TOUR GUIDING / SYLLABUS

Certificate in Professional Tour Guiding

Plan and deliver engaging, well-organised guided experiences that respond to visitor needs and respect local communities.

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

Who this programme is for

New and aspiring tour guides, visitor hosts and tourism customer-facing staff.

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 guided-tour demonstration. 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. The role of a professional guide and visitor care	5	3	6
2. Destination research and accurate interpretation	6	3	6
3. Tour planning, timings and group logistics	7	3	6
4. Communication, storytelling and inclusive guiding	7	3	6
5. Responsible practice and handling routine incidents	5	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 / 5 HOURS

The role of a professional guide and visitor care

Learning outcomes

- U1.1 - Define the guide's responsibilities and limits in an agreed assignment.

- U1.2 - Prepare a visitor welcome that identifies needs without making assumptions.

- U1.3 - Respond professionally to questions, complaints and confidential information.

Content and scope

Agree the job before leading the group

A guiding assignment combines interpretation, organisation and care. A reliable guide makes these responsibilities explicit before accepting the work.

Welcome people and establish a shared plan

The first few minutes reduce uncertainty. Visitors need to know that they are in the right place, what will happen and how to ask for help.

Deliver care while preserving trust

Visitor care depends on listening, fair treatment and dependable follow-up. Small interactions affect whether people feel safe enough to raise a concern.

Practical application

Evidence task

Independent practice portfolio: prepare and rehearse the opening of a fictional two-hour tour. Use 90 minutes for preparation and recording, then 30 minutes for review. Reading, exercises and revision complete this five-hour unit. These tasks and quizzes are formative; they are not the official examination or a licence to guide.

- One-page agreed assignment brief.

- Three-minute recorded or live welcome completed individually.

- Visitor-care dialogue and a factual handover note.

Review criteria

- The brief resolves responsibilities, timings and authority.

- The welcome communicates route conditions, facilities and regrouping clearly.

- The response listens, protects privacy and offers feasible action.

Mapped learning resources

Agree the job before leading the group

Welcome people and establish a shared plan

Deliver care while preserving trust

Unit 1 workshop and knowledge check

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

WFTGA: education and qualification routes

UN Tourism: accessible tourism publications and guidelines

UNIT 2 / 6 HOURS

Destination research and accurate interpretation

Learning outcomes

- U2.1 - Build a usable source record and separate established facts from uncertainty.

- U2.2 - Develop an interpretive theme from observable evidence.

- U2.3 - Present living heritage respectfully with context and attribution.

Content and scope

Research facts that can survive a visitor's question

Good research produces explanations you can defend and update. A collection of interesting internet statements is not yet a reliable guiding resource.

Turn a subject into a meaningful theme

A subject names what the tour covers; a theme expresses a coherent idea that visitors can explore through evidence at the place.

Explain culture without turning people into exhibits

Living heritage belongs to people who interpret and practise it themselves. A guide must distinguish public knowledge from private or restricted knowledge.

Practical application

Evidence task

Produce an independently researched interpretation pack over two hours. Use the remaining unit time for the lessons, source checking, exercises and revision.

- Five-claim evidence table with source dates and uncertainty labels.

- A one-sentence theme and three stop cards.

- A 400-word explanation that distinguishes evidence, inference and living community perspectives.

Review criteria

- Each substantive claim has relevant traceable support.

- The theme links observable features to a clear idea.

- The script avoids invented certainty, stereotyping and unauthorised personal accounts.

Mapped learning resources

Research facts that can survive a visitor's question

Turn a subject into a meaningful theme

Explain culture without turning people into exhibits

Unit 2 workshop and knowledge check

Interpret Europe: about heritage interpretation

UNESCO: interpretation and communication of World Heritage properties

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

UNIT 3 / 7 HOURS

Tour planning, timings and group logistics

Learning outcomes

- U3.1 - Construct a timed route with realistic movement and facility allowances.

- U3.2 - Coordinate suppliers and maintain an accurate group count.

- U3.3 - Adapt a plan when conditions change without losing essential visitor care.

Content and scope

Build a route from constraints, not wishful timing

An itinerary is a sequence of dependencies. A good plan includes the time people need to move, gather, enter, rest and understand.

Coordinate people, tickets and transport

Group logistics work when responsibilities and counts are visible. The guide must know what has been confirmed and what is still only assumed.

Make changes early and explain them clearly

Adaptation is a normal part of guiding. The quality of the decision depends on when you recognise a constraint and how you preserve the tour's purpose.

Practical application

Evidence task

Complete a route-planning simulation independently. Allocate two hours to reconnaissance or a documented virtual inspection, one hour to the operating pack and the rest of the seven-hour unit to study and rehearsal.

- A complete 120-minute route with arithmetic, access notes and facilities.

- Supplier confirmations and a group-count procedure.

- A revised plan for an eight-minute delay and one access disruption.

Review criteria

- Timings include every transition and total the promised duration.

- The route uses verified conditions and workable alternatives.

- Changes retain essential care and show the correct authority and communications.

Mapped learning resources

Build a route from constraints, not wishful timing

Coordinate people, tickets and transport

Make changes early and explain them clearly

Unit 3 workshop and knowledge check

UN Tourism: accessible tourism publications and guidelines

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UNIT 4 / 7 HOURS

Communication, storytelling and inclusive guiding

Learning outcomes

- U4.1 - Deliver an organised spoken explanation using evidence and a clear theme.

- U4.2 - Use questions, pauses and group positioning to encourage participation.

- U4.3 - Adapt language and presentation formats to stated visitor needs.

Content and scope

Shape a short explanation that listeners can follow

Spoken information disappears as soon as it is delivered. A guide therefore needs a clear structure and visible connections between ideas.

Use voice, positioning and questions purposefully

An engaging guide manages the conditions for listening. Volume alone cannot compensate for poor positioning, unclear language or a blocked view.

Offer several routes into the same meaning

Inclusive communication gives visitors usable choices. It does not require predicting a person’s preferences from age, appearance, nationality or disability.

Practical application

Evidence task

Independently plan and deliver an eight-minute guided demonstration with two stops, either at a permitted safe location or using researched images and objects in a classroom. Allocate two hours to preparation, 30 minutes to delivery and review, and the remaining unit time to study and rehearsals.

- A theme, evidence notes and full/short versions of one stop.

- An eight-minute recording or observed demonstration completed individually.

- A communication-access plan and a 250-word reflection.

Review criteria

- Delivery distinguishes supported information from illustration and uncertainty.

- Voice, pace, positioning and transitions enable understanding.

- Questions invite participation without pressure.

- At least two practical communication adaptations preserve meaning.

Mapped learning resources

Shape a short explanation that listeners can follow

Use voice, positioning and questions purposefully

Offer several routes into the same meaning

Unit 4 workshop and knowledge check

Interpret Europe: about heritage interpretation

UN Tourism: accessible tourism publications and guidelines

UNESCO: interpretation and communication of World Heritage properties

UNIT 5 / 5 HOURS

Responsible practice and handling routine incidents

Learning outcomes

- U5.1 - Translate responsible-tourism principles into observable guiding behaviour.

- U5.2 - Follow an escalation procedure for routine disruption and immediate danger.

- U5.3 - Record incidents factually and identify a practical improvement.

Content and scope

Make responsible behaviour easy to follow

Responsibility is visible in the route, the briefing and the guide's own conduct. Abstract appeals to respect are less useful than specific actions.

Respond to separation, illness and immediate danger

An incident response should be proportionate, calm and based on the operator's procedure. The guide's first task is to avoid making the situation worse.

Report, learn and close the experience

An incident is not finished when movement resumes. Accurate handover and a deliberate review prevent the same problem from recurring.

Practical application

Evidence task

Complete an independent final practice tour and review. Allocate 90 minutes to preparation and a 12-minute demonstration, then 45 minutes to criterion review and revision; use the rest of the unit for reading, scenarios and quizzes. Include a welcome, two interpreted stops, a transition, an announced fictional disruption and a close.

- A complete route and evidence pack drawing on earlier units.

- A 12-minute recorded or observed demonstration, individually delivered.

- A responsible-practice checklist, factual incident note and improvement log.

Review criteria

- The plan and delivery give accurate information with clear uncertainty labels.

- Visitor care, timing, group movement and communication are workable.

- The simulated incident response follows appropriate escalation and protects privacy.

- The review uses specific evidence and identifies a feasible change.

Mapped learning resources

Make responsible behaviour easy to follow

Respond to separation, illness and immediate danger

Report, learn and close the experience

Unit 5 workshop and knowledge check

GSTC: guidance for tour operators

UNESCO: interpretation and communication of World Heritage properties

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