



### Gallery investigation

**Day:** Monday and Friday

**Session length:** 60–90 minutes including Gallery visit

**Party size:** 30

This popular Gallery investigation is available as a modular study day: choose 1–3 modules to meet the needs of your students. Please note, groups will need at least one adult per activity chosen. The study day is tailored to the needs of either BTEC First or GCSE students. It is also offered to BTEC National and A-Level Students. Subject to staffing constraints, students may be able to meet and interview a customer service assistant about their role and career.

#### 1. What will the students do?

##### Step 1

Introduction to the Museum. Who are our different groups of customers and how can the Museum meet their needs?

##### Step 2

**Short session:** In groups, students use digital cameras to investigate the galleries and photograph evidence of customer service provision for specific groups of customers. These pictures can be emailed to the school for follow-up work.

or

**Extended study day:** In groups, students complete the activity above plus one or both activities B and C below. **Please note: the study day will be run as a carousel of activities, therefore groups need at least one adult per activity chosen.**

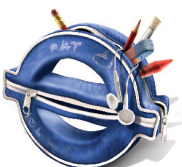
**Activity B:** Students role play responses to a Museum-based scenario in order to demonstrate their customer service and selling skills. Teachers may film these role plays as evidence of students' skills.

**Activity C:** Teachers role-play the part of a visitor to the Museum. In small groups, students lead them on a short tour of Museum highlights and demonstrate the customer service skills required in a museum.

**Please note:** for this option students will need to prepare for the scenario by completing a pre-visit activity using the Online Museum on the Museum website <http://www.ltmcollection.org/museum/index.html>. Task materials and guidance will be emailed to teachers.

##### Follow up task:

Teachers will be provided with a letter of complaint which students are asked to respond to. (Alternatively, this letter can be used as a scenario in Activity B, or as an alternative to activity C in the study day.)



## 2. What are the two main learning outcomes?

- ♦ Students identify evidence of the services offered by London Transport Museum to its different types of customers. (The services identified can then be compared with another organization.)
- ♦ Students are given opportunities to demonstrate their own customer service and selling skills in real-life contexts.

## 3. How can this activity support exam specifications?

### Example 1: BTEC First Certificate and Diploma in Travel and Tourism (2006)

P1, M1, D1 (describe/compare/evaluate the customer service provision in (two) travel and tourism organizations making justified recommendations for improvement).

P2 (describe the needs of different types of customers in travel and tourism).

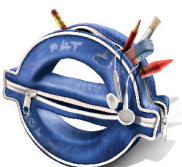
P5, M3, D2 (demonstrate customer service and selling skills in (three) different situations, including dealing with one complaint, deal independently and confidently with customers, evaluate own performance, making recommendations for development of customer service skills and techniques).

### Example 2: Edexcel GCSE in Leisure and Tourism (2002)

- (b) **AO2** (assess) the ways in which the organization meets the needs of a wide range of customers, the methods of communication used by staff and the ways used to deal with complaints.
- (c) **AO2** analyze and evaluate the customer service provided by the organization, reaching substantiated conclusions, suggesting improvements and justifying the recommendations.
- (d) **AO3** (demonstrate) an ability to consistently and confidently communicate with a wide range of customers in a manner that is helpful and friendly and to deal fully and confidently with a customer complaint.

## 4. Why use London Transport Museum to achieve this?

London Transport Museum is a multi-dimensional organization: it is a leisure and tourism destination; it is a museum with important cultural and educational functions; and its collections have a strong connection with the theme of Travel. Most importantly, it has a very broad range of customers with diverse needs. Investigating how the Museum delivers products and services to meet the needs of its customers is therefore a fascinating activity for students. It also provides scope for detailed analysis and comparison with other organizations. Finally, the role play activities have been developed in consultation with members of the Museum's visitor services team and provide a valuable opportunity for students to develop and demonstrate their skills in a vocational context.



### **Pre-visit and follow up suggestions:**

- ◆ To prepare for their visit, students can explore the Museum website [www.ltmuseum.co.uk](http://www.ltmuseum.co.uk) and try planning a visit from the point of view of a specific type of customer.
- ◆ After their visit, they can use their pictures to illustrate a report on how well London Transport Museum meets the needs of its different types of customers.

**The learning team at London Transport Museum thanks the following schools for their help and advice in the development of this session:**

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Fulham Cross School, Hammersmith and Fulham

Westminster Academy, Westminster

