

Practitioner Guides to support Principal Learning in Travel and Tourism (Wales)

For the training module linked to this guide go to: <http://www.onlinetraveltraining.co.uk/learnmalta/home.aspx>



MALTA – ‘truly Mediterranean’

Click on – start by clicking on the video to get a first impression of Malta

Module headings	Contents	PLQ in Travel & Tourism support and suggestions for teachers
MEHRBA!	A brief introduction to Malta and its islands	Supports the Destinations topic at Level 1 and Level 2. Why not start by asking your learners the following as an ice-breaker after watching the video and using the intro on the home page: <ol style="list-style-type: none"> 1. What does ‘Mehrba’ mean? 2. Which are the other two Maltese holiday islands? 3. What percentage of holidaymakers to Malta are British? 4. Make a list of some of the main features that attract people to Malta 5. What currency do they use in Malta? Bonus question: Why does Malta have the Maltese Cross as its famous symbol?
General Information	Overview and map Getting there Where to stay Climate Getting around Basic information – some frequently asked questions How to sell the Maltese Islands (information for	Supports the Destinations topic at Level 1 and Level 2. Level 1: <ul style="list-style-type: none"> • describe the type, cost and relative convenience of alternative transport options for visitors when in Malta and its islands • plan travel and holiday itineraries to meet

	<p>travel consultants) TEST yourself with the online quiz</p>	<p>the needs of different travellers eg diving holidays, conference delegates Level 2: describe the key features of Malta as a tourist destination. Why can it be described as 'truly Mediterranean'? Level 3:</p> <ul style="list-style-type: none"> • Key features of Malta and the reasons for its appeal • How Malta and its islands have used their social and cultural features to attract visitors • Potential positive and negative socio-cultural impacts of travellers on Malta and its islands • Measures taken to ensure the cultures of host communities are respected and preserved
<p>Culture and City Breaks</p>	<p>Culture and city breaks – introduction Valletta – capital city Megalithic temples and hypogeum Mdina and Rabat Churches and religious sites TEST yourself with the online quiz</p>	<p>Level 1:</p> <ul style="list-style-type: none"> • Major worldwide destinations and their location and features • How to use sources of information to find out about destinations and their attractions <p>Level 2:</p> <ul style="list-style-type: none"> • Location of significant worldwide business and leisure destinations, and their key features and appeal for different visitor types • How to plan travel and holiday itineraries to meet the needs of different travellers • Sustainable development <p>Level 3:</p> <ul style="list-style-type: none"> • How the country has used its social and cultural features to attract visitors • Potential positive and negative socio-cultural impact of travellers • Measures taken to ensure the cultures of host communities are respected and preserved

<p>Active breaks</p>	<p>Active breaks – introduction Diving Cycling Walking/Hiking Rock climbing and paragliding Golf Watersports Sailing TEST yourself with the online quiz</p>	<p>Level 3:</p> <ul style="list-style-type: none"> • How the country has used its natural and cultural features to attract visitors, including the sea, coast and climatic conditions • Potential positive and negative socio-cultural impact of travellers • Types of tourism that are increasing in popularity and why • How travellers acquire perceptions of destinations • The role of national and regional destination management organisations • Environmentally friendly tourism • Climate as a resource for tourism
<p>Gozo</p>	<p>The Island of Calypso – watch the video Victoria (Rabat) Seaside resorts Must see attractions Beaches Gastro – Gozo Active – Gozo Island hopping to Comino Getting there Getting around Where to stay TEST yourself with the online quiz</p>	<p>Destinations and cultures at Level 3:</p> <ul style="list-style-type: none"> • How the country has used its heritage and historical features to attract visitors • Potential positive and negative socio-cultural impact of travellers <p>Changes and trends at Level 3:</p> <ul style="list-style-type: none"> • Types of tourism that are increasing in popularity • Developing tourism products and responding to developments <p>Journeys and Destinations Level 2:</p> <ul style="list-style-type: none"> • Location and key features • Transport options • Sustainable development • Positive and negative impacts • New and emerging destinations <p>Level1</p> <ol style="list-style-type: none"> 1. Using the information in the training module and the websites, plan a travel itinerary on Gozo for a) a couple on a diving holiday and b) a group of people wanting an active holiday 2. Using the sources of information available

		<p>on Gozo, produce a basic guide for visitors using the headings in the contents column</p> <p>3. Make a list of the types of jobs people in Malta might do to look after visitors to its islands</p>
Luxury and Wellness	<p>Luxury Travel – watch the video</p> <p>Luxury accommodation</p> <p>Health and wellness</p> <p>Private guided tours</p> <p>Shopping</p> <p>Food and wine</p> <p>TEST yourself with the online quiz</p>	<p>Promotion, Image and Perception at Level 3:</p> <ul style="list-style-type: none"> • How travellers acquire perceptions of destinations • Destination management and perception of destinations • Benefiting from a positive image • Promoting luxury products and services • Price as influence of sales • Define luxury travel in the context of Malta and its islands

Other sources of information:

Events in Malta and its islands – click on EVENTS

For additional information on Malta:

www.visitmalta.com

<http://www.lonelyplanet.com/malta>

www.malta.com

For holidays to Malta, Gozo and Comino:

www.maltadirect.com

www.mymalta.co.uk

www.airmalta.com

For free downloadable images of Malta:

<http://www.worldisround.com/browse/WesternEurope/Malta/>