TOUR GUIDING / SYLLABUS

Certificate in Advanced Tour Guiding and Tour Management

Lead complex visitor experiences, adapt interpretation to diverse groups and use feedback to improve tour quality.

Duration	Units	Assessment format
30 learning hours	5	30 questions / 60 minutes

Who this programme is for

Practising guides and tour leaders who want to develop specialist interpretation, group leadership and service-improvement skills.

Duration and learning approach

The published course duration is a programme-specific learning allocation. The 80/20 TQT rule for levelled qualifications is not applied to this course. Confirm the delivery timetable and assessment arrangements before enrolment.

The learning plan includes reading, demonstrations, practical work and feedback. Time spent reading a page is not the sole measure of learning; keep evidence of completed activities.

Programme information and enrolment

Delivery, evidence and assessment

Online learning

Use the programme materials and practice activities in sequence. Compare your output with the feedback and record the decisions you would revise.

ATP-supported learning

Where delivered through an ATP, agree the timetable, access arrangements, feedback and assessment dates with your provider.

How to use the learning materials

Begin with the unit outcomes. Study the mapped explanations and worked examples, then produce the activity evidence before opening suggested answers. Record the source, calculation or reasoning behind each decision. Revise the output after feedback. A completed reading checklist does not by itself demonstrate that an outcome has been achieved.

Mock and final examinations

Knowledge assessment and a practical tour-leadership brief. Confirm assessment arrangements with WTTA.

Mock examinations are formative practice. Use feedback to revisit the linked units; a mock score does not award a certificate. Final examinations assess the specified knowledge and applied decisions through the configured question format. Practical outputs develop skills that multiple-choice questions alone cannot directly demonstrate. Confirm the available final assessment, supervision, submission and scheduling arrangements in the learner portal or with WTTA/your ATP.

Evidence integrity and support

Use fictional customer details for practice. Identify your sources and distinguish supplied case assumptions from real operating rules. Submit your own work, keep a record of revisions, and request reasonable learning or assessment arrangements through the published learner-support procedures. Current supplier and official requirements take priority over training examples.

WTTA learner policies and support

Unit and duration map

Unit	Learning hours	Mock questions	Final questions
1. Specialist research and evidence-based interpretation	6	3	6
2. Advanced storytelling and audience engagement	6	3	6
3. Complex itineraries and operational coordination	6	3	6
4. Group leadership, accessibility and service recovery	6	3	6
5. Responsible destination leadership and quality improvement	6	3	6

International application

Activities use varied travel, destination and service contexts. Transfer the method rather than copying a fictional price or local assumption. Check geography, seasonality, traveller requirements, supplier conditions and source dates whenever the itinerary changes.

Resource access

Syllabuses are public. The linked teaching materials and practice environments require access to the corresponding programme. Keep the unit and outcome codes below in your learning log so feedback can be traced to the syllabus.

UNIT 1 / 6 HOURS

Specialist research and evidence-based interpretation

Learning outcomes

- U1.1 - Evaluate the provenance, purpose and limits of specialist evidence.

- U1.2 - Construct a defensible interpretation of a contested subject.

- U1.3 - Maintain a versioned specialist dossier that can be revised when evidence changes.

Content and scope

Evaluate the strength of a claim, not the prestige of a source

Advanced guiding requires a reasoned account of why a claim deserves confidence. Specialist detail increases the need for careful evidence evaluation.

Interpret contested histories without false balance

A contested subject needs both intellectual discipline and care for people connected to it. Presenting several views does not require treating every assertion as equally supported.

Build a specialist dossier that remains usable in the field

Research becomes operational knowledge when another competent guide can understand its claims, permissions and limits without reconstructing your entire investigation.

Practical application

Evidence task

Prepare an independent specialist interpretation dossier. Allocate two hours to focused research, one hour to synthesis and revision, and the remainder of this six-hour unit to reading, exercises and review.

- A six-claim evidence matrix with counterevidence and confidence reasoning.

- A 500-word interpretation of a contested topic.

- Three field cards, a review request and a version/update record.

Review criteria

- Claims are supported at the level actually expressed.

- Contradictions and gaps are evaluated rather than concealed.

- Representation and permissions are explicitly considered.

- A correction can be traced through all delivery materials.

Mapped learning resources

Evaluate the strength of a claim, not the prestige of a source

Interpret contested histories without false balance

Build a specialist dossier that remains usable in the field

Unit 1 workshop and knowledge check

UNESCO: interpretation and communication of World Heritage properties

Interpret Europe: about heritage interpretation

WFTGA: education and qualification routes

UNIT 2 / 6 HOURS

Advanced storytelling and audience engagement

Learning outcomes

- U2.1 - Design a multi-stop narrative with a defensible central argument.

- U2.2 - Adapt delivery using observed audience evidence.

- U2.3 - Facilitate difficult dialogue while preserving factual clarity and dignity.

Content and scope

Build an argument across several places

An advanced tour develops an interpretation over time. Its stops should do different intellectual work while remaining connected to a central question.

Adapt to an audience using evidence, not stereotypes

Audience adaptation is a series of informed decisions. A specialist group still contains individuals with different interests, prior knowledge and ways of participating.

Facilitate difficult questions and competing voices

A skilled guide can make room for disagreement without letting a discussion become hostile or detach from evidence and the tour's purpose.

Practical application

Evidence task

Independently deliver a ten-minute specialist interpretation that develops an argument across three simulated stops. Allocate two hours to design and rehearsal, one hour to recording and analysis, and the remainder to the unit lessons and exercises.

- A five-stop narrative map and three-stop delivery script.

- A ten-minute individually delivered recording with one planned audience adaptation.

- Three challenge-response scripts and a criterion-based reflection.

Review criteria

- The argument develops through distinct evidence rather than repeated assertions.

- The adaptation responds to a stated or observed need without distorting facts.

- Difficult dialogue distinguishes correction, disagreement and harmful conduct.

- The ending gives a justified conclusion with remaining uncertainty.

Mapped learning resources

Build an argument across several places

Adapt to an audience using evidence, not stereotypes

Facilitate difficult questions and competing voices

Unit 2 workshop and knowledge check

Interpret Europe: about heritage interpretation

UNESCO: interpretation and communication of World Heritage properties

UN Tourism: accessible tourism publications and guidelines

UNIT 3 / 6 HOURS

Complex itineraries and operational coordination

Learning outcomes

- U3.1 - Model dependencies and decision points in a multi-supplier itinerary.

- U3.2 - Coordinate a team through clear authority, handovers and communications.

- U3.3 - Compare disruption options using time, access, cost and service consequences.

Content and scope

Find the dependencies that can stop the whole day

A complex itinerary is a network of commitments. The most important risk may be a small delay at the point with the least flexibility.

Lead suppliers and colleagues through shared information

Coordination depends on accepted responsibilities and consistent information. A detailed document is ineffective if the people delivering it have different versions.

Compare disruption options without hiding the trade-offs

Advanced tour management requires choosing among imperfect options. Make the consequences explicit and preserve the authority needed for cost or service changes.

Practical application

Evidence task

Independently produce a full-day operational plan and disruption brief. Allocate two hours to design, one hour to scenario testing and the remaining unit time to reading, exercises and review. All schedules and costs in the simulation are fictional.

- A dependency map, timed itinerary and latest decision times.

- A responsibility matrix, supplier brief and handover script.

- A two-option disruption comparison with cost arithmetic and authorised-action limits.

Review criteria

- The plan exposes assumptions and avoids double-counting contingency.

- Each critical task and decision has an accepted responsible role.

- Options meet essential constraints before cost or convenience is ranked.

- Visitor and supplier communications state practical consequences and next updates.

Mapped learning resources

Find the dependencies that can stop the whole day

Lead suppliers and colleagues through shared information

Compare disruption options without hiding the trade-offs

Unit 3 workshop and knowledge check

UN Tourism: accessible tourism publications and guidelines

WFTGA Code of Guiding Practice - draft 2026, not a binding local rule

GSTC: guidance for tour operators

UNIT 4 / 6 HOURS

Group leadership, accessibility and service recovery

Learning outcomes

- U4.1 - Lead a group through competing needs using clear and proportionate decisions.

- U4.2 - Audit the complete access journey and test equivalent alternatives.

- U4.3 - Design service recovery that addresses both immediate impact and underlying cause.

Content and scope

Exercise authority while retaining visitor autonomy

Leadership is the disciplined use of authority for the agreed experience. It requires clear decisions, fair boundaries and attention to unequal participation.

Audit the complete access journey

A tour can fail at a single overlooked transition. Advanced access planning tests the sequence from initial information to the final handover.

Recover service and repair the cause

Service recovery combines immediate assistance, transparent decisions and later improvement. A courteous apology is necessary in many situations but rarely sufficient by itself.

Practical application

Evidence task

Independently prepare and perform a leadership simulation. Allocate two hours to the journey audit and service-recovery case, one hour to a recorded six-minute briefing and review, and the remainder to study and exercises.

- An eight-stage access audit with verification owners and alternatives.

- A six-minute individually delivered leadership/service-recovery briefing.

- A factual case record, cause analysis and improvement measure.

Review criteria

- Decisions distinguish authority, visitor choice and essential constraints.

- Access claims are specific and supported, with limitations communicated early.

- Recovery responds to actual impact and stays within authorised commitments.

- The proposed correction addresses a plausible cause and can be checked.

Mapped learning resources

Exercise authority while retaining visitor autonomy

Audit the complete access journey

Recover service and repair the cause

Unit 4 workshop and knowledge check

UN Tourism: accessible tourism publications and guidelines

WFTGA Code of Guiding Practice - draft 2026, not a binding local rule

UNESCO: interpretation and communication of World Heritage properties

UNIT 5 / 6 HOURS

Responsible destination leadership and quality improvement

Learning outcomes

- U5.1 - Evaluate tour impacts from visitor, resident, host and conservation perspectives.

- U5.2 - Interpret quality evidence with appropriate denominators and limitations.

- U5.3 - Design, test and review a proportionate improvement to guiding practice.

Content and scope

Make destination responsibility a shared decision

An advanced guide can contribute useful operational evidence to destination decisions. Leadership begins by recognising whose benefits and burdens are being measured.

Measure quality without confusing popularity and performance

Quality evidence should answer a decision question. A high satisfaction score alone cannot demonstrate accuracy, access, responsible behaviour or reliable operations.

Run an improvement trial and defend the decision

A useful improvement project connects a specific problem, a plausible change, a fair test and a decision about what to do next.

Practical application

Evidence task

Complete the advanced capstone independently: a specialist tour-leadership pack and a 15-minute guiding demonstration. Use two hours for the integrated pack, one hour for recording and criterion review, and the remaining unit time for study, exercises and revision. Include an evidence-based interpretation, an access-aware transition, a fictional supplier disruption, a service-recovery response and a clear close.

- A specialist evidence dossier and multi-stop narrative drawn from prior units.

- A dependency-based operating plan, access audit and disruption decision brief.

- A 15-minute individually delivered recording or observed demonstration.

- A quality-improvement proposal with fictional calculations clearly labelled and a 350-word reflective evaluation.

Review criteria

- Interpretation evaluates evidence and uncertainty while engaging the audience.

- Operational decisions explain dependencies, authority and trade-offs.

- Leadership protects visitor autonomy, access, privacy and host interests.

- The demonstration responds coherently to the simulated disruption.

- Evaluation uses evidence, correct arithmetic and explicit limits, leading to a feasible improvement.

Mapped learning resources

Make destination responsibility a shared decision

Measure quality without confusing popularity and performance

Run an improvement trial and defend the decision

Unit 5 workshop and knowledge check

GSTC Destination Standard

GSTC: guidance for tour operators

UNESCO: interpretation and communication of World Heritage properties