LEVEL 2 / SYLLABUS

Level 2 Certificate in Travel and Tourism

Develop practical knowledge of travel operations, destinations and traveller care.

Duration	Units	Assessment format
80 hours TQT	5	60 questions / 120 minutes

Who this programme is for

New entrants and early-career travel and tourism professionals.

Duration and learning approach

Total Qualification Time (TQT): 80% structured learning through classroom teaching or the online materials; 20% additional self-study, independent practical work and assessment. The final examination is included once within the 20%, not added to the published total.

These are planned learning allocations, not page-reading estimates or a claim of Guided Learning Hours for unsupervised online study. Reading progress alone is not evidence of competence. Keep a learning log with dates, minutes, activity outputs, feedback and revisions. Break long sessions into manageable study periods; breaks are not counted.

Programme information and enrolment

Delivery, evidence and assessment

Independent online route

Work through the core readings, extended teaching sessions, worked examples, visual analyses and structured activities. Reproduce the reasoning before opening guidance. Use the additional independent-work allocation for your evidence portfolio and mock exam. Record actual study time and seek support when a concept remains unclear.

ATP route

The ATP can deliver the same structured sessions in class, blending explanation, demonstration, discussion and supervised practice. Use the same outcomes, cases and evidence criteria. Classroom time replaces the corresponding online session; it is not added again. The additional 20% remains independent work and assessment.

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: 60 questions, 120 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	TQT h	Structured h	Independent + assessment h	Mock questions	Final questions
1. Travel and tourism industry structure	16	12.8	3.2	3	12
2. Destination knowledge and itinerary planning	16	12.8	3.2	3	12
3. Travel documentation and booking processes	16	12.8	3.2	3	12
4. Serving the travel customer	16	12.8	3.2	3	12
5. Responsible tourism and professional practice	16	12.8	3.2	3	12

The final-exam allocation is included once within the independent/assessment column. The unit question counts form the assessment blueprint; they do not disclose examination questions.

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 / 16 HOURS

Travel and tourism industry structure

Learning outcomes

- U1.1 - Explain the roles of suppliers, intermediaries and destination organisations.

- U1.2 - Trace the customer journey and identify ownership of services and handovers.

Content and scope

Who sells, delivers and decides

Identify transport, accommodation, attraction and local-service suppliers; retail and online intermediaries; organisers; and destination bodies. Distinguish commercial identity from the role played in a particular transaction. Map who receives the request, who can confirm delivery and who can authorise a change. Explain why a familiar logo, payment receipt or destination recommendation does not prove another organisation has accepted a service.

Visitor needs and forms of tourism

Classify domestic, inbound and outbound travel from a stated residence and destination perspective. Distinguish overnight and same-day visits, purpose and individual priorities. Use these categories to frame research rather than stereotype a customer. Build an enquiry that separates essential constraints, preferences and missing information, with practical international examples and clear limits to what classification can tell a consultant.

The service chain and its dependencies

Trace a trip from discovery through quotation, approval, booking, preparation, delivery, support and closure. Connect each customer promise to a provider action and evidence. Identify dependencies between arrival, pickup, hotel check-in and timed activities. Demonstrate how a change can leave individually plausible records inconsistent, and assign responsibility for checking both individual services and their connections.

Statuses, ownership and acceptance

Use specific labels for enquiry, quoted, held, requested, confirmed, changed, cancelled and completed. Attach source, time, owner and next action to each status. Practise closed-loop handovers in which the receiving colleague accepts the task and can locate the evidence. Differentiate a message being sent, being received and the requested work actually being completed.

Service measures and professional boundaries

Use simple counts and proportions to identify unanswered requests, ageing work and repeated handover errors. Interpret the denominator before comparing periods. Recognise the limits of a beginner consultant's authority and distinguish information, a recommendation and an operational commitment. Prepare customer updates that are useful without promising unverified delivery or disclosing unnecessary personal information.

Unit 1 delivery and evidence

Structured learning: 12.8 hours. Independent tasks: 2.8 hours. Share of the single final examination: 0.4 hours.

Build a service map for an international trip - 192 minutes

Outcomes: U1.1, U1.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for build a service map for an international trip, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Statistics: International Recommendations for Tourism Statistics 2008. Focus: Chapter 6, especially the discussion of travel agencies, reservation activities and tour operators. Identify selling and producing roles without treating statistical classifications as a contract. Produce: A role table for five organisations in the case, including one role each does not perform. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Turn visitor categories into a useful needs brief - 192 minutes

Outcomes: U1.1, U1.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for turn visitor categories into a useful needs brief, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Statistics: International Recommendations for Tourism Statistics 2008. Focus: Chapter 2 on residence, usual environment and forms of tourism, and Chapter 3 on trip purpose. Read the definitions in context. Produce: A classification note explaining residence, purpose and overnight status separately for three fictional travellers. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Control handovers across the customer journey - 192 minutes

Outcomes: U1.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for control handovers across the customer journey, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read IATA: Travellers questions and service responsibilities. Focus: The questions about IATA’s role and where airline or agency complaints should be directed. Distinguish an industry body from the supplier handling an individual service. Produce: A support-routing map showing the first operational contact and escalation route for a hotel, airline and agency issue. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Audit a service chain with simple measures - 192 minutes

Outcomes: U1.1, U1.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for audit a service chain with simple measures, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Statistics: International Recommendations for Tourism Statistics 2008. Focus: Chapter 1 discussion of consistent concepts and the purpose of tourism information. Use it to consider why definitions must stay stable before comparing figures. Produce: A measurement definition card stating population, event, denominator, review point and two limitations. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Evidence task

Independently design a service-control pack for a fictional three-night Cape Town cultural visit sold by an agent to two residents of another country. Include a flight, transfer, accommodation and guided experience. Introduce one delayed arrival and one unanswered supplier request. This is additional practice, not a real reservation or a separate formal examination.

- An annotated supplier and intermediary map with decision owners.

- A staged customer journey and two closed-loop handovers.

- A small five-file audit table with a defined confirmation measure and action list.

Review criteria

- Roles and statuses match available evidence.

- The changed arrival reaches every affected service.

- Customer messages distinguish confirmed, pending and optional services.

- The measure uses a clear denominator and does not replace file review.

Mapped learning resources

Map the industry around a traveller

Recognise purpose, visitor type and seasonal needs

Follow the complete customer journey

Unit 1 workshop and knowledge check

Deep study · Who owns each part of a traveller's journey?

Case laboratory · Who owns each part of a traveller's journey?

Unit 1 learning map

Build a service map for an international trip

Turn visitor categories into a useful needs brief

Control handovers across the customer journey

Audit a service chain with simple measures

Unit 1 independent evidence brief

UN Tourism: glossary of tourism terms

UNIT 2 / 16 HOURS

Destination knowledge and itinerary planning

Learning outcomes

- U2.1 - Research destination features using traceable sources.

- U2.2 - Construct a realistic itinerary with timings, costs and alternatives.

Content and scope

Research questions and source authority

Translate a traveller brief into questions about location, opening, admission, transport, access and timing. Choose the organisation responsible for each fact. Distinguish supplier operations, public-authority information, destination interpretation and personal reviews. Keep a dated evidence log that identifies the travel period, source limitations and unresolved conflicts rather than copying attractive claims into an itinerary.

Geography, seasons and visitor fit

Use maps to understand arrival points, neighbourhoods, activity clusters and connections. Explain how season, local events, service frequency and climate patterns can affect a visit without promising particular weather. Relate features to the traveller's purpose and pace. Separate geographic knowledge from current operational checks and identify when a quiet-season advantage may come with reduced availability.

Timing and dependencies

Construct a sequence using local dates and times, fixed commitments, activity durations, transfers, reporting allowances, meals and rest. Work backwards from a departure as well as forwards from arrival. Detect overlapping activities and unrealistic transfers. Explain why a map distance, published attraction closing time or theoretical connection cannot replace the applicable provider's actual instructions.

Transparent trip costs

Read prices by person, room, night, party and journey. Calculate quantities and subtotals in one stated currency, distinguish confirmed quotes from estimates and separate optional extras from required components. Test the effect of changing travellers or nights. Reconcile the cost sheet with the itinerary so that an affordable total does not conceal a missing transfer or extra night.

Alternatives and usable presentation

Compare credible options against essential needs before scoring preferences. Prepare a contingency with a specific trigger, suitable timing and a decision owner. Present clear meeting places, dates, inclusions, exclusions, assistance arrangements and unresolved checks. Practise revising the plan when one component changes and explain the trade-off to the customer rather than simply adding more activities.

Unit 2 delivery and evidence

Structured learning: 12.8 hours. Independent tasks: 2.8 hours. Share of the single final examination: 0.4 hours.

Build an evidence-led destination profile - 192 minutes

Outcomes: U2.1

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for build an evidence-led destination profile, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Tourism: Accessible Tourism. Focus: Read the accessible-tourism overview and identify the importance of considering the complete visitor experience rather than one isolated facility. Produce: A chain of five destination research questions covering arrival, movement, activity, information and departure. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Build and stress-test a timed day - 192 minutes

Outcomes: U2.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for build and stress-test a timed day, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Statistics: International Recommendations for Tourism Statistics 2008. Focus: Chapter 3 sections on duration, origin and destination, and modes of transport. Use the categories to check what your itinerary records actually describe. Produce: A timetable annotation distinguishing trip duration, activity duration and transport time. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Cost the complete visit without hidden assumptions - 192 minutes

Outcomes: U2.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for cost the complete visit without hidden assumptions, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Statistics: International Recommendations for Tourism Statistics 2008. Focus: Chapter 4 on tourism expenditure, focusing on the distinction between what is included in a visit's spending and when expenditure occurs. Produce: A budget-boundary note listing included, excluded, optional and estimated lines for the fictional visit. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Compare options and issue a traveller-ready plan - 192 minutes

Outcomes: U2.1, U2.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for compare options and issue a traveller-ready plan, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read W3C WAI: Writing for Web Accessibility. Focus: Read the sections on meaningful headings, link text and clear concise content. Apply them to an itinerary rather than copying the examples. Produce: A before-and-after itinerary extract with three explained changes that make the next action easier to find. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Evidence task

Create an independently researched two-day itinerary for a fictional pair visiting a city outside your home country. Set a clear budget and one access-related request without inventing a medical condition. Research the operational facts, cost the plan in one currency and introduce a closure that requires a realistic alternative.

- Dated source log with at least eight decision-relevant facts.

- Timed itinerary and full cost sheet with quantity and price units.

- Comparison of two feasible options and a triggered contingency.

- A concise traveller-ready document and revision note.

Review criteria

- Sources are responsible for the claims and limitations remain visible.

- Timings include transfers, reporting, meals and rest.

- Costs reconcile with the number of people and nights.

- The alternative meets essentials and requires approval where appropriate.

Mapped learning resources

Build a destination evidence sheet

Sequence a day that can actually work

Present the itinerary and total cost

Unit 2 workshop and knowledge check

Deep study · A realistic international city itinerary

Case laboratory · A realistic international city itinerary

Unit 2 learning map

Build an evidence-led destination profile

Build and stress-test a timed day

Cost the complete visit without hidden assumptions

Compare options and issue a traveller-ready plan

Unit 2 independent evidence brief

UN Tourism: glossary of tourism terms

UNIT 3 / 16 HOURS

Travel documentation and booking processes

Learning outcomes

- U3.1 - Use a controlled booking sequence and reconcile records.

- U3.2 - Identify travel-document checks and information requiring current verification.

Content and scope

Authorised booking sequence

Follow enquiry, clarification, quotation, customer approval, supplier request, response checking and final communication as separate stages. Establish the information and authority needed at each stage. Distinguish reservation, payment and fulfilment. Use fictional records to identify premature promises, duplicate requests and unapproved changes while keeping a clear audit trail of who instructed, acted and checked.

Names, dates and component reconciliation

Compare customer-approved details with returned supplier records, including spelling, route, arrival and departure dates, nights, party size, room or service type and inclusions. Cross-check linked components rather than inspecting each in isolation. Record discrepancies, correction requests and matching closure evidence. Do not silently edit a customer voucher and assume the supplier’s operating record has changed.

Travel-document verification

Build a document-check brief using relevant nationality, document type, residence, purpose, dates and the complete route including transits. Consult responsible authorities and appropriate current industry information. Record applicability, source and check date, and escalate unresolved questions. Avoid universal validity rules or guarantees of boarding and entry; repeat the check after a material itinerary or document change.

Data handling and safe communication

Use only information needed for the task and approved channels for personal details. Keep sensitive documents and payment information out of casual messages and training exercises. Distinguish operational contacts from marketing preferences. Design a record that helps authorised colleagues act while limiting unnecessary disclosure, and practise communicating a pending check without exposing private information.

Amendments, departure packs and closure

Treat a requested change as a new controlled decision: assess dependencies and conditions, explain the proposed effect, obtain authority, process and verify. Assemble a departure pack that agrees with current records. Track outstanding credits, corrections and support actions after travel. Demonstrate why a successful system response, a payment or the end of the journey does not automatically close every task.

Unit 3 delivery and evidence

Structured learning: 12.8 hours. Independent tasks: 2.8 hours. Share of the single final examination: 0.4 hours.

Separate approval, reservation and fulfilment - 192 minutes

Outcomes: U3.1

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for separate approval, reservation and fulfilment, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read IATA: Travellers questions and service responsibilities. Focus: Read the explanation of IATA's role and the customer routes for resolving airline or agency service questions. Identify which organisation owns a particular transaction. Produce: A booking-control diagram with a separate evidence box for reservation, payment and fulfilment. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Audit confirmations and assemble a coherent pack - 192 minutes

Outcomes: U3.1

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for audit confirmations and assemble a coherent pack, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read W3C WAI: Writing for Web Accessibility. Focus: Review meaningful headings and instructions. Apply them to a departure pack that separates confirmed services, actions required and support contacts. Produce: A redesigned departure-pack contents panel with descriptive headings and one clear pending-action example. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Make a complete document-check brief - 192 minutes

Outcomes: U3.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for make a complete document-check brief, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read IATA: Travel Centre and travel documentation. Focus: Read the scope of IATA Travel Centre information and the need for traveller-specific passport, visa and health checks. Follow the public information rather than inventing a universal rule. Produce: A blank verification template plus a completed fictional row marked pending where facts are missing. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Process a change and reconcile the final record - 192 minutes

Outcomes: U3.1, U3.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for process a change and reconcile the final record, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read IATA: Travellers questions and service responsibilities. Focus: Read the service-contact and complaint-routing information. Identify why an industry association does not replace the booked supplier's operational or financial support route. Produce: An amendment escalation matrix identifying customer decision, supplier confirmation and internal approval for each case issue. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Evidence task

Build a fictional three-component booking file for a journey between two continents. Include an approved brief, a quotation, mismatched supplier responses and a later date change. Create a document-check process without asserting any live entry rule. Use fictional identity and payment data throughout.

- Booking-control sheet and customer approval record.

- Four-item exception log and a corrected departure-pack extract.

- Document-check brief with applicable source and recheck triggers.

- Amendment quotation and financial reconciliation.

Review criteria

- Requests, holds, confirmations, payments and fulfilment are distinguished.

- Corrections are supported by supplier evidence.

- Document questions cover the whole route and remain pending when unresolved.

- Arithmetic and handover ownership are transparent.

Mapped learning resources

Move from enquiry to controlled booking

Check documents against the whole journey

Reconcile the departure pack and handle corrections

Unit 3 workshop and knowledge check

Deep study · Checking a booking record without guessing travel requirements

Case laboratory · Checking a booking record without guessing travel requirements

Unit 3 learning map

Separate approval, reservation and fulfilment

Audit confirmations and assemble a coherent pack

Make a complete document-check brief

Process a change and reconcile the final record

Unit 3 independent evidence brief

IATA: Travel Centre and document checks

UNIT 4 / 16 HOURS

Serving the travel customer

Learning outcomes

- U4.1 - Discover needs and communicate clear, inclusive recommendations.

- U4.2 - Handle routine complaints with accurate handovers and follow-up.

Content and scope

Listening and accurate enquiry records

Use open questions to discover purpose and preferences, focused questions to clarify facts and a concise read-back to confirm understanding. Distinguish what a traveller states from what a consultant assumes. Record essentials, preferences and unresolved questions without unnecessary personal detail. Adapt the pace and communication channel while retaining an accurate, actionable service brief.

Clear and inclusive recommendations

Explain options through complete cost, timing, practical features and relevant conditions. Use plain language and meaningful structure, avoiding jargon that prevents informed choice. Ask what assistance or format the customer prefers rather than making assumptions from age, appearance or disability. Verify specific features and describe their limits instead of relying on broad labels such as accessible or suitable for everyone.

Communication across the service chain

Translate customer needs into precise supplier questions and record the returned answer accurately. Keep requests separate from guarantees. Confirm the customer’s understanding of the proposed arrangement and maintain a usable support route. Practise messages for mobile reading, telephone handovers and situations where the traveller needs more time, a different format or clarification.

Routine complaints and service recovery

Listen to the problem, establish the current impact and desired outcome, and separate facts from assumptions. Take proportionate immediate action within authority, investigate relevant records and explain the next step. Do not promise compensation or legal outcomes without evidence and authority. Maintain ownership through supplier referral and record agreed actions, deadlines and customer communication.

Follow-up and service learning

Distinguish acknowledgement, proposed remedy, completed action and customer confirmation. Check whether the practical problem was resolved and whether linked services or money remain outstanding. Write objective complaint notes and identify a preventable process cause. Use feedback evidence to improve instructions or handovers without blaming a colleague or supplier before the records support that conclusion.

Unit 4 delivery and evidence

Structured learning: 12.8 hours. Independent tasks: 2.8 hours. Share of the single final examination: 0.4 hours.

Listen, clarify and read back the brief - 192 minutes

Outcomes: U4.1

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for listen, clarify and read back the brief, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UN Tourism: Accessible Tourism. Focus: Read the accessible-tourism overview and consider the complete visitor experience. Compare specific service questions with broad labels. Produce: Five pairs of vague labels and respectful operational clarification questions. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Make recommendations understandable and usable - 192 minutes

Outcomes: U4.1

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for make recommendations understandable and usable, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read W3C WAI: Writing for Web Accessibility. Focus: Read headings, meaningful link text and clear instructions. Apply them to a traveller choosing between offers. Produce: A marked-up message showing recommendation, total, limitation and next action. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Recover a routine service problem within authority - 192 minutes

Outcomes: U4.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for recover a routine service problem within authority, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read IATA: Travellers questions and service responsibilities. Focus: Read the complaint-routing question and IATA's limits in individual disputes. Identify the responsible supplier or agency contact. Produce: A contact tree showing first action, escalation and customer update points. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Close the loop and learn from complaint evidence - 192 minutes

Outcomes: U4.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for close the loop and learn from complaint evidence, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read W3C WAI: Writing for Web Accessibility. Focus: Apply clear concise content and meaningful headings to an outcome letter separating findings, completed actions and next steps. Produce: A neutral complaint-outcome template with distinct completed and pending sections. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Evidence task

Build a service-care portfolio for a fictional traveller whose confirmed needs were not fully reflected in a supplier response. Script an enquiry, compare options, handle the complaint and prepare a factual closure note.

- Needs brief and inclusive recommendation in two formats.

- Complaint chronology with facts, unknowns and authority limits.

- Recovery record and customer outcome message.

- An anonymised improvement proposal.

Review criteria

- Communication reflects stated needs.

- Requests are not guarantees.

- The remedy follows evidence and authority.

- Closure checks actions and remaining ownership.

Mapped learning resources

Listen and turn an enquiry into a brief

Make information usable for different customers

Recover service without unsupported promises

Unit 4 workshop and knowledge check

Deep study · Turning a vague enquiry into a useful customer brief

Case laboratory · Turning a vague enquiry into a useful customer brief

Unit 4 learning map

Listen, clarify and read back the brief

Make recommendations understandable and usable

Recover a routine service problem within authority

Close the loop and learn from complaint evidence

Unit 4 independent evidence brief

UNIT 5 / 16 HOURS

Responsible tourism and professional practice

Learning outcomes

- U5.1 - Explain environmental and community impacts of a trip.

- U5.2 - Recommend practical responsible actions and professional record keeping.

Content and scope

Environmental effects and honest comparisons

Identify transport, energy, water, waste and habitat pressures associated with an itinerary. Distinguish absolute use from use per visitor or guest-night and state the comparison boundary. Avoid unsupported green claims or invented emission factors. Use fictional data to compare options, identify missing evidence and recommend a practical action whose effect can be checked.

Community benefits and local impacts

Trace how visitor spending may reach local workers, suppliers and organisations while recognising costs such as congestion, noise and pressure on shared facilities. Distinguish a business location from evidence of local purchasing or benefit. Ask who gains, who bears an impact and whose voice is missing when judging a proposed visitor experience.

Culture, heritage and respectful behaviour

Prepare visitor guidance using current site or community instructions about access, photography, dress, movement and interpretation where relevant. Avoid stereotypes and treating a community as an attraction without agency. Recognise the limits of a consultant's knowledge, use appropriate local expertise and explain the reason for respectful actions rather than issuing unexplained rules.

Practical responsible choices

Compare realistic transport, accommodation, activity and purchasing options against traveller needs and available evidence. Consider trade-offs rather than assuming the cheapest, nearest or greenest-labelled product is automatically best. Build specific actions into the itinerary, assign responsibility and define a simple measure or observation that can indicate whether the intended improvement occurred.

Professional records and continuous improvement

Maintain dated factual records of claims, supplier checks, customer decisions and unresolved actions. Handle information proportionately and communicate limitations honestly. Distinguish an internal improvement proposal from independent certification or legal compliance. Review feedback and operating evidence to update recommendations while preserving a traceable explanation of why an earlier choice was made.

Unit 5 delivery and evidence

Structured learning: 12.8 hours. Independent tasks: 2.8 hours. Share of the single final examination: 0.4 hours.

Trace the impacts of one visitor day - 192 minutes

Outcomes: U5.1

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for trace the impacts of one visitor day, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UNEP: Making tourism more sustainable. Focus: Read the economic, social and environmental dimensions and the need to balance objectives. Select one resource issue relevant to a visitor day. Produce: An impact chain with a benefit, pressure, evidence gap and action for four trip components. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Consider residents, livelihoods and cultural respect - 192 minutes

Outcomes: U5.1, U5.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for consider residents, livelihoods and cultural respect, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read GSTC: Tour Operator Standard. Focus: Read community, cultural heritage and local economic themes. Use them to form questions rather than treating the exercise as certification. Produce: Three community issues linked to supplier evidence needed for a recommendation. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Build practical responsible choices into a proposal - 192 minutes

Outcomes: U5.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for build practical responsible choices into a proposal, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read GSTC: Tour Operator Standard. Focus: Read purchasing and environmental themes and distinguish policy commitments from implementation evidence. Produce: Three actions with owner, evidence requirement and proportionate review. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Keep professional records and improve the next trip - 192 minutes

Outcomes: U5.1, U5.2

Build the working model (52 min): Read the session and annotate its definitions, decisions and evidence requirements. Make a one-page working model for keep professional records and improve the next trip, using the supplied fictional case rather than copying paragraphs.

Read and test the named source (35 min): Read UNEP: Making tourism more sustainable. Focus: Read monitoring and the relationship between objectives, action and evidence. Choose a measure within a consultant's role. Produce: An improvement record showing objective, action, owner, evidence and review point. Keep the publication date, page or heading and limits beside your notes.

Reconstruct the worked case (35 min): Rebuild the example from its original inputs without looking at the conclusion. Explain every status, calculation or recommendation and identify what would require current supplier evidence in a real booking.

Diagnose and repair (52 min): Complete the session activity, then compare with its guidance. Retain your first version; mark each discrepancy and explain the operational consequence before preparing a corrected version.

Consolidate and transfer (18 min): Write a concise procedure another consultant could follow. Change one material case assumption, show which decision changes and record a question for an ATP tutor or your online learning review.

Evidence task

Audit responsible-travel claims in a fictional three-day proposal. Map benefits and pressures, compare practical alternatives and rewrite unsupported claims. Research two relevant primary sources and separate current facts from fictional data.

- Impact map covering resources, community and visitor experience.

- Comparison with boundaries and limitations.

- Revised proposal with three practical actions.

- Evidence log and improvement plan.

Review criteria

- Benefits and pressures are considered.

- Absolute use and intensity are distinguished.

- Claims match evidence and imply no certification.

- Actions fit essential needs and can be checked.

Mapped learning resources

Recognise the effects of a visitor experience

Respect culture, place and people

Make professional practice visible

Unit 5 workshop and knowledge check

Deep study · Responsible choices in a simple visitor product

Case laboratory · Responsible choices in a simple visitor product

- Unit 5 learning map
- Trace the impacts of one visitor day
- Consider residents, livelihoods and cultural respect
- Build practical responsible choices into a proposal
- Keep professional records and improve the next trip
- Unit 5 independent evidence brief
- GSTC: Tour Operator Standard - further reading

Learning log and review

Use one entry per learning block. Classroom and online versions of the same structured session are alternatives, not additional hours. Record actual time and discuss substantial differences from the plan with WTTA or your ATP.

Record	What to include
Date and unit	Unit number and outcome code(s)
Learning route	Online material-led session or ATP classroom session
Time	Start/end or actual minutes; exclude breaks
Activity evidence	Calculation, decision note, source review, presentation or practical output
Review	What was correct, what changed after guidance, and unresolved questions
Next action	Specific revision, further practice or request for support

Before final assessment

- Check that every outcome has at least one evidence item in your portfolio.

- Revisit errors from the course-specific mock; explain why alternatives were unsuitable.

- Check your enrolment, examination availability and scheduled arrangements in the learner portal.

- Confirm any agreed accessibility arrangements before the assessment date.