

ALDO PAPONE

CASE STUDY: The Tower of London

'An investigation into the role of the Tower of London as a leading heritage tourism attraction in the UK'



A teaching manual in support of the resource material for students

Compiled by the Croydon College Travel and Tourism Team

Contents of the Teaching Manual

The Manual is designed to help teachers deliver the case study on the Tower of London to their students in a logical and thought provoking way.

Each of the following five sections relates to those in the Curriculum Support Material Resource which can be given to students before any additional research takes place.

The suggested tasks and activities are a guideline, with particular emphasis placed on the relevance of research into similar heritage attractions around the world - which may therefore form the basis of a useful comparison with the Tower of London in England.

Much of the additional research which students could undertake on the Tower of London is best carried out using the web-sites given in Section One of the students resource. Some information and expected 'responses' are given in this Manual, but these should never be seen as exhaustive or complete answers.

Section One

Historical Development of the Tower of London

Activity 1:

Refer to the Time Chart of the Tower of London.

- a) If students are unfamiliar with some of the characters in English history highlighted on this Time Chart, then perhaps they should undertake brief research into one or more of the following:

William I
Thomas Becket
William Wallace
Henry VIII and Anne Boleyn
Sir Walter Raleigh
Guy Fawkes

- b) Choose another heritage attraction and produce a similar Time Chart showing key dates and characters in its historical development.

Activity 2:

One of the most famous and most gruesome stories to be told at the Tower is the murder of the two young princes in 1483 by their uncle, Richard Duke of Gloucester. Write a short script about this infamous story which could be used by the Yeoman Warders on their tour. It is important that you make the story interesting for the visitors to hear, but remember – keep to the facts as much as possible!!

Activity 3:

Historical Royal Palaces, created by Government in 1989, is crucial to the on-going success of the Tower of London.

- a) Find out more about this organisation, and in particular undertake detailed research on one other of the palaces which fall under its protection in the London area.
- b) Evaluate the *objectives, the vision and the 'guiding principles'* of HRP; and discuss these in comparison with aims and objectives set out by high-profile heritage attractions/organisations from other countries.

Section Two

The Tower of London as a Heritage Attraction

Activity 1:

With reference to the annual visitor number figures in this section (1990 – 2000), suggest why the total fell below 2 million in 1991.

Response: The Gulf War in this year had a major negative impact on long haul travel, especially from the USA to Europe

Identify other 'external' factors (i.e. outside the control of individual organisations) which may have an impact on the demand for the Tower of London.

Responses may include: competition from similar attractions in London; weather; economic climate; exchange rates; changes in domestic and overseas travel trends; state subsidies; perception that London is an undesirable destination.

Activity 2:

With reference to the seasonal visitor numbers for the year 2000' explain why these month to month variations exist.

*Responses may include: January/February – post Christmas, winter climate in UK
April – Easter break
June/July/August – peak tourism season, domestic & overseas
October – popular half term week to visit with families
November/December – lead up to Christmas*

Activity 3:

Admission prices for visitor attractions in London have been criticised as being too high in recent years.

- a) After the events of September 11th 2001, what changes in the pricing structure might you now expect to see at top attractions such as the Tower of London?
- b) Compare and evaluate the Tower of London's prices with similar heritage attractions in other major capital cities around the world.

Activity 4:

Looking carefully at the range of facilities and services offered at the Tower of London, how much emphasis do you think is placed on the importance of 'secondary spending'?

Section Three

The Role of Customer Service at the Tower of London

Activity 1:

- a) In the opening paragraph in this Section of the student resource, what do you think is inferred by the phrase ‘the Attractions Market has matured’?

Response: The Attractions Market in the UK has now become huge in terms of scale (over 3,000 attractions) and economic impact. UK consumers have thus become very informed about the choice of experience on offer from the industry. Operators are fighting hard to attract enough of these attraction wary (and weary!) customers through the door. In the UK there is now probably an over-supply of visitor attractions.

- b) What factors contribute to the ever-increasing expectations of visitors to either modern or heritage based attractions?

Response may include: Media, Advertising campaigns, experience of travelling overseas

Activity 2:

HRP believes it can exceed customer expectations by using the five ‘strategies’ outlined. Identify what other benefits this approach would have for the organisation in addition to the ones listed already.

Response may include: Satisfied customers; edge over the competition; increased sales; lower turnover of staff; improved co-operation between departments; reduced marketing budgets as more existing customers are retained.

Activity 3:

Produce a benchmarking form/sheet based on the Key Quality Criteria which the Tower of London uses to measure customer satisfaction. Visit a heritage attraction of your choice and give a mark/grade for each; justifying your decision wherever possible.

e.g. Health and Safety at the attraction scored 7 out of 10. All staff were aware of the fire and safety drills, emergency exit signs were clear and the catering services had evidence that food and hygiene standards were being met.

Activity 4:

- a) Evaluate the Tower of London’s ‘Ten Commandments for Customer Service’
- c) Obtain a customer service policy from another major heritage attraction and make an informed comparative analysis between the two.

Section Four

Marketing and Promotions at the Tower of London

Activity 1:

The Tower of London takes market research seriously in an attempt to meet the needs of its visitors. Suggest what type of information is collected;

- a) In the Profile Survey which is carried out four times a year
- b) In the Visitor Survey which is carried out twice a year

Response: The Profile Survey gives a breakdown of factual information on nationality, age, gender, group size, time spent in attraction, amount spent on visit. The Visitor Survey is more qualitative, investigating customer opinions and attitudes in relation to their visit.

Activity 2:

Select another heritage attraction and identify its key market segments. Write brief descriptions of these segments similar to those given by the Tower of London ('New World heritage seekers' etc)

Activity 3:

A great deal of the Tower of London's advertising budget is focused on people who are 'in-transit'. Why do you think this is, and do you think it an effective strategy?

Activity 4:

Again, using another heritage attraction, break down their marketing activities into 'Above-the-line' and 'Below-the-line' advertising.

Activity 5:

With reference to the marketing environmental analysis carried out by HRP for the Tower of London after September 11th 2001, produce a business plan which suggests how this major heritage attraction can best move forward in the foreseeable future. In doing so, you need to make practical recommendations which do not compromise the ethos of HRP.

Response: There are many practical suggestions which can be made. Essentially, the business plan should include reference to: a shift in emphasis from the overseas market to the domestic market in the UK; a broadening of the attractions appeal to local communities in London; a shift in emphasis from being an 'adult/couples' attraction to a more family orientated attraction.

Section Five

Interpretation of the Heritage Product

The debate on heritage interpretation is an open one, and in essence there are no right or wrong answers. The activities below follow on logically from the business plan asked for in the previous section. This may have already given students an idea of which side of the debate they fall on!

Activity 1:

With reference to the quotation from J Swarbrooke in this Section, write an essay about the heritage attractions industry in the UK or in another country.

Activity 2:

Use the same quotation as a debating point. The students can be split up into two groups; those who believe that the interpretation of heritage should not be compromised, and those who would sacrifice authenticity for commercial reasons.

Activity 3:

- a) Suggest ways in which technology could be used to enhance the visitor experience at the Tower of London.

Response: These might include;

- *Interactive computer games – knight jousting competitions; ‘steal the Crown Jewels’*
 - *Time machine simulator ride – visitors sit in a time capsule which takes them through events at the Tower over the past 800 years.*
 - *Virtual reality head-set – visitors could ‘move’ around the Tower in a given time period*
 - *Costume design – a camera takes a picture of the visitor’s face which can then be matched to a selection of medieval costumes worn by famous guests of the Tower.*
- b) suggest reasons why it may be difficult to implement such ideas, even if HRP gave them their blessing!

Response: Limited space, age and fragility of the buildings, lack of finance.