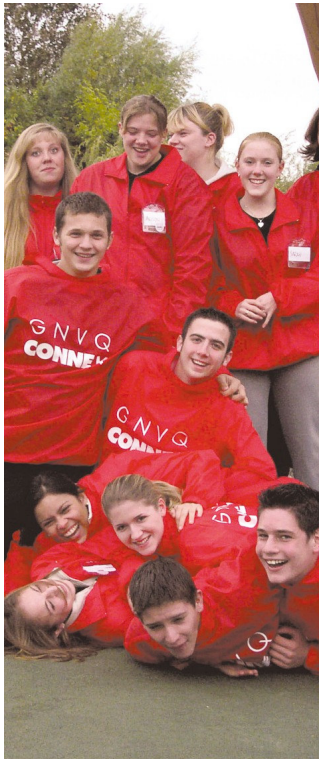


# 'Out of School' Trips Research

## A National Report from QA Research



Research

**March 2008**

QA Research,  
Brackenhill, St Georges Place, YORK, YO24 1DT  
01904 632039  
[www.qaresearch.co.uk](http://www.qaresearch.co.uk)

Company registration: 3186539

## Contents

1. Executive summary.....	3
2. Introduction.....	5
3. Aims and objectives.....	6
4. Methodology, sample & profile of respondents.....	7
5. Key findings.....	10
5.1 Attitudes towards out of school trips.....	10
5.2 Out of school visits undertaken.....	11
5.3 Decision making and planning.....	16
5.4 Internet usage.....	22
5.5 Barriers and challenges.....	24
5.6 A typical out of school visit.....	26
5.7 Future expectations.....	29
5.8 Awareness and impact of government policy.....	29
5.9 Needs and wants from attractions and destinations.....	33
6. Conclusions.....	36
7. Recommendations.....	38
8. Information about QA Research.....	39
9. Information about tutor2U.....	40



## 1. Executive summary

### Purpose of the research

The core aim of the research is to provide up to date information about the attitudes, behaviours and requirements of teachers who organise out of school trips helping museums, destinations and attractions to develop their offer and increase their share of this market.

### Methodology

A national survey of primary and secondary teachers was conducted online with a self-completion questionnaire being 'live' from September 2007 to January 2008.

### Key findings

#### The market

- Over four-fifths of teachers who responded want to do more out of school trips and regard them as amongst the most valuable of educational activities. The challenge for venues is how to reach and influence this audience. Venues must understand students' needs and tailor their offer accordingly – a one size fits all approach doesn't work.
- The UK day trip market is by a long way the most common type of trip organised (76% of all trips undertaken compared to 13% UK residential and 11% overseas).
- Museums are the most popular places to visit (49% of all teachers surveyed having taken a school trip to a museum in the last 12 months) but a schools also visit a wide variety of other places.
- The average level of secondary spend at a museum or gallery from a school trip is £251.19 (based on the mean number of students taken on a typical out of school trip multiplied by the typical amount of spending money recommended they take to such venues by trip organisers).
- Based on future expectations amongst those organising out of school trips, the market should experience a slight growth over the next 12 months in the number of trips undertaken (25% expecting to undertake more trips, 64% the same and 11% fewer).

#### Attitudes to 'out of school' trips

- There is universal acceptance amongst organisers that out of school trips are a highly valuable educational experience but even amongst those who undertake trips concerns over being sued if anything goes wrong (56% of everyone surveyed) and worry about pupil discipline (56%) exist.

#### Marketing and promotions

- By a significant margin the most influential sources of information are previous experiences and word of mouth (collectively the main source for 89% of trip organisers) compared to the next most influential information sources which are mail-shots (4%) and websites (4%).
- The reliance on word of mouth and personal experience puts the onus on all venue staff to improve the quality of their interaction with visitors. Everyone at a venue, from maintenance staff who keep the toilets going, to secretaries and the education team, have a vital role to play.



- Providers who can demonstrate clear and relevant links to the curriculum should promote these prominently using relevant terminology in any marketing materials aimed at those responsible for organising out of school trips. For 'fun' trips, value for money is likely to be the key factor.

### Planning

- Lead times between organising a UK based day trip and going on it is most likely to be between 1-3 months (51%), with longer lead times for overnight trips (64% 9 months plus).
- Usage of the internet in sourcing information about places to visit is growing (95% always or sometimes using the internet for this purpose) along with an increase in its use for a range of other activities involved in organising an out of school trip. Providers should critically evaluate the usability and functionality of their websites in assisting trip organisers, especially pre-visit.

### Increasing market share

- The findings provide a number of checklists of requirements for different aspects of a visit, from the perspective of trip organisers, for providers to critically assess their offer against.
- Trip organisers need confidence that a venue understands the needs of school visitors, both in offering an appropriate day of safe enjoyable activities for students and helping teachers operate a successful trip.
- Most out of school trips have a direct link to the school curriculum (with half of all teachers having only undertaken trips in the last 12 months which were curriculum based). Providers wanting to attract greater numbers of curriculum based visits need to clearly demonstrate the educational value of a visit, how it will strongly support specific aspects of the curriculum and build on the classroom experience.
- Time to organise trips and the cost of admission, activities and workshops are the main barriers (all 67%) to conducting more out of school visits. Many barriers can be reduced by venues providing organisers with help and assistance (such as helping with risk assessments a barrier for 44%, administration 42% and alleviating difficulties with booking 29%).

### Impact of government initiatives

- Awareness amongst trip organisers of the government manifesto *Learning Outside the Classroom* appears to be low (only 18% being very aware) suggesting at the moment it is unlikely to be having much impact as a quality mark or being used in deciding between places to visit.
- The government's *Excellence and Enjoyment* strategy appears to have a high level of awareness within the Primary sector (91%) and has had a positive impact on primary schools, helping confirm the value of out of school trips and provide support to those organising trips.



## 2. Introduction

As a leading research provider for museums, visitor attractions and destinations across the UK, QA Research is pleased to present the findings of our national research amongst teachers who undertake 'out of school trips'.

In addition to helping in part to fulfil the educational mission set out by many museums, visitor attractions and destinations, out of school trips can provide a useful income stream, particularly at off-peak times when places typically attract fewer 'general' visitors, as well as potentially inspiring students to re-visit with their families or come back in later life with children of their own.

As the table below demonstrates there is a potential market of just under 30,000 schools and over 9 million pupils in the UK:

Country	No. maintained primary schools	No. maintained secondary schools	All schools	Maintained primary pupils	Maintained secondary pupils	All pupils
England	17,361	3,343	25,018	4,107,680	3,268,490	8,149,180
Wales	1,527	224	1,892	263,261	210,353	489,069
Scotland	2,194	385	2,769	390,260	315,840	713,240

Source: DCSF Schools & Pupils in England: January 2007 (Final); Schools in Wales: General Statistics 2007; Scottish Executive: Teachers in Scotland 2005.

However, with technology there are increasing ways for students to have virtual experiences within the classroom which only use to be accessible through out of school trips, therefore it is a dangerous assumption that providers will continue to attract out of school trips because they have always done so.

Despite the size of the educational tourism market there appears to have been little research conducted specifically on the attitudes and opinions of trip organisers, yet talking to our clients within the sector we know there is a desire to understand the motivations, behaviours and requirements of those who organise out of school trips.

This report aims to present the industry with a range of information from the perspective of trip organisers to help providers better understand their needs and ultimately increase their share of this market.

Our report follows on from previous industry wide reports produced by QA on the Group Travel market in 2006 and 2003, with the latter including research findings about education group travel.

The research has been conducted in conjunction with tutor2u, a leading publisher of e-learning resources for teachers and students.



### **3. Aims and objectives**

The over-riding aim of the research was to:

- Provide up to date information for providers about the attitudes, behaviours and requirements of teachers who organise out of school trips

The specific objectives of the research were to:

- Profile teachers who organise out of school trips
- Understand teachers attitudes towards organising out of school trips and their requirements from providers
- Determine the type of trips undertaken
- Understand the planning process and why specific providers are selected
- Measure the effectiveness and impact of different information sources
- Determine the level of internet usage
- Understand the barriers and challenges involved in organising out of school trips
- Measure the awareness and impact of Government policy
- Predict future changes to the out of schools trip market.



## 4. Methodology, sample & profile of respondents

An online survey, designed by the research team at QA, with several of the question areas being suggested by some of our clients<sup>1</sup>, was hosted on our server.

The online survey was 'live' from September 2007 to the start of January 2008.

Information about the research and a web-link to the survey was also emailed out to teachers who subscribe to tutor2u, teacher contacts known to QA and appeared in an e-newsletter produced by the Teachers Support Network. Participation in the research was encouraged by a £500 prize draw.

A screener question ensured that all respondents actually organise or undertake out of school trips with students.

Over 1,000 teachers were consulted, although as the online survey was self completed by teachers not everyone answered all the questions in the survey, hence the base sizes vary for each question.

We have analysed and cross tabulated the data, commenting throughout where any statistical differences emerged between different variables such as those who work in either the primary or secondary sector or between different positions within schools. The findings have also been compared, where relevant, against the previous research QA conducted on the Education Groups market in 2003.

Please note percentages in the findings have been rounded up or down, with any 0.5% figures being rounded up, so some figures may add up to more than 100%.

The actual base sizes for each question are shown. As a guide 400 responses provides findings which are statistically robust and reliable to +/- 4.9% at a 95% confidence level.

Some questions allowed multiple responses to be given so overall totals might add up to more than 100%.

We have included comment boxes throughout the report separating out the factual findings from our interpretation of the data and suggestions of what the findings might mean for out of school trip providers.

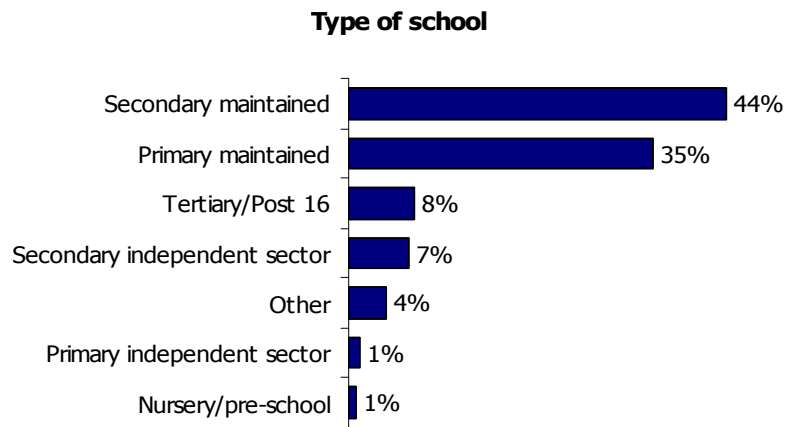
---

<sup>1</sup> Thanks to the National Railway Museum, National Coal Mining Museum for England, Royal Armouries, Imperial War Museum and The Collection for submitting possible question areas to explore



## Profile of respondents

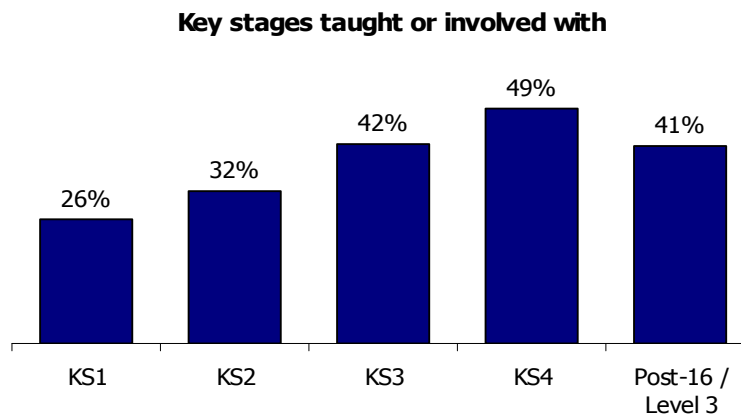
Teachers from a broad spread of different school types took part in the research.



Base: 497

Those coding 'other' included teachers working in specialist schools for students with SEN (14), referral units (2) and middle schools (4).

Teachers were asked which Key Stage(s) they teach or are involved with. Many, especially at the secondary level teach throughout the age spectrum of the school they work in.



Base: 490

Those taking part in the survey represent a broad range of positions within schools. The table below shows the current position of respondents both overall and split by education sector.

Position in school	Combined total	Pre-school or nursery	Primary	Secondary	Tertiary / Post 16	Other
Head Teacher	5%		12%	1%		6%
Deputy Head	8%	33%	12%	4%		17%
Senior Teacher	16%	33%	23%	12%	9%	11%
Head of Dept	22%		7%	35%	17%	17%
Subject Teacher	39%	33%	29%	43%	65%	40%
Administrator	1%		2%	2%		
Other	9%		15%	5%	9%	9%
<b>Total</b>	<b>100%</b>	<b>99%</b>	<b>100%</b>	<b>102%</b>	<b>100%</b>	<b>100%</b>

A higher proportion of head teachers, deputy heads and senior teachers from primary schools took part in the survey than those from the secondary sector (out of all the respondents from the primary sector 12% were head teachers, 12% deputy heads and 23% senior teachers compared to 1%, 4% and 12% respectively of all those who participated from the secondary sector).

Conversely heads of department and subject teachers made up a larger proportion of all those surveyed from the secondary than the primary sector (35% and 43% of all those from secondary schools were a head of department and subject teachers compared to 7% and 29% respectively of all those surveyed working in the primary sector).

*Comment: The findings suggest that with such variety of job titles within and across schools involved in organising out of school trips it will be difficult for providers to target via direct marketing a particular job title within a school with any confidence that the marketing materials will end up being seen by the relevant or most appropriate person.*



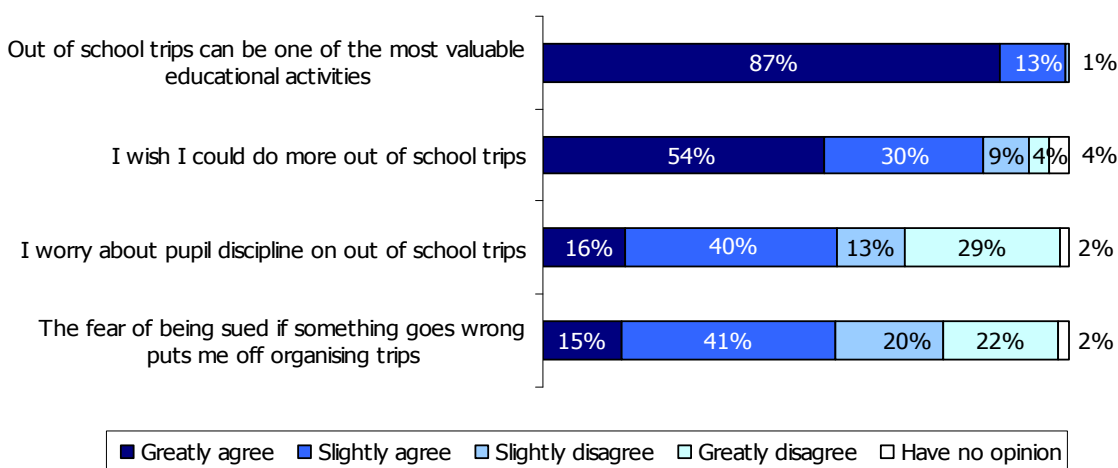
## 5. Key findings

### 5.1 Attitudes towards out of school trips

There is almost universal agreement that out of school trips are an extremely valuable educational activity.

Despite just over half of all respondents worrying to some degree about pupil discipline on out of school trips and have concerns over being sued if something goes wrong (56% agreeing strongly or slightly with both statements), the value and benefits of taking students out of the classroom is universally recognised with a majority of teachers who took part in the survey (84%) wishing they could do even more trips (even amongst those who already undertake a large number of out of school trips already).

#### Attitudes towards out of school trips



Base: 327

Senior members of staff are significantly less likely to be fearful about being sued than subject teachers (who may be less experienced) with 43% of all deputy heads compared to 17% of all subject teachers who 'disagreed greatly' with the statement.

The proportion of teachers who are involved in organising out of school trips varies considerably from school to school.

Percentage of staff at school who organise school trips	
Proportion of staff	%
10% or less	17%
11-25%	17%
26-50%	28%
51-75%	14%
76% or more	24%
<b>Base: 290</b>	<b>100</b>



## 5.2 Out of school visits undertaken

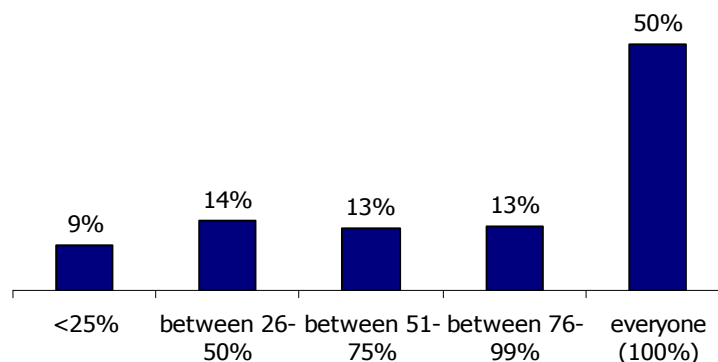
Although some teachers appear to be responsible for organising numerous out of school trips, many are involved in only a small number of trips each year (43% involved in two or less).

Number of out of school trips personally been involved in organising in the last 12 months	
10 or more	11%
6-9	9%
3-5	39%
1-2	37%
None	4%
<b>Base: 447</b>	<b>100</b>

The mean number of trips organised in the last 12 months is 4.81.

Most, although not all out of school trips are likely to have direct links to the subject being taught. Indeed half of all respondents only undertake out of school trips which are directly linked to the curriculum.

**Proportion of trips undertaken which are linked to the curriculum**



Base: 426

*Comment: Providers who can demonstrate clear and relevant links to the curriculum should promote these prominently using relevant terminology in any marketing materials aimed at those responsible for organising out of school trips.*

The most common type of trip undertaken are day trips within the UK (76% of all trips), with very similar numbers proportions of schools undertaking trips overseas (11%) as going on residential or overnight ones within the UK itself (13%).

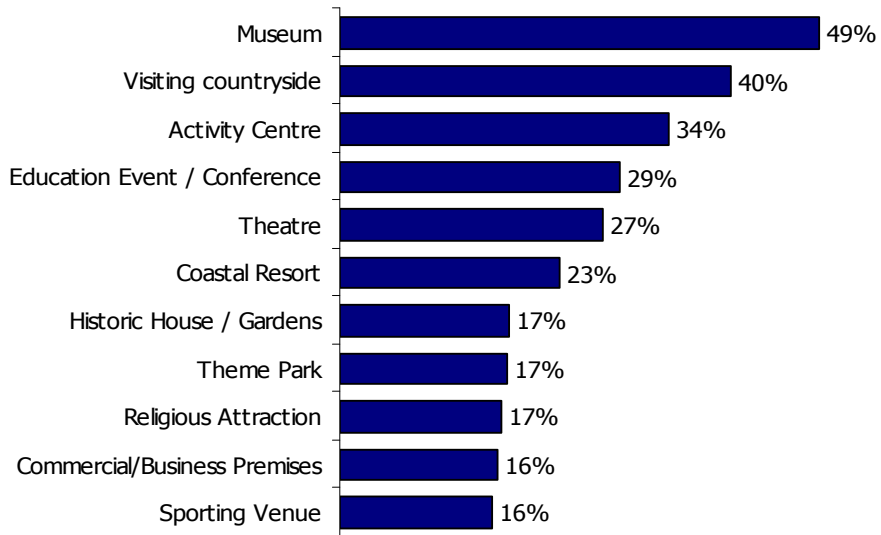
### Type of places visited

The variety of places visited on out of school trips in the last 12 months within the UK highlights the diversity of trips undertaken and the level of competition there is to attract school groups given the 'limited' number of trips teachers have the opportunity to take students out on.



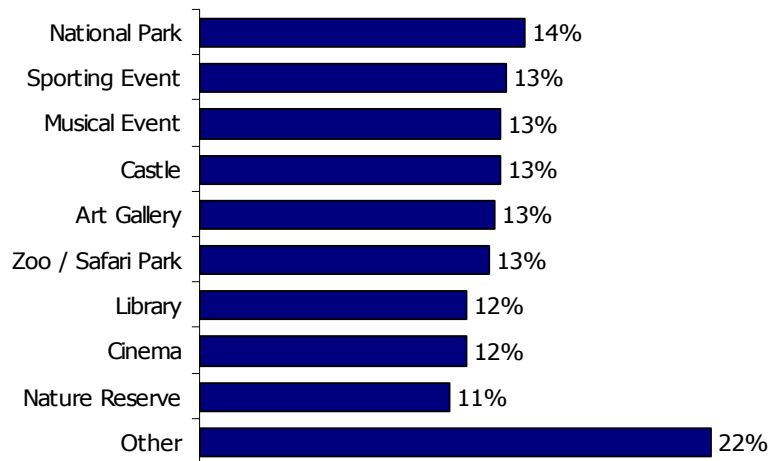
Research

**Top UK places visited in the last 12 months**



Base: 403

**Bottom UK places visited in the last 12 months**



Base: 403



Research

Further analysis shows primary schools are significantly more likely to visit the following places than secondary schools (the percentages given show the numbers of all those from first the primary and then the secondary sector who said they had visited each type of place within the last 12 months):

- Museums (68% compared to 36%)
- Visiting the countryside (57% compared to 25%)
- Historic House & Gardens (26% compared to 10%)
- Nature Reserve (14% compared to 5%)
- Religious Attraction (25% compared to 9%)
- Art Gallery (19% compared to 7%)
- Musical Event (23% compared to 6%)
- Library (17% compared to 6%)

The only places which are more likely to attract a significantly higher number of visits from the secondary sector compared to primary schools are:

- Theme Parks (23% of all those from the secondary sector had visited on an out of school trip in the last 12 months compared to 5% of all those working in the primary sector)
- Commercial / business premise (21% compared to 7%)
- Education event / conference (37% compared to 13%)

*Comment: Given the relatively low number of trips most teachers organise each year and the breadth of providers all trying to attract schools it is likely to be challenging to stand out and attract visits unless a provider can demonstrate direct links to the curriculum or for 'fun' trips, value for money.*

### Ingredients for a successful trip

There are a variety of ingredients which help make a trip successful. Organisers were asked, based on the best trip they had been on to give a reason why it had been so successful. The responses have been grouped together and presented below. Although some elements are out of the control of venues (e.g. weather, school staff) there are many aspects which can be influenced by providers.

What makes a school trip successful	Count	%
Behaviour/enthusiasm/enjoyment of pupils	80	21%
Advanced planning/good organisation	77	20%
Provider/venue's staff	75	20%
Range & quality of activities	57	15%
School staff	14	4%
Educational relevance	13	3%
Weather	12	3%
Facilities	10	3%
Treatment of children	10	3%
Support Materials	9	2%
Location	9	2%
Size of group/adult and child ratio	6	2%
Accommodation	4	1%
Transport	3	1%
Itinerary	3	1%
<b>Base</b>	<b>382</b>	<b>100</b>



Some of the verbatim reasons given show the impact providers can have when the quality of staff is high and the venue offers a well thought through experience, relevant to the specific group of students visiting.

*"Staff there were experienced with handling and talking to young children, so the children weren't bored" - Subject Teacher Primary Maintained*

*"A very well planned and varied day of activities which made effective use of a variety of teaching and learning styles, and various environments" - Head of Department Middle School*

Where as other aspects which make a trip successful are attributed to other factors outside of what a provider has contributed.

*"The attitude of the children - their pleasure and enjoyment of the activities offered, and subsequent gratitude of children and parents" - Subject Teacher Primary Maintained*

*"Staff effort & prior research on local area ... all educational activities during the residential strongly linked to curriculum but this was all arranged by school staff - if providers could do this for us I am sure more trips would go ahead!" - Other - Secondary Maintained*

*"A brilliant coach driver who was knowledgeable, pleasant with the students and willing to adapt when necessary" - Subject Teacher Special Needs School*

Trip organisers were also asked, thinking about the least successful trip they had undertaken what one thing in particular made it a poor experience. The verbatim responses have again been grouped together in a summary table.

<b>What made a trip a poor experience</b>	<b>Count</b>	<b>%</b>
Poor venue staff	64	16%
Bad planning/organisation	64	16%
Poor activities	52	13%
Journey/transport	38	10%
Poor student behaviour	32	8%
Bad weather	31	8%
Poor facilities	25	6%
Bad itinerary/timings	13	3%
Poor teaching staff	10	2%
Not as expected	9	2%
Over crowded events	8	2%
Overpriced	7	2%
Little educational value	7	2%
Poor customer care	5	1%
Location/venue	5	1%
Poor support material	5	1%
Problems with helpers/volunteers	5	1%
Poor communication	4	1%
Not enough staffing	4	1%
<b>Base</b>	<b>388</b>	<b>100</b>



Front line staff at a venue who are well trained, understand the needs of students and therefore offer suitable activities appropriate for the group involved clearly play a crucial role.

*"Distance to travel, and people who couldn't relate to students or adapt to questions asked if it wasn't on their script" - Subject Teacher Secondary Maintained*

*"Their description did not match what was on offer, they thought it was fabulous and interesting, but in reality were out of touch with children's concentration spans and interest levels" – Other Primary Maintained*

Of course some elements can not be influenced by providers but the comments highlight some of the stresses and pressures organisers might be under when they arrive at a venue. In such circumstances assistance in helping the smooth running of a visit whilst on site is likely to be very much appreciated.

*"A drama trip to France. Badly planned, badly run, an unfamiliar teacher who swore at his students, and couldn't care less about the details of keeping everyone informed. I shudder to remember it" - Head of Department Secondary Maintained*

*"Activities, poor transportation, angry bus drivers, pupil behaviour (worst case was a boy who mooned at a mounted policeman! He was on the bus and we were stationary ... very embarrassing" - Head of Department Secondary Maintained*

*Comment: As providers of out of school trips is your offer tailored to the needs and wants of modern students, reflecting how they learn, the curriculum and the skills underpinning the subjects being taught?*

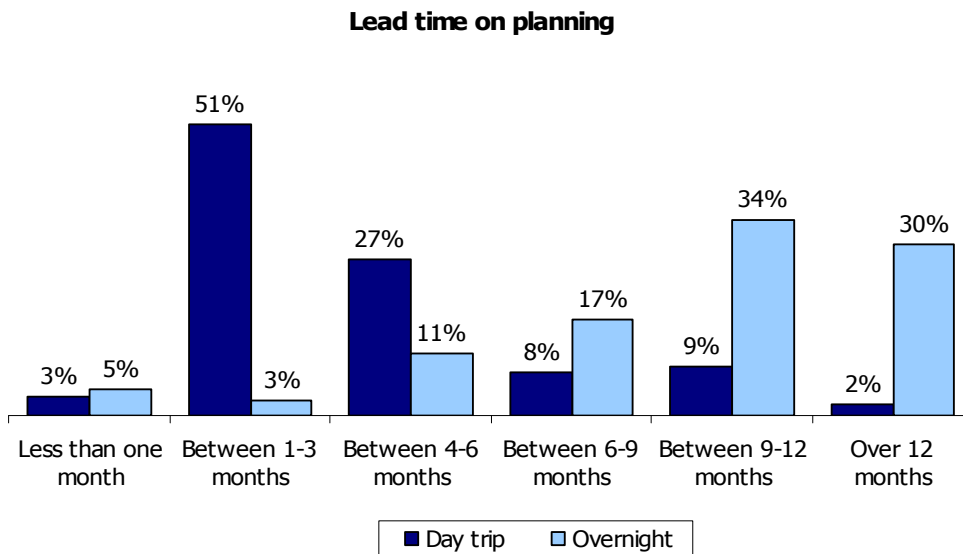
*Providers should critically evaluate their own offer against the aspects they can influence or have an impact on in the checklists above of what makes a successful or unsuccessful trip from an organisers perspective to see if anything is currently being missed out or can be improved upon.*



### 5.3 Decision making and planning

The lead time between organising a UK based day trip and going on it tends to be a term or two in advance.

When asked how far in advance overnight or residential trips are planned the lead time is noticeable longer than for a UK day trip, with two thirds of these trips being planned at least 9 months in advance.



Base: 381

There is no difference between the lead times amongst those who work in either the primary or secondary sectors.

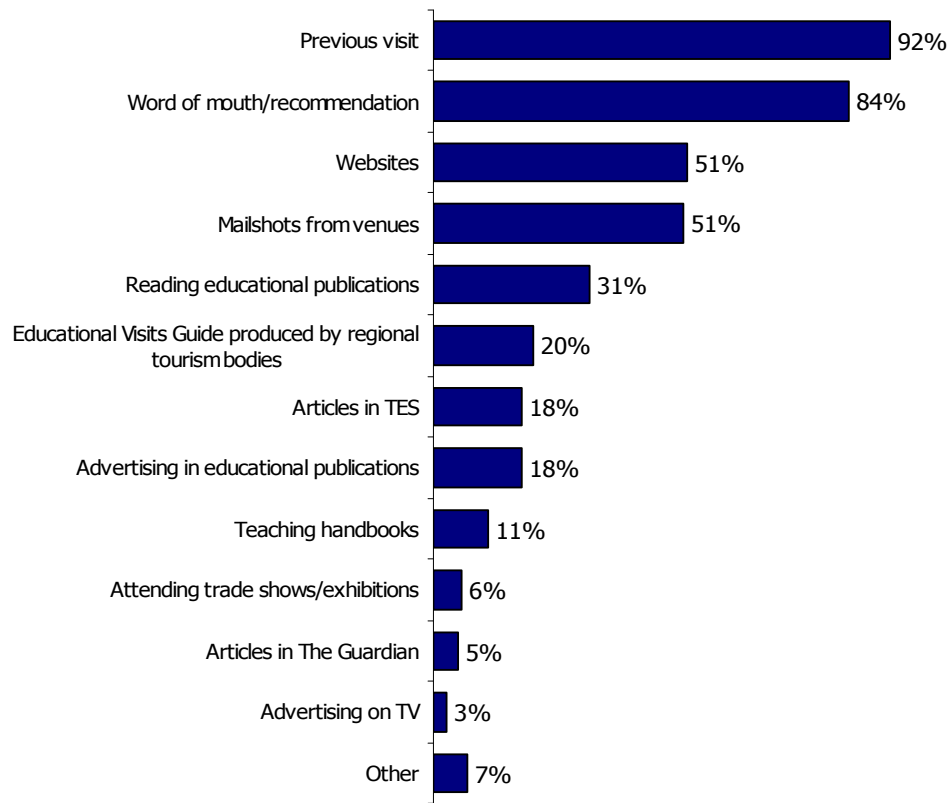
Despite the increasing use of the internet making communications much faster, the lead times on planning day and overnight trips is very similar to the findings from previous research QA conducted in 2002 in which the lead time for organising a day trip was typically between one and three months (57%) and for overnight visits between 9-12 months (38%) or over twelve months in advance (38%).

#### Sources of information

A list of options was provided and respondents asked how they find out about places to visit on out of school trips.

Previous experience, either from visiting oneself or being recommended by someone who has been before are key sources of information about places to visit (and by implication which not to bother with). Therefore the impact all the staff have at the venue itself (from reception, administration, the education department through to staff in the shop and the site maintenance team) is likely to be significantly more influential in encouraging further school trips than any of the marketing or promotional materials providers produce, important though these can be.

### Information sources about places to visit



Base: 374

Although the most frequently cited information source for all, primary school teachers are even more likely to be influenced by a previous visit than those from the secondary sector (97% compared to 88% respectively).

The same is true of the impact of 'word of mouth' has with 91% of all those working in primary schools compared to 79% from the secondary sector for whom this is an information source they use to find out about places to visit.

Mail-shots from venues are more likely to have an impact on senior staff (85% of head teachers, 68% of deputy heads, 61% of senior teachers and 56% of heads of department said it was one way they found out about places to visit compared to only 34% of all subject teachers). The findings may indicate that mail-shots addressed to head teachers are not commonly being circulated to relevant staff within a school.

Those in primary school are more likely to find out about places to visit from reading educational publications than those working in the secondary sector (44% compared to 22%).



Research

Those ticking the option of 'websites' were asked to specify which one(s) they use, with the results shown below (NB the base of 185 is derived from the number of respondents to the question; some gave multiple responses with percentages being calculated based on the number of respondents and not responses).

Website/Website Type	Count	%
The attraction's own website	71	38%
Google	37	20%
Education Based Websites	15	8%
TES	11	6%
Search Engine	11	6%
Local Authority Websites	9	5%
Various	8	4%
Tourism Information / TIC sites	7	4%
Don't know/can't remember	7	4%
tutor2u.net	5	3%
Topic/subject based websites	5	3%
Business and company websites	5	3%
It depends	4	2%
<b>Base</b>	<b>185</b>	<b>106</b>

*Comment: Given the prominence of 'google' and the use of other search engines providers need to ensure key words relevant to this sector and used by teachers when searching the internet are included in the meta-tags used within their websites.*

*Once trip organisers have clicked on a provider's website, clear navigation to help find relevant pages of information related to school visits will help the usability of a website for this audience.*

Respondents who said they used 'teaching handbooks' as an information source were asked which ones they used. The table overleaf shows the diversity of 'teaching handbooks' used amongst those who gave an answer.

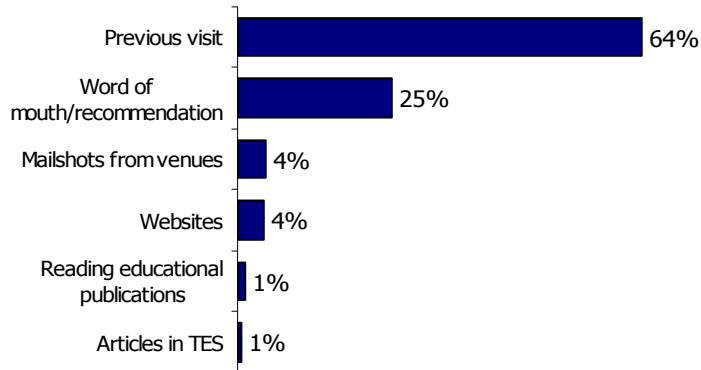
Handbook/ Type	Count	%
Subject Specific	8	21%
The Teacher Magazine	5	13%
Can't remember	3	8%
All that are available/any	3	8%
Various Unspecified	3	8%
School/college's own	3	8%
Organisation's Guidebook	3	8%
Depends	2	5%
Age group specific	2	5%
Educational Visits Guide	2	5%
Educational Organisation	2	5%
Teaching Today	2	5%
<b>Base</b>	<b>38</b>	<b>99</b>



Respondents were then asked which out of all the information sources they use is the most influential. Although marketing activities and promotion have a role to play, the importance of having previously had a positive experience, either personally oneself or a colleague is clear to see.

There are no statistical differences in the findings between primary and secondary, the types of teacher or the number of trips they undertake.

#### Most influential information source



Base: 366

*Comment: Teachers reliance on word of mouth and personal experience puts the onus on all venue staff to improve the quality of their interaction with visitors.*

*Everyone at a venue, from maintenance staff who keep the toilets going, to secretaries and the education team, have a vital marketing role to play.*



Research

## Increasing stand out in marketing materials

Respondents were asked for suggestions how a provider can make sure its information stands out from the competition. The verbatim suggestions provided have been compiled into the table below<sup>2</sup>.

Achieving stand out in marketing materials	Count	%
Accurate , detailed and honest information	94	27%
Clear links to the national curriculum/educational content	80	23%
Cost/value for money	71	20%
Risk assessments complete/ reassurance about Health & Safety	30	9%
Appropriate, interesting and accessible activities for children	23	7%
Personal contact with the appropriate person	23	7%
Presentation	23	7%
Simplicity/ease of use or booking	18	5%
Showing an understanding of the teacher's perspective	12	3%
Special Offers	12	3%
<b>Base</b>	<b>351</b>	<b>111</b>

A selection of some of the actual comments give a flavour of the variety of suggestions given:

*"Aimed at teachers with all risk assessments, prices, schedules readily available" – Subject Teacher, Secondary Maintained*

*"By forging a link and developing a professional relationship with the person who is responsible for arranging the visits" – Other, Tertiary Education*

*"Bright attractive material with clear curriculum outcomes from a visit" – Head of Department, Secondary Maintained*

*"Be honest in promoting what actual facilities it has to offer school parties, value for money, definite links to curriculum rather than tentative" Head Teacher – Primary Maintained*

*"Targeting mail shots at particular curriculum themes, especially those that are 'hot' at the moment. Giving info about other schools in similar areas or circumstances (social dep/ phase) that have completed visits" – Deputy Head , Secondary Maintained*

<sup>2</sup> The base number of respondents who provided an answer was 351 with some giving more than one suggestion, hence the count adds up to more than the base, with the percentages being calculated on the number of respondents rather than the number of answers.



## Factors in decision making

Providers can have a strong impact on many of the factors which influence trip organisers when deciding where to go on an out of school visit.

First and foremost a venue needs to be perceived as offering a safe and enjoyable experience for students. As previously seen, for many organisers clear curriculum links are important. In addition venues that make organising a trip less arduous for teachers is likely to be viewed more positively.

Respondents were given a list of factors and asked to rate the importance of each one out of 5, with '1' being not at all and '5' very important. The table below shows the mean score for each factor.

Importance of different factors when deciding where to visit	Mean Score (out of 5)
Safety and security of students	4.86
Student enjoyment	4.72
Helpfulness of venue/location staff	4.51
Hassle free experience for the organiser	4.40
Price of admission/activities/workshops	4.34
Ease of transport use	4.32
Clear curriculum links/educational value	4.32
Free entry for accompanying adults	4.26
Provision of risk assessment/health & safety documentation	4.05
Quality of specialist guide/support	3.93
Free access to activities	3.77
Quality and relevance of supporting materials	3.73
Free inspection for teachers	3.71
Free entry	3.59
Availability of educational room	3.37
Disabled access	3.36
Catering facilities	2.97
Other	2.96
<b>Base</b>	<b>342</b>

Those who also gave an additional 'other' option and rated their suggestion as either 'very important' or 'important' are listed below. The list highlights the diversity of individual needs and requirements some organisers have (all are individual suggestions unless followed by a number in brackets showing how many respondents gave this answer).

- Distance to location (5)
- Tailored visit/talk to individual groups (2)
- Good indoor area for eating even when wet (2)
- Organisational support
- Quality of the venue/activity
- Appropriateness to age of children
- Cost of transport to the venue
- Good communications
- Clarity over what is expected of staff and their role



- Opportunity to communicate with venue staff to explain the special needs of the students
  - Talks from key members of staff at the organisation
  - Having a person that will facilitate maximum benefit from the visit
  - Toilets
  - The opportunities for students to get their own needs met from the experience
  - Student preferences
  - Provision for children with Special Educational Needs
  - Limit on size of group that can be taken
  - Having risk assessments already written and providing a prompt response to any paperwork sent
- 
- That school students are welcome, not just another way of making money at the venue
  - Able to accommodate large mixed groups

When deciding where to visit the following differences emerged between those working in primary and secondary schools:

- Being offered a free inspection for teachers was considered 'very important' by 42% of all those in the primary sector compared to 25% of all those working in secondary schools
- The quality of specialist guides was also more important to those from primary schools (42% saying it was 'very important' compared to 26% of all those working in the secondary sector)
- The catering facilities are of less importance to trip organisers working in primary than secondary schools (21% compared to 9% saying it was 'not important at all' to them)
- Secondary schools are less concerned about the availability of educational rooms than those from primary schools (with 28% compared to 7% saying it was either 'not important at all' or 'not all that important').

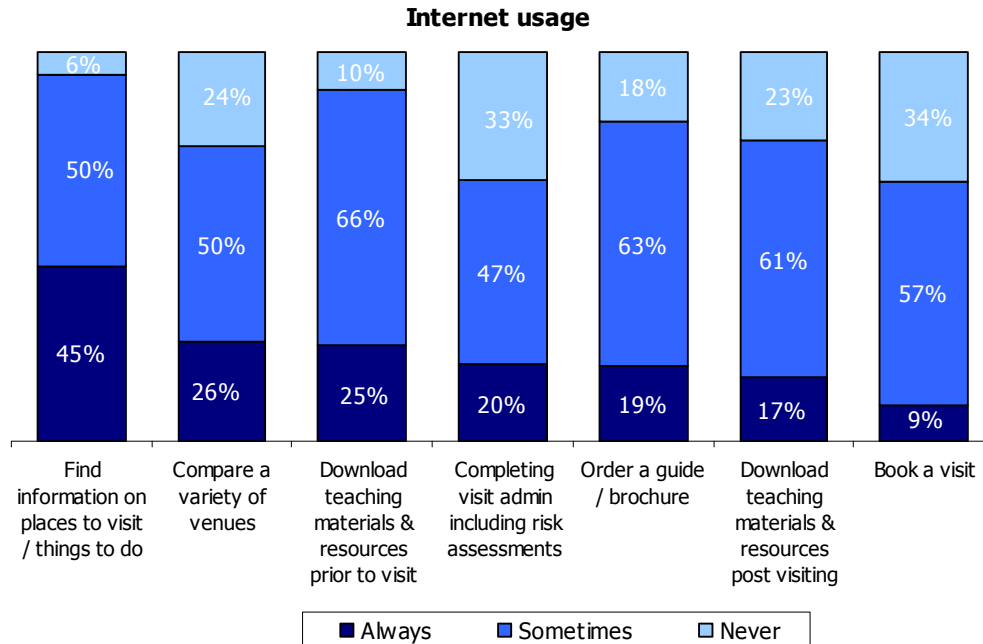
*Comment: Providers should look at the list of factors and assess if there are any areas which organisers consider to be important where they could provide better support for group organisers or highlight more to them the services on offer.*

#### **5.4 Internet usage**

Respondents were asked the extent they use the internet when organising out of school trips.

The findings suggest the internet is used mostly as a conduit to source information at the decision making stage but is also accessed by large numbers for a variety of other functions especially pre-visit when preparing students for a trip.





Base: 355

The use of the internet in regards to out of school visits has significantly increased in comparison to previous research conducted in 2002<sup>3</sup> with a 31 percentage point rise from 64% to 95% in the number of respondents who always or sometimes use the internet to find information on places to visit or things to do, a 21 percentage point increase in the numbers who use it to compare a variety of venues, a 25 percentage point increase in those ordering a guide and a 36 percentage point increase in those who always or sometimes using the internet to book a visit.

Only a few differences emerged between those working in the primary and secondary sectors.

Those working in the secondary sector are more likely to 'always' use the internet to find information on places to visit and things to do than those from primary schools (58% compared to 33%) and use it to complete visit administration including risk assessments (26% of all those from the secondary sector 'always' using the internet for this compared to 13% of all those from primary schools).

Primary schools are least likely to use the internet to actually book a school trip with 43% saying 'never' compared to 26% of all those from the secondary sector.

<sup>3</sup> Group 21 – The National Group Travel Report 2002/03– produced by QA

## 5.5 Barriers and challenges

Even though all those participating in the survey actually undertake out of school trips they still face a number of barriers and challenges to taking groups on visits.

Some of the issues are clearly outside the control and influence of providers but assistance could be provided by venues in helping alleviate some of the challenges faced.

Respondents were given a list of possible barriers and asked to rate one out of 5 how significant each is when trying to organise an out of school trip of each (with '1' being not at all and '5' very much). The table below shows the mean score for each barrier.

Importance of different factors when deciding where to visit	Mean Score (out of 5)
Time to organise such trips	3.87
Cost of admission	3.83
Cost of workshops/activities	3.76
Transport	3.58
Time available to take students off timetable & out of the classroom	3.37
Completion of a risk assessment	3.32
Administration in school	3.22
Lack of flexibility in timings	3.04
Difficulty booking	3.03
Lack of flexibility in the content of the programme & activities offered	2.77
Lack of proactive information on making the most out of visits	2.67
School policy/prohibitions	2.62
Pupil discipline	2.48
Lack of online booking facilities	2.19
Other	1.60
<b>Base</b>	<b>333</b>

Although costs are a major barrier for all it seems to have less impact amongst those from secondary schools than primary ones.

For example cost of admission appears to have less impact as a significant barrier on secondary schools (12% compared to 2% saying either 'not at all' or 'not very much' and 18% compared to 31% saying 'very much') and the cost of workshops being less of a barrier in the secondary sector (14% compared to 2% saying either 'not at all' or 'not very much').

In contrast administration in school is more of a barrier to organising out of school trips in secondary rather than primary schools (24% and 32% compared to 7% and 18% saying 'very much' and 'quite a lot' respectively).

Transport is more of a barrier for primary schools (36% rating it 'very much' compared to 13% of all those working in the secondary sector saying the same).

Time available to plan, prepare for and undertake out of school trips appears to be more of a barrier within secondary than primary schools.



Time to take students off timetable is more of an issue in secondary schools with 44% of all those working in this sector saying it is 'very much' a barrier to organising out of school trips and a further 33% saying 'quite a lot' compared to 4% and 15% of all those from the primary sector respectively who thought the same.

Also time to actually organise such trips is a greater barrier for those working in secondary than primary schools (with 38% and 42% compared to 20% and 26% from each sector rating it as 'very much' or 'quite a lot' of a barrier respectively).

School policy and prohibitions (which may be related to taking students off timetable as seen above) has more of an impact at secondary rather than primary level with 16% compared to 6% of respondents working in each sector rating it as 'very much' a barrier and 19% compared to 7% rating is a 'quite a lot'.

*Comment: The findings suggest secondary schools have more internal obstacles within the school to overcome such as the difficulty of taking students off timetable and the time to organise trips. Strong curriculum links and a clearly recognisable benefit to students is likely to be required unless the trip is during a whole school 'activity week' or end of term 'treat'.*

*These barriers may result in difficulties in attracting secondary school groups throughout the year rather than at concentrated periods during activity weeks or at the end of terms.*

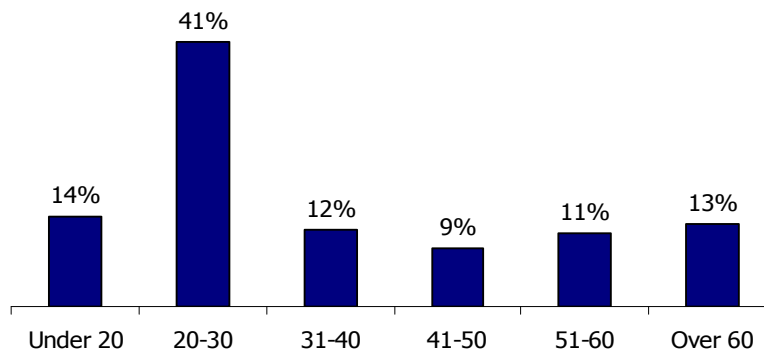


## 5.6 A typical out of school visit

### Day trips

The mean number of students taken on a typical out of school day trip is 42.36, although the numbers do vary from school to school.

**Typical number of students taken on day trip**



Base: 390

Smaller group sizes (i.e. under 20 students on average) are more likely to be from secondary schools (17% of all those working in secondary schools gave this as the typical number of students they take compared to 1% of all those from the primary sector).

Average group sizes of 41-50 are also more likely to be from secondary schools (15% compared to 1% from primary schools). This may be due to taking groups of 'A' level, NVQ or GCSE students on out of school trips rather than complete year groups.

Primary schools were more likely to be taking out an average of 51-60 students than secondary schools (20% of all primary schools compared to 6% of secondary).

### Amount of spending money recommended

The mean scores for the amount of spending money trip organisers recommend their students take on day trips to different types of places is:

- To museums and galleries £5.93
- To theme parks and zoo £7.60
- To the countryside or outdoor attractions £4.69

Therefore the average level of secondary spend at a museum or gallery from a school trip is £251.19 (based on the mean number of students taken on a typical out of school trip multiplied by the typical amount of spending money recommended they take by trip organisers), although the actual amount varies considerably between different schools.



<b>Average amount of spending money recommended students take on a day trip to ...</b>			
<b>Amount</b>	<b>A museum / gallery</b>	<b>A theme park / zoo</b>	<b>The countryside</b>
£1-£2	16%	11%	9%
£2.01-£4	13%	11%	7%
£4.01-£5	45%	38%	35%
£5.01-£10	20%	27%	15%
£10 or more	6%	13%	5%
<b>Base</b>	<b>286</b>	<b>263</b>	<b>317</b>

### **Trips to museums and galleries**

Primary schools are more likely to recommend a smaller amount of spending money is taken than secondary schools with 22% and 43% of all those organising primary trips to museums and galleries suggesting £1-2 or £2.01-£4 respectively compared to 3% and 4% of all secondary schools suggesting the same amounts.

Secondary schools are more likely to recommend students take a larger sum with 58% and 30% of all secondary schools suggesting a figure of £4-5 and £5-10 respectively compared to 31% and 4% of all primary schools suggesting the same.

### **Trips to theme parks and zoos**

Secondary schools are more likely than primary ones to suggest students take a larger sum of spending money on trips to theme parks and zoos (in comparison 25% of all primary schools suggest taking £1-2, 31% £2.01-£4, 5% £4.01-£5 and none over £10 compared to 3%, 1%, 41% and 18% from secondary schools who gave the same responses).

### **Trips to the countryside or outdoors**

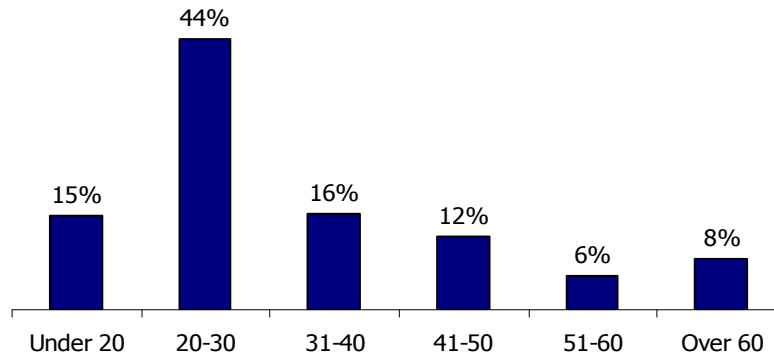
The same pattern is true with outdoor trips to the countryside; secondary school students being more likely to be taking larger amounts. In comparison 30% of all primary schools suggest taking £1-2, 25% £2.01-£4, 39% £4.01-£5, 6% £5.01-£10 and none over £10 compared to 3%, 2%, 59%, 27% and 8% from secondary schools who gave the same responses respectively.



## Overnight or residential trips

The average number of students taken on a typical overnight or residential trip is 35.42 with the mean duration of a trip being 3.84 days.

### Typical number of students taken



Base: 231

Average duration of a typical overnight trip undertaken in the last 12 months	
1 night	6%
2 nights	20%
3 nights	17%
4-6 nights	46%
7-14 nights	9%
15+ nights	1%
<b>Base: 220</b>	<b>99</b>

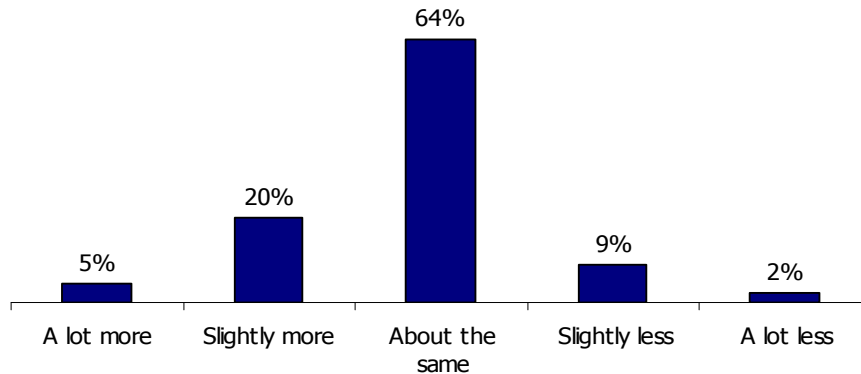


Research

## 5.7 Future expectations

Overall the school trips market in the year ahead appears to offer a small potential for growth as a quarter of trip organisers expect to undertake more trips than before and only 11% less than in previous years.

### Changes in the number of trips expected in next 12 months



Base: 327

## 5.8 Awareness and impact of government policy

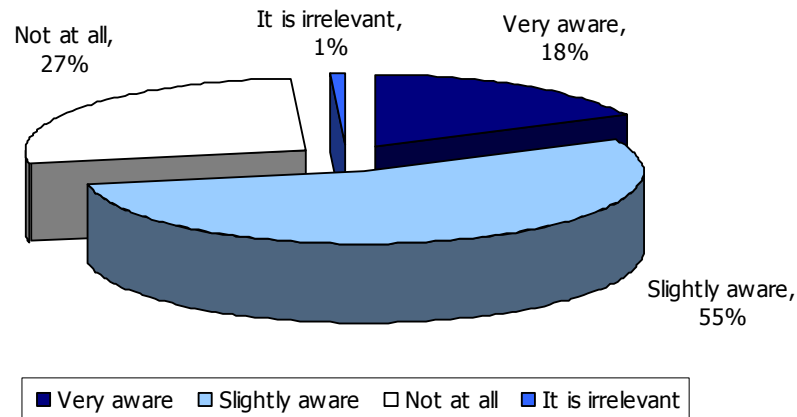
On 28th November 2006, the *Learning Outside the Classroom* manifesto was launched which sets out a vision to enable every young person to experience the world beyond the classroom as an essential part of their learning and personal development<sup>4</sup>.

However, it appears that many of those directly involved in organising such experiences have either no awareness of or are only slightly aware of this government initiative.

---

<sup>4</sup> Information quoted on the Department for Children, Schools and Families website

### Awariness of 'Learning Outside the Classroom' manifesto



Base: 339

Those who said they are either 'very aware' or 'slightly aware' of the *Learning Outside the Classroom* manifesto were asked what impact the initiative has had on their attitudes towards school trips.

Impact of initiative	Count	%
None/very little	36	32%
Raised awareness of the value of out of school trips	15	14%
Encouraged further trips	12	11%
More aware of planning required/paperwork	12	11%
Fuller consideration of Health & Safety/Risk Assessments	9	8%
Focused thoughts/made things more specific	7	6%
Ensured all trips have educational content	7	6%
Feel get more official support	7	6%
Confirmed what I am already doing as good practice	6	5%
<b>Base</b>	<b>111</b>	<b>100</b>

Real awareness of what the manifesto is appears to be limited.

*"This has made me focus on achievement and attainment as a result of trips"* – Head of Department, Secondary Maintained

*"As with many initiatives from government - fine in rhetoric but let's see the substance. Still not clear how supported we will be should anything "go wrong" in spite of risk assessments etc"* – Head of Department, Primary Maintained

*"None - sick to death of government initiatives telling us how and what to do things we're already trained to do and intelligent enough to work out for ourselves"* – Other, Primary Maintained

*"That it is as important as ever to give students the opportunity to experience first hand the chance to do primary research and not to rely solely on secondary research"* – Senior Teacher, Specialist FE College for students with physical and learning difficulties



Research

*Comment: The findings suggest that as a quality mark for providers to use prominently on promotional and marketing materials for this market it is unlikely to have much resonance with many school trip organisers or currently be assisting schools in selecting a venue or provider because they have signed up to the points in the pledge.*

*However, a minority of teachers it may have helped raise some practical issues to consider when organising an out of school trip.*

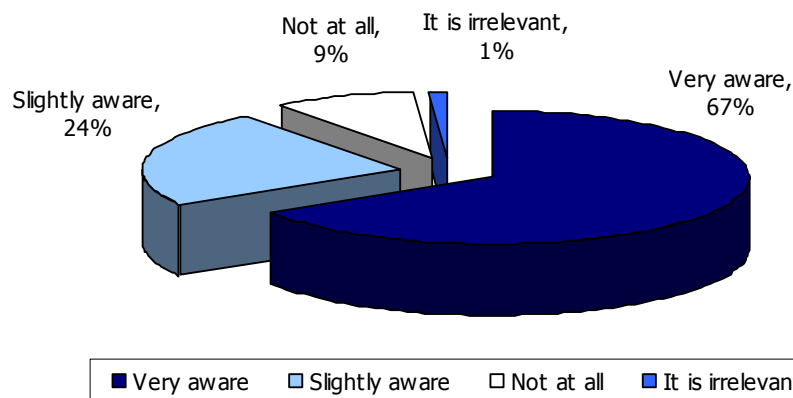
Trip organisers were also asked how aware they are of the government Excellence and Enjoyment strategy, which is targeted at primary school students aged 5-11 years old.

As the strategy says: *'The vision is for a sector where high standards are obtained through a rich, varied and exciting curriculum which develops children in a range of ways.'*

*High standards and a broad and rich curriculum go hand in hand. Literacy and numeracy are vital building blocks, and it is right to focus attention on them. But it is important that children have a rich and exciting experience at primary school, learning a wide range of things in a wide range of different ways'<sup>5</sup>.*

Awareness of this government strategy appears high amongst those surveyed working in the primary sector.

#### Awareness of 'Excellence and Enjoyment' strategy



Base: 137

Trip organisers from the primary sector who were either 'very aware' or 'slightly aware' of the *Excellence and Enjoyment* strategy were asked about the impact it has had.

<sup>5</sup> Quoted from the Dfes website <http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/>



The verbatim answers given have been compiled into the table below, highlighting the overall positive response to the strategy<sup>6</sup>.

<b>Impact of strategy</b>	<b>Count</b>	<b>%</b>
Re-affirmed value of enjoyment as well as enriching learning experiences	20	35%
None/very little	11	19%
Encourage more trips	7	12%
Focused thoughts on purpose/value of trips	7	12%
Feel I get more official support/justification for trips	5	9%
Confirmed what I am already doing as good practice	3	5%
Fuller consideration of Health & Safety/Risk Assessments	2	4%
Too soon to say	2	4%
<b>Base</b>	<b>57</b>	<b>100</b>

Even the majority of those saying its impact has been 'none' or 'very little' tend to say this because they already recognise the value of taking students out of the classroom.

*"Has not directly affected attitudes to school trips as we always have had a positive attitude school trips" – Subject Teacher Primary Maintained*

*"Very little. We have always planned school trips to enrich learning where appropriate" – Head Teacher Primary Maintained*

*"Very little - we would be doing these school trips regardless of the strategy" – Deputy Head Primary Maintained*

A couple of comments amongst those who said the strategy had had no impact was due to the barrier of the costs of trips and particularly transport costs.

*"It always boils down to cost, I'm afraid. Little else seems to matter" – Other Primary Maintained*

Anecdotally the strategy has resulted in some schools feeling more confident and justified in undertaking more out of school trips.

*"Increased the amount and type of trips undertaken" – Deputy Head Primary Maintained*

*"Reinforced the importance of offering excellent learning opportunities" – Senior Teacher, Primary Maintained*

*"Feel more justified in organising exciting experiences" Head Teacher Primary Maintained*

*"It has reaffirmed that the 'enjoyment' of school trips as part of the school experience is extremely valuable" – Head Teacher Primary Maintained*

*"Enabled us to build in more capacity for out of school trips and justify it to governors and parents" – Deputy Head Primary Maintained*

<sup>6</sup> Note not everyone saying they were 'very' or 'slightly aware' answered the open question regarding the impact the strategy has had.



## 5.9 Needs and wants from attractions and destinations

The survey asked what three things are required from a provider in advance of an out of school trip. The extensive list of suggestions have been analysed, grouped together and compiled into a table<sup>7</sup>.

Anything which makes a trip organiser's task easier and assists in the smooth running of a trip is likely to be very welcome with administrative assistance and clarity of communications common themes.

Main requirements from provider in advance of trip	Count	%
Health & Safety/Risk Assessment	168	51%
Clarity over and definite costs	121	37%
Information on activities	79	24%
Support materials	76	23%
Named contact/good communications	71	21%
General information/brochures	68	21%
Schedule/itinerary	66	20%
Details of venue & facilities	63	19%
Dates & times available	59	18%
Confirmation of booking	50	15%
Relevance to Curriculum	38	11%
Map/location details	32	10%
Pre-visit	29	9%
Transport arrangements	26	8%
Understanding/reassurance	25	8%
Appropriate documents/administrative procedures	20	6%
Customer service/friendliness	19	6%
Understanding of children's/school's needs	15	5%
Appropriate & trained staff	15	5%
Accommodation	7	2%
<b>Base</b>	<b>331</b>	<b>100</b>

### Suggestions – enhancing out of school trips

Trip organisers were asked for any other suggestions how destinations, attractions and providers can enhance or help ensure a successful out of school trip. The comments re-iterate many of the themes which have already been shown throughout this report.

#### Practical assistance

*"Resources for pre and post visits - so we can examine whether they need to be modified and build them into what we are doing at the centre" - Deputy Head – Referral Unit*

*"Provide clear info & practical guidance" - Senior Teacher Pupil Referral Unit*

<sup>7</sup> The percentages have been calculated using the number of teachers who provided at least one answer (i.e. 333) rather than the number of suggestions (i.e. 1047).



*"Be available at the end of a phone" - Deputy Head Secondary Maintained*

*"Organise / make available free pre visits for teachers. I am reluctant to take pupils to a venue that I have not visited before" - Subject Teacher Secondary Maintained*

*"Have standard risk assessments readily available. Offer links to National Curriculum. Provide relevant interesting materials for use prior, during and after visit" - Head of Department Secondary Maintained*

*"Provide information on a variety of pre-visit and during visit activities prior to the visit" - Subject Teacher Primary Maintained*

*"Risk assessments available and decent resources. It always helps if venues can arrange things to do with the students. This takes the pressure off staff who have had a stressful enough time getting a coach full of kids to a destination, in one piece already" - Head of Department Secondary Maintained*

*"Prepare risk assessments, provide inspection visits" - Head of Department Secondary Maintained*

*"Make sure there is an area for school parties to eat and go to the toilet! Hands on experiences or facilities for role play. If guided tours make sure guides are able to speak to children at their level" - Deputy Head Primary Maintained*

*"Provide all information in good time ahead of visit" - Subject Teacher Primary Maintained*

*"The more that they can provide to reduce the amount of paperwork to be organised at school the better" - Subject Teacher Secondary Maintained*

*"Provide more info on all of the facilities and a name to contact at any time before or during the trip" - Subject Teacher Secondary Maintained*

*"Provide electronic documents for risk assessments so that teachers can easily convert to school standard format. Make sure that provided resources are up to date and relevant to the displays / activities undertaken" - Head of Department Secondary Maintained*

*"Plenty of toilets" - Subject Teacher Primary Maintained*

*"To have devised a pre visit information pack for teachers (which should be made available either on line or in the post) To include all necessary paper work, such as; risk assessments, health and safety procedures, map of site, disabled access, timings etc" - Other Primary Maintained*

### **Offering relevant activities**

*"Clear statement of educational value and information about activities provided" - Head of Department Sixth Form College*

*"Provision of excellent support materials to link into curriculum programmes" - Subject Teacher Secondary Maintained*

*"It would be good if organisers could be aware of the topics looked at in the national curriculum and could therefore make specific links between what is being studied and what there is available out of school" - Subject Teacher Secondary Maintained*



*"Asking teachers in advance to specify their educational objectives, and acting on them" - Head of Department Secondary Independent Sector*

*"Have fun activities related to the National Curriculum" - Subject Teacher Secondary Maintained*

### **Appropriateness of on-site staff who understand student needs**

*"Train their staff in how to deal with urban students" - Head of Department Secondary Maintained*

*"Enthusiastic presenters" - Senior Teacher Secondary Maintained*

*"Make sure the staff know how to deal with school pupils appropriately and have the trip well organised" - Deputy Head Primary Maintained*

*"To genuinely enjoy being in the company of excited children and know how to channel their enthusiasm into a valuable learning experience" - Senior Teacher Primary Maintained*

*"Be well organised themselves, talk in child friendly speak (some guides are well above children's level of comprehension)" - Subject Teacher Primary Maintained*

*"Provide staff who understand the needs of children at school; who know their subject but also understand how children best learn and give them the opportunity to interact with what is on offer" - Head of Department Primary Maintained*

*"Being child friendly, not assuming that all secondary school students will be poorly behaved" - Deputy Head Secondary Maintained*

*"Be realistic about pupil noise levels and behaviour" - Other Secondary maintained*

*"Make them exciting and memorable experiences and don't have staff that hate school trips! Provide a good place to eat and not be too expensive" - Subject Teacher Secondary Maintained*

*"Enthusiasm for our students to be engaged and present" - Head of Department Secondary Maintained*

*"Knowledgeable, sensitive providers who will accept that dealing with children can sometimes be trying" - Senior Teacher Primary Maintained*

### **Feedback and research**

*"Listen to what teachers have to say" - Senior Teacher Primary Maintained*

*"Begin to collect tips/ideas from teachers. Ask on the day what's working/not working" - Head of Department Secondary Maintained*

*"Visit other organisations who already do it well! Example-Fitzwilliam Museum, Cambridge" - Senior Teacher Primary Maintained*

*"Ask for feedback and act on it" - Subject Teacher Primary Maintained*



## 6. Conclusions

- The value and benefits of taking students on trips to gain experiences outside the classroom is universally recognised by those who undertake such trips despite the time and extra work they take to organise and the potential career risks should anything happen ... but how many teachers are no longer willing to organise trips?
- There is an inequality of opportunity across different schools and LEA areas. The opportunities to go on trips will vary considerably depending if students are lucky enough to attend a school in which teachers are prepared to put the extra work in to organise and take the risks in running these trips.
- School trip organisers are a difficult audience too market to given that the most influential information sources are previous experience (oneself or colleagues) and the challenge of targeting the appropriate individuals within a school based solely on job title.
- As teachers rely heavily on their own experiences or those of their peers and friends to influence their decisions, traditional marketing campaigns may not be the most appropriate way to catch their eye.
- With 92% of teachers knowing about places to visit because they have previously visited and three quarters saying the most influential source of information is their own previous experiences the implication is many are repeating trips to the same place. This may be because it is perhaps easier to return to places given the limited time to conduct risk assessments and devise suitable activities (pre, during and post visit) for curriculum based trips.
- Providers wanting to attract greater numbers of curriculum based visits will need to clearly demonstrate the educational value of a visit and how it will strongly support specific aspects of the curriculum and build on the classroom experience.
- If offering an experience linked to the curriculum, venues will need to keep adapting and tailoring their offer to the changing demands of the curriculum (both subjects/topics and skills being taught) ideally mirroring the teaching approaches schools themselves use (i.e. kinaesthetic experiences over didactic styles, active engagement rather than passively finding out information) but offering an execution and experiences which teachers cannot readily replicate themselves back in the classroom.
- School trips are organised by teachers in addition to their normal workload so any help in relieving aspects of the organisational burden is likely to be well received. Providers should consider how they can assist schools with administration, risk assessments, health and safety requirements, lesson plans and ideas for relevant activities.
- Usage of the internet in selecting venues and helping with a variety of aspects to do with school visits from providing administrative support to teaching resources is increasing and likely to become even more 'the norm' in the future.
- Trip organisers are highly aware of the need to be safety conscious but the amount of bureaucracy is a major barrier for those who organise trips doing more.
- Although the majority of trips undertaken have strong links to the curriculum and are educationally based, it is important to trip organisers that students have an enjoyable as well as enriching experience.



- Trip organisers need confidence that a venue understands the needs of school visitors, both in offering an appropriate day of safe enjoyable activities for students and helping teachers operate a successful trip.
- Any out of school trip offer needs to be tailored to an audience of school students rather than simply being a repeat of what is provided for 'general' visitors; even then any offer should appreciate and be adaptable to the needs of different school groups.
- Staff at a venue have a great deal of impact and a key role to play in influencing teachers decisions over whether to visit again and also in creating high levels of advocacy.
- Students have money to spend whilst on a visit, with secondary students typically taking higher amounts than those from primary schools.
- Overall, a slight growth in the number of school trips being undertaken is expected in the year ahead.
- Additional impetus appears to be needed to communicate and raise awareness of the *Learning Outside the Classroom* manifesto beyond providers to those actually organising trips and visits.
- The *Excellence and Enjoyment* strategy appears to have had a positive impact on primary schools, helping confirm the value of out of school trips and provide support to those organising trips.



## 7. Recommendations

- Providers should put mechanisms in place to capture feedback (formal and informal) from trip organisers, enquirers who have not gone on to book and prospects to ensure their out of school trip offer is targeted (and constantly adapts) to the needs of this audience.
- For providers, critically review all aspects of the out of school trip offer to ensure it matches as closely as possible (or if feasible exceeds) the checklist of needs and requirements of trip organisers, the ingredients of a successful trip, what influences organisers decisions and what they look for in marketing/promotional materials as identified in the research.
- Venues should focus on improving the visit experience through more well-defined links to classroom work; encourage staff to take an active role in promoting their venue and what it offers and provide a tailored service which meets specific rather than pre-conceived general needs.
- Ensure all staff (not just those from the education team) recognise and appreciate the important role they play in delivering a positive experience and therefore repeat bookings.
- Providers should analyse their level of repeat business, contacting schools who do not appear to be returning to enquire why, using the feedback to help develop a more attractive offer for this market.
- Review the amounts students are spending on site during a visit to determine the economic benefits of school visits are being optimised. If values are considerably lower than the typical amounts students are suggested to take in the research findings evaluate what can be done to increase this.
- If offering an educational experience ensure it is clearly communicated (for each key stage or year group) how a visit links to the curriculum and enhances what students are learning within the classroom (using the same terminology as in the curriculum guidelines).
- Providers should ensure their website has easy to find and clear information for trip organisers. Beyond booking information these pages should include a range of useful and relevant resources for organisers to download to help them with administration (e.g. risk assessments) and planning a visit (e.g. FAQ and teaching resources for pre and post visit as well as during, separated by key stage or year group).
- Consider compiling and providing access to a depository of lesson plans, ideas for activities and teaching materials for use pre, during and post a visit, not only produced by the venue itself but also created by teachers who have previously visited. These could be downloadable from the teachers' pages of a venues website.
- With personal experience being such a strong influence of visits, offering free familiarisation trips to teachers (especially if they can visit during school holidays and weekends with their family and not with a group of other teachers) is likely to put a venue in a positive light. Either send a web-link to details of the venues school offer with any 'free' tickets or have information pack available for teachers to pick up whilst on site.
- Venues offering day visits might be able to grow the number of school visits by actively partnering with providers of school residential accommodation to offer a package or menu of potential activities for school trips staying in an area, saving teachers time in sourcing suitable things to do and where to go with their students.



## 8. Information about QA Research

Providing an independent view, our research has helped provide destination and visitor attraction managers and other tourism professionals with a greater understanding of their market, products and service.

QA Research has a dedicated tourism team that provides museums, destinations, visitor attractions and other tourism bodies with research that enables them to:

- Gain market share
- Test new products or refine existing ones
- Increase customer satisfaction levels
- Attract non-visitors
- Strengthen funding bids
- Target hard to reach groups
- Measure the effectiveness of marketing campaigns
- Develop or refine brand identities
- Understand perceptions and awareness of their products
- Produce sustainable tourism policies and plans

Our tourism team undertakes research with visitors, non-visitors and stakeholders that allows museums, destinations and attractions to make informed decisions.

Our researchers all have tourism industry experience which means they are able to add meaningful interpretation to the findings from qualitative and quantitative research.

Our core research services include:

- Online surveys
- Face-to-face surveying
- In-depth interviews
- Self-completion surveys
- Telephone research
- Focus groups
- Workshops
- Desk research

For more details about QA including a list of recent clients and examples of research projects recently conducted look on our website [www.qaresearch.co.uk](http://www.qaresearch.co.uk)

To discuss any research needs please contact: Nick How on 01904 632039 or email: [nick.how@qaresearch.co.uk](mailto:nick.how@qaresearch.co.uk)



## **9. Information about tutor2U**

tutor2u is a leading publisher of e-learning resources for Economics, Business, Politics, Enterprise, Law, Sociology, History and related subjects.

tutor2u's materials are used by over 3,500 schools and colleges in the UK and in educational institutions in over 85 other countries.

The business also runs a popular series of student revision workshops and teacher conferences.

tutor2u was named Online Learning Resource of the Year at the prestigious BETT Show - the World's leading educational show. Their website ([www.tutor2u.net](http://www.tutor2u.net)) is one of the most-visited educational sites in the world, serving over 50 million page impressions each year.

tutor2u maintains a regular contact with over 15,000 teachers and lecturers from around the world, both through its popular subject blogs and a weekly teacher email newsletter.

For more information about how tutor2u can help your business engage with education, please contact Jim Riley on 0844 800 00805



Research