



**VIEW Support Material**  
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**VIEW Gatwick**  
**Leisure & Tourism**  
**Curriculum Guide**

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# Introduction

The GCSE in leisure and tourism is designed to give students an understanding of the world at work. The industry is growing rapidly and is, therefore, providing more and more employment opportunities for young people at all levels.

The difference with vocational GCSE's is that students should be exposed to real working environments and real business problems and solutions. This can cause problems as both schools and employers are busy and it can be difficult to provide a range of work experiences for students. VIEW aims to get around this by allowing students to access real working environments through the use of IT.

This VIEW CD aims to introduce students to a virtual reality workplace and to encourage them to investigate leisure and tourism at Gatwick Airport.

It is important to state that Gatwick is not an organisation, it is a destination. Within the CD there are four organisations that provide good access for the specifications – BAA, Servisair, Virgin Atlantic Airways and Le Meridien hotel.

Through the CD, students will experience the content of the study programme and be able to relate what they are learning to the 'real' experience of working in the industry.

It is important that teachers use the CD as a tool to help deliver the GCSE in vocational context. It is also important to focus on 'teaching and learning', as well as assessment.

The user guide has been written to support linking the content of the CD to

the unit specification.

The three units that make up the GCSE are:

## Investigating Leisure and Tourism

### Content

- Structure of the leisure and tourism industries including the components
- Facilities and activities within each component of the industry
- Links and relationships between the leisure and tourism industries
- Leisure and tourism organisations and the products and services they provide
- Choices people make about their leisure time and the factors affecting them
- Features and transport links of two UK travel destinations
- Impact of tourism on two destinations and suggestions for sustainable development
- Employment opportunities in the leisure and tourism industries

## Marketing in Leisure and Tourism

### Content

- What is marketing?
- Target marketing – age, gender, social group etc
- Market research – surveys, questionnaires, the internet
- The marketing mix – product, price, place, promotion
- SWOT analysis – strengths, weaknesses, opportunities, threats
- Promotional campaigns – objectives, target market, techniques, materials, evaluation

## Customer service in Leisure and Tourism

### Content

- What is customer service?
- Different types of customers – internal and external
- The benefits of customer service – increased sales, satisfied customers
- Different needs of customers and how they are met
- Communication with customers
- The importance of personal presentation when dealing with customers
- Why it is important to keep customer records
- Developing customer service techniques
- Handling complaints – listening, apologising, problem solving

### Ten ideas for using the CD-ROM

There are a number of ways that the CD could be used to support delivery of the GCSE in leisure and tourism.

**1. A fun activity** – facilitating the use of the CD rom to introduce students to the workings of Gatwick. Students can work individually or in groups to investigate the CD and research information. This can be supported using:

- Quizzes
- Questions and answers
- Targeted investigation – specific areas divided between groups

**2. To support teaching** and learning of one particular unit, focusing on the specific content of the specification.

### Example: focus on customer service

Using the CD to look at all aspects, asking the questions?

- Who are the customers?
- What are their needs?
- Who are the internal customers?
- Who are the external customers?
- What are the benefits of good customer service to Gatwick Airport?
- What are the results of poor customer service?
- How do staff communicate with customers?
- What are the examples of record keeping on the CD?
- Can you spot any sales techniques being used?
- How do staff deal with complaints?

### 3. To be used as the focus for a visit

Researching specific aspects of the CD prior to a visit to Gatwick or another airport. This would help students to develop the skill of comparison.

**4. To use as a teaching resource** where the teacher takes the students on a tour of the airport with specific focal areas. This can be used in a number of ways to:

- Develop understanding of specific areas
- Aid understanding of specific pieces of information
- Support other study areas
- Look at specific areas of the CD because of time constraints
- Support students with different learning needs
- Support students where access to IT

- for all is an issue
- To encourage discussion work
  - To keep students focussed on tasks

### 5. To use as an induction tool.

When students first embark on a vocational programme it is difficult for them to think about and to develop the skills required to research information. The CD can be used to introduce students to a range of teaching and learning styles and to get them to investigate a company.

Teachers could develop activities such as:

- Quizzes
- Questions and answers
- Group activities to help promote teamworking
- Short exercises – role play, discussion
- Presentation work

**6. As part of an overall scheme of work.** The CD may be introduced at different times during the school year to support different parts of the specification.

**7. The CD can be used to support the development of skills,** improving communication, working with others and improving own learning. If students are to progress to other vocational programmes, it is useful to start to encourage development of research and study skills. The CD supports the development of all skills and encourages positive use of IT.

**8. The CD can also be used to support careers.** Students can identify jobs at all levels on the CD and they can match their skills against

the skills and experience of different employees at Gatwick. Teachers can develop exercises that look at different routes through to employment in the industry.

### Example

Look at the CD and pick out three jobs:

- One that you could do when you leave
  - school
- One you might like to do in five years time
- One you might like to do in ten years time

What skills, qualifications and skills do you think you will need for these jobs?

**9. Use as an introduction to the use of resources.** Giving different groups different CDs, different websites to investigate, different texts, trade magazines etc. Students can evaluate the resources and look at how they would use the different kinds of resources for different aspects of the course.

**10. In staff development.** The teaching staff could use the CD rom to investigate how it can be best used in the classroom and also to update their own experience. It is good for staff to take some time to look at the resources available and see what best fits their teaching styles and the needs of their students.

# How the Units Relate To The CD

## Introduction

There is so much useful information on the CD that teachers will need to prepare carefully to make sure that they take full advantage of the resource and how it can be related to their teaching topic.

There is information on the CD to support teaching and learning of all three units. It is important that teachers use the CD to support the 'What you need to learn' part of the specification. The CD is not seen solely as an assessment tool.

Gatwick airports offers lots of information for students to research and one way of using the CD rom might be as part of a large research project into the leisure and tourism industry. The four organisations covered are BAA, Servisair, Virgin Atlantic Airways and Le Meridien hotel.

Students need to look at all components of both the travel and tourism and leisure industry. There are leisure facilities within the airport and it is important that students make and understand the links between leisure and tourism.

## Unit One Investigating Leisure and Tourism

Unit one introduces students to the leisure and tourism industry. It also supports the understanding of the links between leisure and tourism.

Students can investigate leisure and tourism through a virtual visit to the Gatwick CD. For this unit students need to look at how BAA, Servisair, Le

Meridien and Virgin Atlantic fit into the leisure and tourism industry.

The 'What you need to learn' section of the unit lists all the topics which students need to investigate and understand. The content of this unit forms the basis of the external test for the unit.

Teachers should use the CD to support learning and to give examples. Other resources should be used to look at the breadth of the industry and to encourage students to look at a whole range of organisations.

The following looks at the various topic headings from 'What you need to learn' and gives examples to explore and investigate using the CD.

## Teaching and learning strategies

Unit one is externally tested. This should not discourage teachers from using a variety of teaching and learning strategies to develop the learning in a work-related context. Students should be encouraged to look at the components of the industry and a mixture of teaching and learning styles should be used.

In order to support student understanding of the terminology of the external assessment it would be useful to ask them to:

- Describe
- Explain
- Evaluate
- Compare
- List

The VIEW CD offers ample opportunity

for discussion work and supports understanding of this terminology.

Question and answer work is imperative to monitor understanding of the different aspects of the unit.

Differentiated tasks should be developed to support different learning styles. The section on ideas for using the CD can be used in a variety of contexts to support learners.

Extended tasks can be written for more able students with the focus on evaluation and to take account of the word 'detailed'.

It is important to think about:

- Basic description
- Sound description
- Detailed description

Detailed information and advice is given in the delivery and assessment sections of the unit specification.

## What needs to be taught?

### The travel and tourism industry

The Gatwick CD, through the four organisations, provides good examples of the travel and tourism industry.

Students need to understand what 'tourism' is:

The people visiting Gatwick airport might be going on holiday, visiting friends and relatives, going away on business or going to Gatwick to work.

There are ample opportunities for discussion on the CD about who the visitors are and their intentions for visiting the airport.

### The key components

The airport links the components of the travel and tourism industry.

- Travel agents
- Tour operators
- Tourist information services
- Accommodation and catering
- Attractions
- Transportation

Students should be encouraged to look for examples of these components and to discuss how their local travel agent might link directly and indirectly to Gatwick airport.

One idea for an activity might be to follow through a virtual holiday.

Students need to know about different types of holiday:

- Package
- Independent
- Domestic
- In-bound and out-bound
- Holidays involving short-haul and long-haul flights
- Special interest
- Short breaks

### Methods of travel

The first screen on the CD describes how people arrive at the airport. The different means of transport include train, aircraft, coach and car.

Students can enter the virtual airport

via any of these methods of travel.

This is a good opportunity to discuss costs of travel, speed of travel, convenience of travel and availability. This is a popular question in the external exam.

### **Tourist destinations in the UK**

Students need to understand that the people in the airport are visitors to this country as well as outbound passengers.

### **Where are these people going?**

This is an opportunity to discuss tourist destinations in the UK:

Visiting tourist towns and cities  
Countryside  
Coastal areas  
Places of historic interest  
Theme parks and other attractions

### **Employment opportunities**

The CD gives examples of a wide variety of jobs at Gatwick. An example of this is if you go in by car. You will meet Louise who is the external operations manager for the 'First and Last impressions campaign'.

### **There are over 40 employees who will answer questions on:**

- Their role
- How long they have worked for BAA (or one of the other companies)
- How they came to work there
- What the role involves
- The objectives of their role

One idea might be to get students to find as many employees as possible and list the role and details on a table to compare the different jobs.

Students might also like to identify with a role and talk about their aspirations for the future.

To meet the requirements of the unit students will need to look at a wide variety of jobs in the travel and tourism and the leisure industry.

### **Links between Leisure and Tourism**

Leisure can be defined as anything that individuals do in their free time and that includes going on holiday. Tourism is temporary travel away from home or work. Travel can involve any form of transportation.

Activities undertaken whilst on holiday can be described as both leisure and tourism. Each industry can depend on the other.

The Gatwick CD gives examples of many links between Leisure and Tourism. Four companies make up the general management and support of the organisation.

- BAA
- Le Meridien hotel
- Virgin Atlantic
- Servisair

All of these companies support the leisure and tourism industry.

These four companies can be investigated using the CD rom and students can look at links between the companies.

An example might be of the hotel. Accommodation and catering is a key component of the travel and tourism industry.

The hotel has a health club – Is this leisure or tourism or both?

### Student Questions

#### UNIT ONE Questions

Most of the answers to the following questions are found on the CD and relate directly to the unit specification.

Some of the questions are generic and will be the result of an understanding by the student, based on initial teaching of the unit.

#### The travel and tourism industry (with links to leisure industry)

What is tourism?

What is leisure?

Why do people travel? (give five reasons)

#### Discussion point

Who are the customers on the CD rom? Why are they at the airport?

#### The key components

How many components can you name?

What are the four ways of arriving at

Gatwick? (transportation)

How many airlines use Gatwick and how many destinations can you fly to? Can you name some of the airlines? (transportation)

What is the link between your local travel agent and Gatwick airport? (go in and ask) (travel agents)

What is the name of the hotel at Gatwick? (accommodation and catering)

How many pubs, restaurants and cafes can you name? (catering)

Is Gatwick a visitor attraction? Would you go there for a visit? (attractions) What if you were a plane spotter?

#### Discussion point

What is the difference between an airline, tour operator and a travel agent?

Can you find examples at Gatwick?

Where else might you find examples?

#### Methods of travel

What are the different ways you can arrive at Gatwick Airport?

Who might use these different methods of travel and why?

Which, do you think, is the most expensive way of travelling to Gatwick?

Which do you think is the most convenient, Car, Coach or Train?

**Discussion point**

If you were travelling to Gatwick Airport from home, how would you prefer to get there?

If you travelled by car what route would you take? (you will need to look at road maps)

**Tourist destinations in the UK**

Incoming passengers will arrive by air, what different ways do you think they might travel to their destinations in the UK?

They might want to stay at the hotel at the airport overnight. How might they get to the hotel? (follow the route through the CD)

Where do you think they are going to in the UK? (list as many places as you can that they might want to visit)

**Discussion point**

What is your favourite place to visit in the UK?

How did you travel there?

Where would you like to visit? (Think of somewhere you have never been)

**Employment opportunities**

From the CD, list as many employees as you can and describe what they do (you will find job descriptions, interviews and application forms)

If you could chose a job at Gatwick Airport what would it be?

What skills and experience do you think you would need?

What would be the advantages of working at Gatwick Airport?

What would be the disadvantages of working there?

**Discussion point**

What other jobs are there in the travel and tourism industry? How many of these link to Gatwick Airport (or any airport)?

**Links between Leisure and Tourism**

Can you name two links between leisure and tourism at Gatwick Airport?

Can you find your way to Le Meridien Hotel?

When in the hotel look for the health club. Is this Leisure or Tourism?

What other links (to other industry sectors) are there?

Try to give an example of:

- A link to hospitality
- A link to catering
- A link to retail
- A link to health and beauty

**Discussion point**

Is going on holiday leisure, tourism or both?

While on holiday, what activities do you take part in? Are they leisure activities or tourism activities?

## Student assignment

You work for 'Super Travel' a national chain of travel agents. Customers have been asking for information on different airports so that they can make informed choices.

You have been asked to put together this leaflet and you have been asked to include:

- The different reasons people might go to Gatwick
- How it fits into the Key Components of the industry
- Different types of holiday
- Different methods of travel
- The destinations of visitors to the UK
- The different jobs that people do
- The links between leisure and tourism

Your leaflet needs to give out lots of information but has limited space so you have been asked to write a short introduction to each topic followed by bullet pointed lists.

The leaflets should be supported with suitable images

Is this page needed in this context?

## Assessment

Assessment of this unit is by external test. Students could be set a number of assignments to support understanding of all aspects of the leisure and tourism industry.

Ideas for assignments might include:

- A visit to Gatwick or a local airport
- A visit to different facilities across all

- components of leisure and tourism
- Student question and answer sessions based on all topic areas in the specification
- Leaflets, brochures, posters, reports, articles, presentations, test practice, projects etc.

It is important that students look at the unit in vocational context. This will support understanding and help students to achieve higher grades.

## Unit Two Marketing in Leisure and Tourism

Marketing is about getting the right product to the right people in the right place and at the right price. Choosing the right kind of promotion aimed at attracting customers is a key aspect of any business organisation.

The Gatwick CD offers opportunities to explore many examples of how marketing principles are applied in the leisure and tourism industry.

Through point of sale, advertising, brochures, leaflets, websites and merchandising materials, Gatwick attracts customers and promotes products and services.

Marketing is very visual at Gatwick and students should be encouraged to look at the different ways that the various organisations promote their products and their services.

Don't forget Gatwick is not an organisation, it is a destination. The four organisations that appear on the CD are BAA, Servisair, Le Meridien hotel and Virgin Atlantic.

## Teaching and learning strategies

The unit requires students to produce portfolio evidence. This evidence must include:

- A description of the 4 p's in relation to a leisure or tourism organisation
- An item of promotional material designed for a specific market
- An assessment of the range of promotion techniques
- A comparison of two promotional campaigns for two different leisure or tourism organisations

In good practice students would be introduced to a whole range of promotional materials across organisations from all components of the industry.

Evidence of this would be shown through comparison work.

The Gatwick CD through the four different organisations of BAA, Le Meridien hotel, Virgin Atlantic and Servisair provides an excellent teaching and learning tool for the marketing unit. The examples are real and give opportunities for students to discuss the various aspects of marketing campaigns and materials.

## What needs to be taught

### Target marketing

There are many statistics displayed on the CD – Look for the Pie charts giving information on age, gender and social groups.

A whole range of promotional techniques are used to attract the customers' attention and to target different groups of people. Look for the new 'high level' advertising.

Students need to know what to look for and how advertising is geared towards different market segments:

Age, Gender, Social group, lifestyle and ethnicity

### Market research

Students will need to discuss how the organisation they have chosen finds out about what customers want.

Various statistical information is available on the CD rom to show the results of research into different target markets and market segments.

Different organisations use different methods to collect and collate information on customers

- Surveys
- Questionnaires
- Observation
- Comment cards
- On-line

### The marketing mix

PRODUCT  
PRICE  
PLACE  
PROMOTION

The organisations in Gatwick have a great many examples of how products and services are displayed, advertised and promoted in different ways to

attract the attention of different target markets and market segments.

### **Products**

This section needs to be revisited. The products and services of the organisation chosen need to be looked at in detail.

### **Price**

The PRICE of a product or service is paramount to the success of a sale.

Prices are often displayed when there is an offer or promotion on products and services. Evidence can be seen on the CD. Tax free shopping is advertised.

Websites of the organisations being researched should be explored. They often provide a lot of information, not just on pricing.

### **Place**

Students should investigate where the organisation they have chosen has decided to site itself. Is it prominent? Also where does it sell its products and services? In the case of travel companies this can be through a wide variety of sources. Listening to employees and also visiting the website of the organisation should provide more information.

### **Promotion**

The airport shows how goods can be promoted in an attractive way. The advantage that the organisations within Gatwick have, is a captive audience. You can look in any direction on the CD to see advertising.

### **Examples are:**

- High level advertising
- Peripheral advertising – BAA and Vodafone UK rent advertising space
- Billboards promoting BAA's own products
- Marketing stands for example for the Halifax, sun care (often advertising health related products)
- Promotional events (in the hotel) – table and food displays
- Marketing magazines – BAA shopping
- BAA internal advertising to encourage use of retail outlets
- Internet advertising
- Loyalty cards

Don't forget Gatwick is not the organisation. Promotional techniques employed by BAA, Virgin Atlantic, Servisair and Le Meridien all differ.

### **SWOT Analysis**

SWOT stands for strengths, weaknesses, opportunities and threats.

Students need to understand:

#### **Strengths**

- Good product
- Good relationship with customers
- Good management team

#### **Weaknesses**

- A small company which operates on a small scale
- Bank accounts can be low after creating a product and waiting for sales
- Small regional market

## Opportunities

- New, growing market
- Meeting changing tastes of customers
- Could sell other related products and services

## Threats

- Growing competition from other companies
- Recession, threats of war

This is a good opportunity for students to discuss the different strengths and weaknesses facing organisations at Gatwick Airport.

It is important to look at strengths and opportunities as positive elements and not to concentrate on weaknesses and threats (negative).

## Student questions

Most of the answers to the following questions are found on the CD and relate directly to the unit specification.

Some of the questions are generic and will be the result of an understanding by the student, based on initial teaching of the unit.

## Marketing

What is marketing?

## Target marketing

How many different groups of customers can you see on the CD?

Can you see:

All ages?  
Men, Women and children?  
Different social groups (groups of teenagers, families, groups of men, groups of women)?

## Discussion point

What do you think are the different lifestyles of the people at the airport?

Do they come from a variety of cultures and ethnic backgrounds?  
Where do you think they come from?  
What factors influence your family's choice of departure airport?

## Market research

Which of the following marketing research techniques might be used by different organisations at Gatwick Airport?

Postal surveys  
Customer comment cards  
Personal surveys  
Observation  
On-line

How do you think they are used and what are they used for?

## Discussion point

Choose one of the organisations profiled on the CD and decide what questions would you ask customers visiting Gatwick?

## The Marketing mix

What are the four P's?

What different kinds of products might be promoted at each organisation in Gatwick?

What different kinds of services might be promoted at each organisation in Gatwick?

Think of one product or service promoted on the CD

Is the right kind of promotion being used to persuade customers to buy this product?

Is it the right product, at the right price, in the right place?

## Discussion point

If you were the manager of a local hotel, how would you promote your services at the airport?

## Student mini assignment

You work for 'Super Market' a public relations company, which has been employed by BAA at Gatwick to look at a CD rom which is being used to promote access and availability of products and services.

The objectives of the CD are to:

- Show customers the different ways to access the airport
- Show customers the whole range of

services on offer

- Introduce some of the employees to customers

You are to carry out a SWOT analysis of the CD rom.

Your role is to look at the Strengths, Weaknesses, Opportunities and Threats in relation to the three objectives.

You have been asked to present your results to the Public Relations manager at the airport. You will be required to show supporting evidence to illustrate your findings.

## Assessment

This unit will be assessed through a portfolio of evidence.

Students are asked to produce an investigation into the marketing activities of a leisure or tourism organisation.

Ideas for assignments might include:

- Using a local leisure or tourism organisation for research
- Using an organisation based at your local airport as the organisation and comparing using the Gatwick CD
- Using one of the organisations on the CD to support work.

It is important for this unit that the comparison work is done and that students understand how different organisation promote their products and services.

## UNIT THREE

### Customer Service in Leisure and Tourism

Customer service is essential if leisure and tourism organisations are to attract new and keep existing customers.

All employees of the leisure and tourism sector need to understand the importance of excellent customer service skills.

The CD offers opportunities to look at all aspects of customer service in leisure and tourism. Every person featured on the CD is an internal or an external customer. Their needs are paramount to the success of all the organisations that make up Gatwick Airport.

#### Teaching and learning strategies

The unit requires students to produce portfolio evidence. This evidence must include:

- A description of the situations that require staff to have contact with customers and the type of customer records that need to be completed
- An assessment of the ways in which the chosen organisation meets the needs of its different customers, the methods of communication used by the staff and the ways used to deal with complaints
- An evaluation of the appropriateness of the customers service provided by the organisation
- Evidence of dealing with a variety of customers and the outcomes from handling a complaint

In good practice students would be introduced to a whole range of customer situations both in theory and in practice.

Students should get the opportunity to apply their skills either through role-play or ideally 'real' customer service situations. The CD gives a great many examples of how excellent customer service enables the organisations involved to grow and develop.

#### What needs to be taught?

##### Customer service

Students need to understand the importance of customer service to all leisure and tourism organisations.

Customer service includes all communication with customers through:

- Face to face contact
- The telephone
- Written communication
- Service

Customer service employees in the different organisations on the Gatwick CD are involved in:

- Providing information
- Giving advice
- Receiving and passing on messages
- Keeping records
- Providing assistance
- Dealing with problems
- Dealing with dissatisfied customers
- Offering services

The methods and systems in place for customer service vary across the components of the industry and students need to understand that there are differences in terms of formality in some sectors.

Within some organisations at Gatwick airport there are a number of individuals who have constant contact with customers (front of house) and a great many individuals who have no direct link with customers but are still responsible for ensuring excellent customer service delivery.

The Leisure and Tourism industry is very customer focussed and students do not always understand the need for:

- Politeness
- Motivation
- Awareness of peoples' needs
- Good attitude
- Good timekeeping

This unit offers opportunities for students to develop these skills, which are important for anyone looking for employment in the industry.

### **Different types of customers**

As with the marketing unit it is important to understand the different types of customer who visit facilities.

The CD features a great many different people:

- Individuals
- Groups
- People of different ages, cultures
- Business people
- Non-English speakers
- People with specific needs

Individuals and groups are moving around the airport, buying tickets, changing currency, shopping, checking in, arriving and departing on flights.

Children and young people are usually part of groups but young adults sometimes travel on their own. Unaccompanied children also occasionally travel alone. Servisair provides support for children travelling without adult supervision.

### **BAA provides multi-language support for non-English speakers.**

There are a large number of business people, travelling for business or going to work at the airport. Each organisation featured at the airport has services aimed at business people.

Individuals and groups with special needs are catered for. Wheelchairs and electric vehicles are there to help them move around the airport. Servisair provides a full service to accommodate the needs of disabled passengers, starting in the car park.

### **External and internal customers**

It is important for students to understand that everyone who works at or has links with the airport is an internal customer. Employees of the airport and its associated companies will shop in the airport, book holidays and use the facilities in the same way as external customers.

### **Benefits of customer service**

Good customer service brings increased

sales and satisfied customers.

The CD offers many opportunities for teachers to develop activities, which will look at different aspects of how good customer service is achieved at the airport.

Students can evaluate the customer service provision looking at:

- The services that either Servisair, Virgin Atlantic, BAA and Le Meridien provide
- Information desks
- Disabled facilities and access
- Signs and notices
- Information services
- Guides and maps

It would be useful to ask students how this contributes to providing excellent customer service and what the benefits are of providing that level of service.

### **Communicating with customers and personal presentation**

It is useful for students to listen to the employees at Gatwick and to discuss whether they feel that they communicate well. There are some good examples at the Meridien Hotel

Students can evaluate their language, tone of voice and the way they are dressed. Merissa is the Sales Manager and talks about her role and the sorts of customers she has to deal with.

Dress should be appropriate for the job. Merissa is a sales manager, she is wearing a smart suit but students need to look at other employees at the airport to establish if their dress and presentation relate to the job that they

do. Renee the Senior Supervisor is also in a suit. Students can be directed to pick out the comments relating to customer service. Renee for example talks about how business clients differ from family guests.

Students should also look at the reception desk. Again the receptionists are wearing smart clothes. It is important for students to understand that dress and the way they present themselves is very important.

### **Handling complaints**

Students have great difficulty understanding how to deal with complaining customers. Their initial reaction is usually to offer a refund or some kind of compensation.

The CD can be used as a discussion tool. Students should be encouraged to listen to the interview with various staff and make note of how they deal with customers.

Scenarios can be used to establish the sorts of problems that might arise.

One example to use might be Misha on the Easyjet desk.

Look at the complaint letters received by BAA which can be found in a drawer in the Public Relations office in the South Terminal.

### **Keeping customer records**

There are a number of examples of keeping customer records and forms of various kinds on the CD.

Look for application forms and computerised information. Explore the timelines and direct students to various forms used by a range of organisations.

The reception desk at the hotel is worth a visit.

Students need to understand the need for recording information.

It is also useful to look at manual and computerised record keeping.

### **Student questions**

Most of the answers to the following questions are found on the CD and relate directly to the unit specification.

Some of the questions are generic and will be the result of an understanding by the student, based on initial teaching of the unit.

### **Customer service**

What do you think best describes:

Customer Service at Gatwick Airport?

### **Different types of customer**

Look at the visitors on the CD and list why you think they are there?

What are their different needs?

Does Gatwick provide for those needs?

### **Discussion point**

If you were visiting Gatwick Airport to go on holiday, what would be your

needs?

Would your needs be catered for?

### **External and internal customers**

Can you pick out of the CD who are the internal and who are the external customers?

Look at two of the interviews with staff and ask:

- What would they use in the airport?
- What would their needs be as a customer?

### **The benefits of good customer service**

Can you name three things from the CD that organisations at Gatwick do well in terms of customer service?

Does this affect:

Sales?  
Image?  
Customer satisfaction?

How does positive customer service affect the staff?

### **Discussion point**

When you look at the CD, what makes you want to go to the organisations at Gatwick Airport?

What, for example, do you find attractive about the Meridien Hotel?  
Communicating with customers and  
Personal presentation

What are the different forms of communication used at the airport?

Can you give 5 examples of face-to-face communication?

Which of the interviewees do you think are presented well?

Is dress appropriate for the job they do?

### **Discussion point**

What do you think is appropriate dress for:

- A travel agent
- A Leisure assistant
- A librarian
- A sports coach
- A hotel receptionist
- A manager
- A cleaner
- A waiter
- Cabin crew

### **Handling complaints**

What sorts of complaints do you think the employees have to deal with at the different organisations at Gatwick airport?

Directed at:

- The bureau de change
- The tour operators
- Air cabin crew
- On ground crew
- Check in crew
- Baggage handlers
- Shops
- Cafes and restaurants

The Hotel

How would you deal with these complaints?

### **Discussion point**

What is most important when dealing with complaints:

- To listen
- To apologise
- To put the customer at ease
- To pass on the complaint to someone else
- To get a solution to the problem
- To keep calm

### **Keeping customer records**

What different kinds of records do you think are kept by different organisations working at the airport?

Look at all the different customer service points – BAA Information, The Servisair desk, Le Meridien hotel reception, Virgin Atlantic check in point.

What records does each of these organisations have to keep?

Are they different?

Would they be computerised or manual or both?

### **Discussion point**

What records do you think are the most important in the airport?

What do you think is confidential information?

### **Student mini assignment**

You work for 'Super Assistant' a magazine designed for leisure and tourism customer service managers.

You have been asked to design two website pages which give information on 'The tourism customer' and 'The leisure customer'. You work with a team of people so you won't have to do this on your own.

These will be the home pages for each of the topics.

You will only have to think of what is important and make a list of related topics, which could be a list of links. You need to talk with your team to see what the most important aspects are:

They might include links to things like:

- A tourism customer is looking for a holiday or ..... or .....
- A leisure customer is looking for a sports club or ..... or.....

Look at some of the websites linked from the CD to get some ideas for layout.

You can design your page using IT or on flipchart paper.

### **Assessment**

This unit will be assessed through a portfolio of evidence.

Students are asked to produce a review of the customer service provided by a selected leisure or tourism organisation.

Students are also asked to deal with customers but the CD does not support this aspect of the assessment except in terms of teaching and learning.

Ideas for assignments might include:

- Using a local leisure or tourism organisation for research
- A visit to an organisation at Gatwick or your local airport.
- Using one of the organisations on the CD to support assignment work.
- A local hotel could be compared with Le Meridien on the CD.
- Role play exercises based on the employees in different organisations at Gatwick
- Students could look at customer service in the different organisations from the CD. They could then investigate these organisations further through websites, texts, reports and visits.

It is important that able students are offered the opportunity to analyse and evaluate customer service provision.

The CD offers ample opportunities for practice and development of these higher level skills.