SHORT COURSE / COURSE OUTLINE

Serving the Travel Customer

Build practical skills for everyday travel-industry situations.

Duration	Units	Assessment format
12 learning hours	4	30 questions / 60 minutes

Who this programme is for

Travel agency and tourism customer-facing teams.

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

Multiple-choice examination: 30 questions, 60 minutes.

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. Understanding traveller needs	3	3	6
2. Customer communication	3	3	5
3. Inclusive service	3	4	6
4. Service recovery	3	5	13

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 / 3 HOURS

Understanding traveller needs

Learning outcomes

- U1.1 - Identify essential requirements, preferences and unresolved needs in a traveller brief.

- U1.2 - Compare options against budget, timing and stated needs before recommending a journey.

Content and scope

See the journey, not just the booking

Good travel service connects what the customer needs before, during and after a journey.

Recognise different traveller priorities

Personalise the service using questions, not stereotypes.

Make reliability part of the service

Trust grows when your actions match your promises.

Ask questions that uncover the need

Start broadly, then narrow the enquiry to confirmed details.

Turn the conversation into a service brief

A clear brief prevents avoidable errors and helps another colleague continue the work.

Recommend value, not simply the lowest price

Explain the trade-offs so the customer can make an informed decision.

Practical application

Evidence task

Use only these fictional facts, prices, people and rules. This exercise creates no booking, payment, travel permission or formal examination result. Lily and Emma need return travel from Bahrain to London, four hotel nights and shared return airport transfers. Their total party budget is USD 1,600. They must arrive by 18:00 on 22 October for a briefing; the main event is the next morning. They return on 26 October. Each needs one checked bag. Emma cannot comfortably walk long distances and requests step-free access to her room; do not infer a diagnosis. She prefers written updates.

- Map six service stages for a first-time traveller. Write one question and one potential risk at each stage.

- List three essential needs and three preferences for a traveller attending a wedding with an older relative.

- Rewrite “Do not worry, everything will be fine” as a useful, realistic service commitment.

- Write five questions for a customer booking a family holiday on a limited budget. Include an open, a probing and a confirming question.

- Create a brief from this enquiry: two adults, Bahrain to London, an event on Friday morning, a total budget of USD 1,500 and an uncertain return date.

- Explain these options in three sentences to a customer who needs baggage and may change the return date. What additional information must you verify?

Review criteria

- 2 points: The brief captures both deadlines, the party budget, bags, return date and stated support needs without assuming personal or medical details. Award 1 if partly correct and 0 if missing or incorrect.

- 2 points: A totals USD 1,490 and B USD 1,520, leaving USD 110 and USD 80 respectively. Award 1 if partly correct and 0 if missing or incorrect.

- 2 points: The recommendation rejects A for the essential arrival deadline and treats B as a proposal pending checks and customer approval. Award 1 if partly correct and 0 if missing or incorrect.

- 2 points: The access record separates the verified entrance from the unconfirmed route to the room and records airline assistance as requested only. Award 1 if partly correct and 0 if missing or incorrect.

- 2 points: The written update is clear, has an owner and specific next-update time, and invents no supplier result. Award 1 if partly correct and 0 if missing or incorrect.

- 2 points: The handover and checklist cover current availability/price, conditions, access evidence, customer acceptance and accurate confirmation. Award 1 if partly correct and 0 if missing or incorrect.

Mapped learning resources

See the journey, not just the booking

Recognise different traveller priorities

Make reliability part of the service

Ask questions that uncover the need

Turn the conversation into a service brief

Recommend value, not simply the lowest price

ICAO: air travel accessibility priorities

ISO 10002: complaints-handling guidance - public abstract

UNIT 2 / 3 HOURS

Customer communication

Learning outcomes

- U2.1 - Use plain language, active listening and an agreed communication channel.

- U2.2 - Confirm understanding and record consent, conditions and the next action.

Content and scope

Listen, acknowledge and confirm

The customer should feel heard before they are asked to decide.

Use language customers can act on

Translate operational language into practical meaning.

Communicate across phone, email and messaging

Keep the information consistent even when the channel changes.

Practical application

Evidence task

Use only these fictional facts, prices, people and rules. This exercise creates no booking, payment, travel permission or formal examination result. Lily and Emma need return travel from Bahrain to London, four hotel nights and shared return airport transfers. Their total party budget is USD 1,600. They must arrive by 18:00 on 22 October for a briefing; the main event is the next morning. They return on 26 October. Each needs one checked bag. Emma cannot comfortably walk long distances and requests step-free access to her room; do not infer a diagnosis. She prefers written updates.

- Write a response to “I am nervous about travelling alone and I do not understand the connection.” Use acknowledgment, clarification and a next step.

- Rewrite “Reissue subject to penalties and fare difference” in plain language without implying a fixed charge.

- Draft a short email presenting two options and asking the customer to confirm one. Use fictional dates and prices.

Review criteria

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- 2 points: The handover and checklist cover current availability/price, conditions, access evidence, customer acceptance and accurate confirmation. Award 1 if partly correct and 0 if missing or incorrect.

Mapped learning resources

Listen, acknowledge and confirm

Use language customers can act on

Communicate across phone, email and messaging

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UNIT 3 / 3 HOURS

Inclusive service

Learning outcomes

- U3.1 - Ask about practical access requirements without making assumptions.

- U3.2 - Distinguish a requested service from a verified and confirmed arrangement.

Content and scope

Ask about assistance respectfully

The traveller is the best starting point for understanding their own requirements.

Adapt your communication and presentation

Equal respect does not require identical service for every customer.

Respect cultural and personal preferences

Be curious and respectful without reducing the customer to a category.

Practical application

Evidence task

Use only these fictional facts, prices, people and rules. This exercise creates no booking, payment, travel permission or formal examination result. Lily and Emma need return travel from Bahrain to London, four hotel nights and shared return airport transfers. Their total party budget is USD 1,600. They must arrive by 18:00 on 22 October for a briefing; the main event is the next morning. They return on 26 October. Each needs one checked bag. Emma cannot comfortably walk long distances and requests step-free access to her room; do not infer a diagnosis. She prefers written updates.

- A traveller says they cannot comfortably walk long distances. Write three respectful questions and two checks you would make.

- Explain a connecting journey to a customer who prefers simple written instructions. Create four short steps.

- How would you respond when a hotel cannot confirm a requested connecting room?

Review criteria

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Mapped learning resources

Ask about assistance respectfully

Adapt your communication and presentation

Respect cultural and personal preferences

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UNIT 4 / 3 HOURS

Service recovery

Learning outcomes

- U4.1 - Respond to a complaint with empathy, evidence and an authorised remedy.

- U4.2 - Record ownership, follow-up and an improvement action from a service failure.

- U4.3 - Apply authorised data handling, privacy and evidence-integrity practices.

Content and scope

Respond constructively to a complaint

A complaint is an opportunity to understand the gap and take accountable action.

Manage disruption without unsupported promises

A useful update reduces uncertainty even when the final outcome is not yet known.

Escalate well and close the loop

Escalation is a supported handover, not a way to abandon the customer.

Protect information and work within your role

Professional service includes care with information and honesty about your authority.

Measure quality and improve your work

Feedback is useful when it leads to a specific improvement.

Put the whole service process into practice

Use this final activity to connect needs, communication, inclusion and recovery.

Practical application

Evidence task

Use only these fictional facts, prices, people and rules. This exercise creates no booking, payment, travel permission or formal examination result. Lily and Emma need return travel from Bahrain to London, four hotel nights and shared return airport transfers. Their total party budget is USD 1,600. They must arrive by 18:00 on 22 October for a briefing; the main event is the next morning. They return on 26 October. Each needs one checked bag. Emma cannot comfortably walk long distances and requests step-free access to her room; do not infer a diagnosis. She prefers written updates.

- A traveller says the airport transfer did not arrive. Draft your opening response and the facts you need to check.

- Write a disruption update containing what changed, what is being checked and when you will contact the customer again.

- Prepare a five-line escalation note for the missing transfer complaint. Use fictional details.

- Identify the risks in sending a screenshot containing three customers' booking details to one customer.

- Choose one service problem and write an improvement plan with an action, owner and measure.

- Complete the three tasks using fictional options. Then evaluate yourself against the four course themes. When ready, use the mock exam from the reader's contents panel.

Review criteria

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- 2 points: A totals USD 1,490 and B USD 1,520, leaving USD 110 and USD 80 respectively. Award 1 if partly correct and 0 if missing or incorrect.

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- 2 points: The handover and checklist cover current availability/price, conditions, access evidence, customer acceptance and accurate confirmation. Award 1 if partly correct and 0 if missing or incorrect.

Mapped learning resources

Respond constructively to a complaint

Manage disruption without unsupported promises

Escalate well and close the loop

Protect information and work within your role

Measure quality and improve your work

Put the whole service process into practice

ICAO: air travel accessibility priorities

ISO 10002: complaints-handling guidance - public abstract