity Management \(ILAM\)](#)

www.ilam.co.uk  
Lower Basildon  
Reading  
Berkshire RG8 9NE  
Tel: 01491 874842  
Fax: 01491 874801

### [Leisure Studies Association](#)

www.leisure-studies-  
association.info/LSAWEB/Index.html  
Chelsea School  
University of Brighton  
Eastbourne  
East Sussex BN20 7SP  
Tel: 01323 640357  
Fax: 01323 644641

### [Museums Association](#)

www.museumsassociation.org  
42 Clerkenwell Close  
London EC1R OPA  
Tel: 020 7250 1929

## APPENDIX 1: DEPARTMENT OF MEDIA, CULTURE AND SPORT

[www.culture.gov.uk/tourism/default.htm](http://www.culture.gov.uk/tourism/default.htm)

See [section 4.2](#).

### Examples of museums and galleries under public control

- British Museum
- National Gallery
- Victoria and Albert Museum
- Natural History Museum
- National Museum of Science and Industry
- Tate Gallery
- National Portrait Gallery
- Imperial War Museums
- National Maritime Museum
- Royal Armouries – Leeds
- Tower of London

### Heritage links

- English Heritage – sites such as Stonehenge
- Royal Commission on the Historic Monuments of England
- Royal Estates
- Historic Royal Palaces Agency
- Historic Royal Parks Agency



## APPENDIX 2: THE TUSSAUDS GROUP

[www.tussaudsgroup.co.uk](http://www.tussaudsgroup.co.uk)

See [section 4.2](#).

The Tussauds Group is one of the world's largest operators and developers of Visitor Attractions with approximately 15 million visitors each year. The aim of the Tussauds Group is to develop an international entertainment business of successful visitor attractions that are special, imaginative and offer exceptional visitor value.

The Tussauds Group portfolio of attractions includes:

- in London: Madame Tussauds, The London Planetarium, British Airways London Eye
- In England: Chessington World of Adventures (Surrey), Warwick Castle (Warwickshire), Alton Towers (Staffordshire), Thorpe Park (Surrey)
- In Europe: Madame Tussauds (Amsterdam), Heide Park (Germany)
- In the USA: Madame Tussauds (Las Vegas), Madame Tussauds (New York)
- In Asia: Madame Tussauds (Hong Kong)

### APPENDIX 3: RISK ASSESSMENT TASKS

See [section 4.12](#).

A day out at Royal  
Ascot Races

A day out at the  
Natural History  
Museum

A day out at the  
London Palladium

A day out at  
Chester Zoo

A day out at the  
NEC

A day out in  
Dovedale

A day out at  
Drayton Manor

A day out at  
Stirling Castle