

# Learn2Book & OCR Topic Mapping / Matching

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## OCR level 2 Nationals in Travel and Tourism

### Unit 2- Dealing with customers in Travel and Tourism

#### Learning outcomes

**Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand:**

- Why excellent customer service is important to organisations
- How the needs of different customers are met
- How to deal with customers effectively
- How to produce appropriate written information

**Candidates will also demonstrate their practical skills by:**

- Providing customer service skills in two different situations
- Dealing with a challenging situation
- Producing appropriate written information

#### Assessment objectives

1. Explain why excellent customer service is important to travel and tourism organisations and their customers
3. Demonstrate customer service skills in TWO different travel and tourism situations
4. Demonstrate customer service skills when dealing with ONE challenging situation
5. Produce THREE examples of written information to support excellent customer service.

The demonstration of customer service skills should be in a realistic situation. Candidates should be encouraged to make role-plays as realistic as possible... and the use of an appropriate environment (with props).

Tutors could also provide written scenarios, letters, notes, telephone conversations or similar materials to which candidates must respond in writing.

*The Travel Angels Customer Service and Selling Skills Training Programme contains a section (pages 3- 8) which explains why customer service is so important to a business and the cost to a business of not offering good customer service.*

*Learn2Book RolePlay is ideal for creating realistic customer scenarios in the classroom. Colleges currently use brochures only for role-plays and consequently a major part of the sales process is missing – the travel agent's interaction with the reservation system.*

*Learn2Book will add a sense of excitement and realism to role-plays and create a highly realistic working environment.*

*Pages 15- 17 of the Travel Angels Customer Service and Selling Skills Training Programme covers listening skills.*

*There are also listening skills activities on pages 12 and 13 of the Learn2Book RolePlay Tutor's Guide.*

*Pages 32-35 of the Travel Angels Customer Service and Selling Skills Training Programme covers questioning techniques.*

*Pages 18-19 of the Travel Angels Customer Service and Selling Skills Training Programme covers telephone skills. Once they have covered this topic, they could then complete any of the Learn2Book role-plays (which can be found on pages 17-33 of your Learn2Book RolePlay Tutor's Guide) using the telephone.*

*Pages 20- 28 of the Travel Angels Customer Service and Selling Skills Training Programme can be used to teach your students how to handle complaints. It also includes an activity that requires students, in small groups, how to resolve a range of complaints. There is also an activity that includes a letter of complaint and requires the students, still in their small groups, to consider which of the complaints are genuine and then to write a letter of reply to the customer. The customer enquiry forms from Learn2Book are included to help guide your students.*

*This section of the training programme also includes a case study which your student will read through and then, working with a partner, consider what the travel agent should have done.*

*The final activity is a role-play with another student acting as an observer. In this activity, your student (as a travel agent) is confronted by an angry customer and has to attempt to resolve their various complaints. There is a range of documentation provided to help make the scenario more realistic. A checklist is also included to allow the observer to provide feedback to the "travel agent".*

## **Unit 6: Investigating package holidays (tour operators)**

### **Learning outcomes**

The use of brochures and other methods used to sell package holidays will be examined.

Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand:

- The components of a package holiday
- How brochures are used to present information to the customer
- How tour operators sell their holiday

### **Assessment Objectives**

1. Describe the component parts of a package holiday.
4. Illustrate how tour operators sell their holidays.

### **Guidance on assessment and evidence requirements**

Tour operator brochures are a useful resource to identify components and facilities.

Assessment objective 4 should reflect the variety of current methods used by tour operators to make their products available to the customer.

## **Unit 7- Investigating travel agency operations**

### **Learning outcomes**

Candidates will develop an understanding of the types of travel agents, their roles and the products and services provided. Candidates will also develop an understanding of the process used to book a holiday.

### **Assessment objectives**

1. describe the role of travel agents
2. chart the process used to book a package holiday, including the information recorded at each stage.
3. choose, cost and present an appropriate holiday for ONE specific customer type.

### **Guidance on assessment and evidence requirements**

Assessment objective 4 could be a practical assessment carried out as a role-play. A range of appropriate resources should be provided for candidates. Candidates could work in pairs, in turn playing the customer and the travel agent.

## **Unit 10: Using technology and the internet for travel and tourism**

### **Learning outcomes**

Candidates will produce evidence to meet the unit assessment objectives in order to show that they understand:

- The range of technological equipment currently available to the travel and tourism industries.
  - The main reservation systems used within the travel and tourism industries
1. outline the main reservation systems used within the travel industry-viewdata.



*Learn2Book is currently the only Viewdata simulator on the market. It is extremely realistic and designed to build the learner's confidence as they move from simple to more complex bookings and will help them hone their selling skills as they do so.*

*Current classroom- based role plays are simply not realistic as they are unable to give the student access to reservation technology.*

*Despite the fact that the sessions are unitised, the learner builds a complete overview of how to use Viewdata. Each customer enquiry will take the learner through the entire process from the initial enquiry through checking availability, collecting payment and completing the booking form.*

*The educational design developed for Learn2Book ensures that the learner not only understands the reservation procedure but actually experiences it.*

*Learn2Book includes 21 bookings and these are detailed below:*

*Booking 1 is a Hotel booking which includes flight and board supplements and Parasol Holidays' travel insurance*

*Booking 2 is a Hotel booking with flight, board and room supplements and Parasol Holidays' travel insurance*

*Booking 3 is a Hotel booking with child, flight and board supplements.*

*Booking 4 is a Self-Catering (Apartment) booking which includes a flight supplement and Parasol Holidays' travel insurance*

*Booking 5 is a Self-Catering (Apartment) booking which includes an infant. It also includes a flight supplement and Parasol Holidays' travel insurance. The holiday requested by the client is not available and the learner has to choose from a range of flight and accommodation alternatives.*

*Booking 6 is a Flight only booking*

*Booking 7 is a search for a Free Child Place and subsequent booking.*

*Booking 8 is an Accommodation Search with only 1 client travelling. The client has a special request.*

*Booking 9 is a booking for 6 clients traveling. It is an apartment booking with flight and board supplements.*

*Booking 10 is a Late search booking.*

*Booking 11 is a Late search booking.*

*Booking 12 is an Allocation on Arrival booking.*

*Booking 13 is an Allocation on Arrival booking.*

*Booking 14 gives the learner an opportunity to retrieve a booking and examine it in great detail.*

*Pre- Assessment is a Hotel Booking with flight and board supplements and Parasol Holidays' travel insurance included.*

*Assessment 1 is a Hotel Booking with flight and board supplements.*

*Assessment 2 is a Hotel booking for 2 adults and 2 children. It includes flight, board and room supplements.*

*Assessment 3 is an Apartment booking which includes flight and board supplements and Parasol Holidays' travel insurance.*

*Assessment 4 is a Flight Only booking.*

*Assessment 5 is an Accommodation Search with flight and board supplements.*

*Assessment 6 is a Late search*

*Assessment 7 is an Allocation on Arrival booking.*

*Learn2Book includes an integrated assessment engine that generates printed evidence of student activities.*

Learners are often aware that holidays are not sold from brochures as is often demonstrated in centres. Retail agents sell directly from viewdata and Learn2Book would allow learners to emulate this situation.

The Parasol Holidays brochure (which is a simulation of a mass market Summer Sun brochure) covers all of the evidence requirements listed below.

- brochure layout and information
- transfer times
- climate
- travel information
- resort information
- insurance
- accommodation facilities

Parasol Holidays brochure can be used to cost the package holidays the learner has chosen.

The learner could then use appropriate Learn2Book session to check if costing is correct. It is standard industry practice to check a brochure costing against the Viewdata costing.

In addition, page 85 of the handbook "How Parasol Holidays cost Holidays" explains how packaged arrangements are costed. This handout also gives an example of a manual costing and requires the learner to complete a costing which can then be checked in session 7 of Learn2Book.

## **OCR Level 3 Nationals in Travel and Tourism**

### **Unit 4: Customer Service and selling skills in travel and tourism**

#### **Learning outcomes**

Candidates will learn the fundamental importance of excellent customer service delivery to the travel and tourism industry.

#### **Assessment objectives**

1. Analyse the benefits of excellent customer service and the methods used to achieve them.
4. Identify and demonstrate the skills and qualities required to provide excellent customer service situations, including one complaint.
5. Demonstrate selling techniques to one travel and tourism customer.

#### **Guidance and assessment and evidence requirements**

The importance of excellent customer service and selling techniques to travel and tourism organizations is fundamental and it is the aim of this unit to give candidates of this concept.

*Pages 11- 14 of the Travel Angels Customer Service and Selling Skills Training Programme covers non-verbal communication.*

*There are also suggested body language activities on pages 11 and 12 of the Learn2Book RolePlay Tutor's Guide.*

*Pages 15- 17 of the Travel Angels Customer Service and Selling Skills Training Programme covers listening skills.*

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This section of the training programme also includes a case study which your student will read through and then, working with a partner, consider what the travel agent should have done.

The final activity is a role-play with another student acting as an observer. In this activity, your student (as a travel agent) is confronted by an angry customer and has to attempt to resolve their various complaints. There is a range of documentation provided to help make the scenario more realistic. A checklist is also included to allow the observer to provide feedback to the "travel agent".

The Travel Angels Customer Service and Selling Skills Training Programme contains a section (pages 3- 8) which explains why customer service is so important to a business and the cost to a business of not offering good customer service.

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As you know, those keen to enter the travel and tourism industry are likely to find themselves in a sales role and it is, therefore, essential that they are taught how to sell whilst at college. However, it's not enough to offer them selling role-plays using simply a brochure as this is not the way travel agents sell.

**"I think Learn2Book would be great for role-plays in colleges. You would never use the brochure to sell a holiday as you don't know if the holiday would be available when you went onto the system. So, you have to do 3 things at once; check your Viewdata system, build rapport with your customer and work with your brochure. Knowing how to do all 3 simultaneously is the most important thing you could teach your students and Learn2Book is a fantastic tool for it. "**

*Diane Lewis, Going Places*

**"What colleges need to do is use Learn2Book to teach students how to sell holidays. Learn2Book will allow them to sell much more realistically. If the system is used with the brochure, this mirrors exactly what happens in travel agents. It's quite simple; in retail travel if you can't sell then you won't succeed!**

***So, Learn2Book could be used to do loads of role-plays and really get students practicing their sales technique. If they did this then they would have a real head start in the industry."***

*Leigh Wilson, First Choice*

***"I think colleges should use Learn2Book to do a lot of role-plays and give their students much more confidence in selling- after all, that's what travel agents do!"***

*Ann Hannigan, Thomson*

*All of these agents could instantly see the opportunity Learn2Book could give students to sell exactly like a travel agent.*

*What Learn2Book RolePlay and its associated support material can offer you is an opportunity to teach your students the theory of selling before getting them on to the system and letting them sell exactly as if they were in a travel agents.*

*The second section of the Travel Angels Customer Service and Selling Skills Training Programme is on selling skills. It contains handouts on all of the key areas of making a sale. These include:*

- *building rapport*
- *investigating needs*
- *presenting the product*
- *overcoming objections*
- *closing the sale*

*It also includes a range of case studies and activities to help reinforce the theory first introduced in the handouts.*

*For example, the first activity involves the students, working with a partner, considering how best to develop rapport with a range of different Travel Angels clients.*

*Another activity involves the students trying to guess where another student would like to go on holiday and this will help them develop good questioning techniques.*

*There is also a class activity which involves them listing questions they would ask a customer who had come into their agency to book a holiday. They are then encouraged to develop this list into a form which they can then use when they are doing their selling role-plays.*

*They are then given an activity which encourages them to focus on the facilities individual customers are looking for on their holiday. This will help them to understand that they simply don't list all of the facilities available in the accommodation but rather these features should be tailored to each individual customer.*

*Using the features they have chosen in the previous activity, your students are then encouraged to write a benefit feature for each one. This will help them personalise the product for each customer.*

*Your students are then given an activity which encourages them to consider common buying signals customers use when they have decided to go ahead with the holiday being sold. This will help them identify their customers' buying signals when they are taking part in selling role-plays.*

*There is also an activity included which lists a range of customer objections and, working with a partner, the students have to attempt to overcome these objections.*

*Suggested solutions to these activities can be found in your Learn2Book RolePlay Tutor's Guide.*

*In addition to the selling skills handouts and activities, this section of the training programme also contains a number of case studies which can be used as the starting point for class discussions.*

*Case study 3 illustrates what happens when an agent doesn't employ effective questioning techniques. The agent, Nicola, is described looking through a range of tour operators systems without success because she has not asked enough questions. The case study ends with the customer taking his business elsewhere and students are encouraged to consider why he left without making a booking.*

*Case study 4 uses two travel agents to illustrate the importance of using benefit statements. At the end of the case study, students are told one of*

the agents is a much more successful salesperson than the other and are asked to consider why this may be.

The training programme also includes examples of travel agents overcoming objections in a range of different ways and using a range of different techniques.

Case study 5 shows two agents attempting to close a sale. One of the agents starts to “over-sell” the holiday and lists facilities that the customer is not interested in. Students are asked to consider if the customer would still go ahead.

They are then asked to consider how well the other agent did in closing the sale.

The handouts in the training programme will give your students an excellent grounding in the theory of the sales process. In order to develop a deeper understanding of this theory, students can discuss all of the case studies in the training programme.

Completing the activities in the training programme will allow them to develop some of the practical skills they will require to secure a sale. However, the most effective way to develop your students selling skills is by using role-play.

As Diane Lewis of Going Place said:

**“You would never use the brochure to sell a holiday as you don’t know if the holiday would be available when you went onto the system. So, you have to do 3 things at once; check your Viewdata system, build rapport with your customer and work with your brochure. Knowing how to do all 3 simultaneously is the most important thing you could teach your students.”**

After completing the training programme, your students have a theoretical understanding of the sales process. However, Learn2Book RolePlay takes this to the next level and allows them to practice selling using their newly developed selling skills, a brochure and a viewdata system- exactly as they would if they were working in a travel agency.

Learn2Book Role-Plays can be found on pages 18- 33 of your Learn2Book RolePlay Tutor's Guide. There are 2 copies of role-plays 1, 2, 3 and 4. These role-plays have been designed to work on 2 levels.

For Level 1 students, or maybe those who have not yet completed all of Learn2Book, you could use the original role-play. Here the customer would simply tell the trainee travel agent the name of the hotel and resort they would like to go to.

For more advanced students we have offered alternative role-plays. Here we have simply described the type of resort (for example, "A resort in the North of the island which is quiet and laid back") and accommodation (for example, a 4 star hotel within walking distance of the resort centre and near the beach. I would like a hotel with a pool, pool bar, tennis courts and some organised activities.")

It would then be up to the student to ask appropriate questions to find out the type of holiday the customer was looking for, find this holiday in the brochure and then check whether it was available on viewdata.

There are 12 role-plays included with Learn2BookRolePlay and these are as follows:

- **Role-play 1-** a new booking
- **Role-play 2-** a booking including children
- **Role-play 3-** an apartment booking
- **Role-play 4-** a booking including an infant and switch selling
- **Role-play 5-** a flight only booking
- **Role-play 6-** a free child place booking
- **Role-play 7-** accommodation search booking
- **Role-play 8-** accommodation search booking for a large party
- **Role-play 9-** last minute booking
- **Role-play 10-** last minute booking
- **Role-play 11-** allocation on arrival booking
- **Role-play 12-** allocation on arrival booking

Learn2Book role-plays can be found by logging in to **Learn2Book**. Once you have done this, select updates from the main menu. Here you will find



*Learn2BookRolePlay. If you select this, you will be taken to a menu which allows you to select role-plays 1- 12.*

*You can complete the role-plays in whichever order you choose, or just dip in and out of them as you require. For example, you may be doing a*

*class about under-occupancy, so you could get them to complete role-play 3 to illustrate the points you are making in class.*

*It is your choice whether you will complete the role-plays with your students or put them in pairs and allow them to do role-plays with each other. Obviously, whether you did the role-play face-to face or via the telephone would be completely up to you.*

*Whichever way you do it, please just make sure the “customer” has a copy of the relevant role-play sheet, the “trainee travel agent” has a Customer Enquiry Form, a copy of Parasol Holidays brochure and access to Learn2Book and you're all set to give your students a very realistic learning experience!*

*Once they have completed their role-play, they should be encouraged to complete the booking form and customer enquiry form for the booking they have just confirmed.*