LEVEL 3 / SYLLABUS

Level 3 Certificate in Tourism

Develop practical knowledge of tourism destinations, visitor experiences, sustainable practice and tourism operations.

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

Who this programme is for

Learners and tourism professionals who want to build specialist tourism knowledge without focusing on travel-agency operations or reservation systems.

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. The structure and role of the tourism industry	15	12	3	3	10
2. Tourism destinations and visitor experiences	20	16	4	3	14
3. Tourism operations and customer service	20	16	4	3	13
4. Sustainable and responsible tourism	20	16	4	3	13
5. Tourism promotion and itinerary development	15	12	3	3	10

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 / 15 HOURS

The structure and role of the tourism industry

Learning outcomes

- U1.1 - Explain tourism-sector roles and their contribution.

- U1.2 - Map the relationships between tourism organisations and local stakeholders.

Content and scope

Tourism roles and service boundaries

Explain how transport, accommodation, attractions, guiding, distribution and destination coordination contribute to a visitor journey. Distinguish the organisation selling an experience from the organisations delivering it. Use a boundary statement to identify which people, services, place and period are included before interpreting visitor counts, business activity or service responsibility in operating decisions.

Distribution and commercial relationships

Trace a booking through direct and intermediary channels, distinguishing selling price, commission, supplier payment and the visitor promise. Compare how a change moves through the chain. Identify which party holds current information and which party can approve a remedy. Avoid treating a familiar website as the operator of every included service.

Economic contribution and evidence

Read tourism-business datasets using clearly labelled measures of sales, purchased inputs, staff hours and local purchasing. Explain why these measures answer different questions and cannot be added indiscriminately. Compare absolute amounts with proportions, record missing costs, and write a contribution statement that does not confuse turnover with profit or temporary hours with permanent jobs.

Stakeholder interdependence

Map dependencies between visitor-facing organisations, transport, public services, suppliers, communities and cultural custodians. Explain how a small disruption passes through this network. Give each important dependency an information owner, verification point and fallback. Include affected people whose interests do not appear in a booking contract, payment record or tourism sales report.

Practical coordination

Produce a contact-role register and a factual handover that another worker can use. Separate observations, assumptions, decisions and outstanding checks. Agree the next action and update time without promising authority you do not hold. Evaluate coordination through completed actions and reduced repeat enquiries, rather than counting messages, meetings or unconfirmed referrals.

Unit 1 delivery and evidence

Structured learning: 12 hours. Independent tasks: 2.67 hours. Share of the single final examination: 0.33 hours.

Read the visitor journey as a service system - 180 minutes

Outcomes: U1.1, U1.2

Prepare and retrieve (18 min): Recall a journey and list its connections.

Study and explain (45 min): Draw the two-layer map from the teaching.

Reconstruct the case (36 min): Rebuild Cedar Quay and explain its visitor count.

Apply and test (54 min): Complete the eighteen-person case and handover.

Review and improve (27 min): Check the source concepts and improve two arrows.

Follow a booking through distribution channels - 180 minutes

Outcomes: U1.1, U1.2

Prepare and retrieve (18 min): List the parties in a booking.

Study and explain (45 min): Draw separate reservation and payment arrows.

Reconstruct the case (36 min): Recalculate the Quito example and its limitations.

Apply and test (54 min): Compare A and B and draft the change handover.

Review and improve (27 min): Use Guide 7 to strengthen the information flow.

Explain contribution without double-counting activity - 180 minutes

Outcomes: U1.1

Prepare and retrieve (18 min): Sort statements into sales, costs and employment.

Study and explain (45 min): Study the accounting bridge and denominator rules.

Reconstruct the case (36 min): Recalculate the Valparaíso figures independently.

Apply and test (54 min): Prepare the arts-event table and public explanation.

Review and improve (27 min): Check definitions and remove unsupported impact claims.

Coordinate stakeholders through a service disruption - 180 minutes

Outcomes: U1.2

Prepare and retrieve (18 min): Describe the shortfall using supplied facts.

Study and explain (45 min): Study dependencies and staged communication.

Reconstruct the case (36 min): Trace the Osaka confirmations and timing.

Apply and test (54 min): Complete the Montréal options, messages and log.

Review and improve (27 min): Use governance guidance to improve a weak handover.

Evidence task

Independently design a service-system dossier for a fictional one-night cultural visit by thirty visitors. Use original assumptions, distinguish seller and operator roles and show the response to a capacity change. This additional task can be completed by online learners or ATP-supported learners.

- A service and stakeholder map with labelled dependencies.

- A sales, supplier-payment and paid-hours calculation table.

- A channel comparison and disruption handover with two alternatives.

Review criteria

- Roles and contribution measures are accurate.

- Supporting services and community interests are visible.

- Calculations are reproducible and avoid double-counting.

- Authority, confirmed facts and pending checks are distinguished.

Mapped learning resources

Recognising the visitor economy

Following spending, employment and local benefit

Mapping stakeholders and making useful handovers

Unit 1 workshop and knowledge check

Deep study · Who delivers the visitor experience?

Case laboratory · Who delivers the visitor experience?

Unit 1 learning map

Read the visitor journey as a service system

Follow a booking through distribution channels

Explain contribution without double-counting activity

Coordinate stakeholders through a service disruption

Unit 1 independent evidence brief

UN Tourism: Glossary of tourism terms

UN Statistics Division: Tourism statistics methodology

UNIT 2 / 20 HOURS

Tourism destinations and visitor experiences

Learning outcomes

- U2.1 - Research destinations and visitor experiences.

- U2.2 - Match attractions and activities to visitor profiles.

Content and scope

Destination evidence and source quality

Research a destination using provider, transport, heritage and official destination information. Distinguish promotional claims from operational facts and record publication or verification dates. Compare sources against a visitor's actual questions, identify contradictions and prepare a short evidence register. Explain which details need reconfirmation before a product can be recommended confidently.

Visitor profiles and inclusive discovery

Translate an enquiry into interests, constraints, support preferences, pace and decision criteria without stereotyping by nationality, age or appearance. Distinguish an essential requirement from a preference and ask proportionate follow-up questions. Keep sensitive information out of public documents and use confirmed provider information when evaluating whether a proposed activity meets the stated need.

Experience comparison and selection

Compare attractions and activities using explicit criteria and suitable evidence. Apply essential requirements before scoring preferences, explain weightings and test how changes affect the recommendation. Recognise that a high total score cannot compensate for a failed essential requirement. Present a shortlist with practical trade-offs rather than claiming one experience is best for every visitor.

Place, season and travel context

Explain how climate patterns, opening periods, travel connections, local events and visitor concentration affect an experience. Treat supplied timetables and prices as fictional classroom inputs unless independently verified for a real booking. Identify information that changes frequently and build practical alternatives around the visitor's purpose instead of filling every available minute with activities.

Interpretation and experience communication

Create a concise experience explanation that connects a place or activity with the visitor's interests. Separate evidence from interpretation, avoid unsupported cultural generalisations and respect local custodians' authority over their own stories. Provide practical details in accessible language and describe what the visitor can actually do, learn or feel without exaggerating the promise.

Unit 2 delivery and evidence

Structured learning: 16 hours. Independent tasks: 3.55 hours. Share of the single final examination: 0.45 hours.

Build an evidence register that answers visitor questions - 240 minutes

Outcomes: U2.1

Prepare and retrieve (24 min): Turn a visitor enquiry into six evidence questions.

Study and explain (60 min): Study source roles and build the register fields.

Reconstruct the case (48 min): Reconstruct the Montréal price and timing comparison.

Apply and test (72 min): Complete the three-experience register and conditional recommendation.

Review and improve (36 min): Review source usefulness and set reconfirmation points.

Discover needs without stereotyping the visitor - 240 minutes

Outcomes: U2.2

Prepare and retrieve (24 min): Practise an open question and a confirmation summary.

Study and explain (60 min): Study essentials, preferences and proportionate information.

Reconstruct the case (48 min): Recalculate the Cape Town total and identify the failed requirement.

Apply and test (72 min): Create the Seoul dialogue, profile and comparison.

Review and improve (36 min): Use the writing guidance to improve the two messages.

Compare experiences with criteria and sensitivity - 240 minutes

Outcomes: U2.1, U2.2

Prepare and retrieve (24 min): Identify one essential and one preference.

Study and explain (60 min): Define a four-criterion matrix and scoring scale.

Reconstruct the case (48 min): Recalculate both Auckland weighting scenarios.

Apply and test (72 min): Complete the Lisbon matrix and pending-check decision.

Review and improve (36 min): Review criterion overlap and rewrite the recommendation.

Explain an experience honestly and inclusively - 240 minutes

Outcomes: U2.1, U2.2

Prepare and retrieve (24 min): Identify the promise in a vague promotion.

Study and explain (60 min): Study theme, participation and practical information.

Reconstruct the case (48 min): Analyse how the Kyoto rewrite changes the promise.

Apply and test (72 min): Write and adapt the waterfront brief with image text.

Review and improve (36 min): Test reader understanding and revise using the source.

Evidence task

Produce an independent destination-selection portfolio for two contrasting visitor profiles. Research one real destination using current primary sources, while keeping any invented prices or operating cases clearly fictional. Explain how evidence and visitor priorities lead to different suitable experiences.

- An evidence register with source dates, validity periods and pending checks.

- Two confirmed-style visitor profiles and suitability screens.

- A weighted comparison, sensitivity test and clear experience brief for each profile.

Review criteria

- Research answers relevant questions and identifies source limitations.

- Recommendations satisfy essentials before optimising preferences.

- Calculations and weight changes are correct.

- Descriptions are inclusive, specific and respectful of hosts.

Mapped learning resources

Building a destination evidence file

Matching visitor motivations to experiences

Designing for season, time and changing conditions

Unit 2 workshop and knowledge check

Deep study · Match a destination to a visitor brief

Case laboratory · Match a destination to a visitor brief

Unit 2 learning map

Build an evidence register that answers visitor questions

Discover needs without stereotyping the visitor

Compare experiences with criteria and sensitivity

Explain an experience honestly and inclusively

Unit 2 independent evidence brief

UN Tourism: Glossary of tourism terms

UNESCO: Sustainable Tourism Toolkit

UNIT 3 / 20 HOURS

Tourism operations and customer service

Learning outcomes

- U3.1 - Plan a practical tourism-service activity.

- U3.2 - Demonstrate visitor-focused communication and service recovery.

Content and scope

From promise to operating plan

Translate a visitor promise into a timed plan with capacity, staffing, equipment and supplier dependencies. Distinguish fixed commitments from flexible elements and calculate whether the whole group can complete the activity. Use practical buffers with reasons rather than unexplained empty time. Record who confirms each essential input before the service is announced.

Capacity and visitor flow

Calculate simple throughput, group sizes and queue changes using a consistent time interval. Identify the slowest stage rather than assuming more arrivals mean more completed visits. Compare staggered starts, extra resources and revised activity design. Explain effects on visitor comfort, staff workload and downstream services, including the limitations of an average-rate calculation.

Communication during delivery

Give concise welcome, instruction and update messages appropriate to a visitor's needs and the service stage. Confirm understanding without embarrassing people, use clear meeting information and maintain one current version of the plan. Distinguish a factual update from an unapproved promise and provide a proportionate way to ask for assistance or raise a concern.

Service recovery and fair resolution

Respond to dissatisfaction by listening, confirming the issue and identifying the visitor's requested outcome. Separate the immediate service fix from decisions requiring approval. Compare feasible remedies against the original promise and explain trade-offs. Record actions and follow-up while avoiding assumptions that every complaint requires the same compensation or proves the same cause.

Operational review and improvement

Use activity records, observed queues, visitor feedback and staff observations to identify a specific improvement. Distinguish an isolated event from a repeated pattern and compare equivalent periods. Assign an owner and success measure to the change. Preserve useful practices while correcting weak handovers, rather than replacing the entire process after every complaint.

Unit 3 delivery and evidence

Structured learning: 16 hours. Independent tasks: 3.55 hours. Share of the single final examination: 0.45 hours.

Translate a visitor promise into a deliverable plan - 240 minutes

Outcomes: U3.1

Prepare and retrieve (24 min): Extract requirements from a short activity description.

Study and explain (60 min): Study sequence, capacity and readiness.

Reconstruct the case (48 min): Recalculate the Porto session and reset conflict.

Apply and test (72 min): Build and stress-test the thirty-person plan.

Review and improve (36 min): Review promise coverage and revise one weak dependency.

Manage arrivals, queues and activity capacity - 240 minutes

Outcomes: U3.1, U3.2

Prepare and retrieve (24 min): Calculate one interval from a starting queue.

Study and explain (60 min): Study capacity, arrival peaks and bottlenecks.

Reconstruct the case (48 min): Rebuild both Vancouver scenarios.

Apply and test (72 min): Complete the four-interval comparison and message.

Review and improve (36 min): Review behaviour guidance and improve the flow plan.

Give instructions and updates that visitors can use - 240 minutes

Outcomes: U3.2

Prepare and retrieve (24 min): Identify the next action in a weak instruction.

Study and explain (60 min): Study structure, channels and understanding checks.

Reconstruct the case (48 min): Explain the Prague message’s practical changes.

Apply and test (72 min): Write, test and revise the three activity messages.

Review and improve (36 min): Apply the source guidance and verify consistency.

Resolve a complaint and learn from the evidence - 240 minutes

Outcomes: U3.1, U3.2

Prepare and retrieve (24 min): Separate complaint facts, impact and request.

Study and explain (60 min): Study authority, remedy fit and follow-up.

Reconstruct the case (48 min): Trace the Rome recovery and reset improvement.

Apply and test (72 min): Complete the food-activity response and process measure.

Review and improve (36 min): Review monitoring guidance and refine the denominator.

Evidence task

Prepare and evaluate an independent operating pack for a fictional thirty-person visitor activity. Include one capacity constraint, a communication change and a complaint that requires a decision beyond frontline authority.

- A timed operating plan with resources, reset and readiness checks.

- A four-interval flow calculation and visitor communication set.

- A complaint record, remedy comparison and improvement measure.

Review criteria

- The plan is feasible across time, people and equipment.

- Flow arithmetic respects available visitors and capacity.

- Messages are clear, consistent and inclusive.

- Recovery respects authority and addresses the visitor’s actual need.

Mapped learning resources

Turning an activity brief into an operating plan

Communicating clearly and supporting participation

Recovering service and escalating safety concerns

Unit 3 workshop and knowledge check

Deep study · Visitor operations: queues and service recovery

Case laboratory · Visitor operations: queues and service recovery

Unit 3 learning map

Translate a visitor promise into a deliverable plan

Manage arrivals, queues and activity capacity

Give instructions and updates that visitors can use

Resolve a complaint and learn from the evidence

Unit 3 independent evidence brief

UN Tourism: Accessible tourism

W3C WAI: Introduction to web accessibility

UNIT 4 / 20 HOURS

Sustainable and responsible tourism

Learning outcomes

- U4.1 - Evaluate the impacts of tourism.

- U4.2 - Recommend responsible practices for a tourism activity.

Content and scope

Impact pathways and affected people

Explain how a tourism activity creates environmental, economic and social effects through specific actions. Distinguish the activity, immediate output and resulting effect. Identify who gains, who bears a cost and when the effect occurs. Avoid treating a positive intention as evidence of a positive outcome, and consider alternatives that preserve the visitor purpose.

Resource baselines and fair comparisons

Measure water, energy, materials or waste using a defined boundary and consistent period. Compare absolute totals with per-visitor measures and explain why they can move in different directions. Record missing data and measurement limitations. Use a simple baseline to prioritise an improvement without claiming that one favourable indicator proves the whole activity is sustainable.

Responsible purchasing and local benefit

Compare supplier options using cost, delivery reliability, product suitability, packaging, repairability and evidence of local benefit. Distinguish a supplier's address from the origin of goods or the distribution of income. Ask proportionate verification questions and avoid unsupported environmental claims. Explain trade-offs and recommend a practical purchasing change that staff can implement.

Community and cultural considerations

Identify how visitor activity affects residents, workers, shared spaces and cultural custodians. Plan respectful participation and communication, recognising that different people within a community may hold different views. Recommend arrangements that respond to a specific concern and show how feedback can change delivery. Avoid claiming unanimous community support from a small or self-selected group.

Improvement planning and honest reporting

Turn an observed impact into a practical action with an owner, resource need, measure and review point. Compare prevention with treatment and consider unintended effects. Write a report that distinguishes measured progress from ambition, includes limitations and avoids broad claims unsupported by the evidence. Explain when the team should revise or stop an unsuccessful action.

Unit 4 delivery and evidence

Structured learning: 16 hours. Independent tasks: 3.57 hours. Share of the single final examination: 0.43 hours.

Trace impacts from actions to consequences - 240 minutes

Outcomes: U4.1, U4.2

Prepare and retrieve (24 min): Separate an activity from its possible impact.

Study and explain (60 min): Study pathways, distribution and alternatives.

Reconstruct the case (48 min): Rebuild the Dubrovnik concentration problem.

Apply and test (72 min): Develop the market pathways and recommendation.

Review and improve (36 min): Review the source and improve one evidence gap.

Measure resource use without misleading ratios - 240 minutes

Outcomes: U4.1, U4.2

Prepare and retrieve (24 min): Calculate a simple resource-per-visitor ratio.

Study and explain (60 min): Study boundaries, comparability and prevention.

Reconstruct the case (48 min): Recalculate both water changes in the worked case.

Apply and test (72 min): Analyse café waste and design the prevention trial.

Review and improve (36 min): Use measurement guidance to qualify the report.

Choose suppliers with evidence and trade-offs - 240 minutes

Outcomes: U4.2

Prepare and retrieve (24 min): List essentials for one purchased item.

Study and explain (60 min): Study cost per use, claims and supplier reliability.

Reconstruct the case (48 min): Recalculate both reusable-cup lifespan cases.

Apply and test (72 min): Compare the caterers and design a trial.

Review and improve (36 min): Review local-value guidance and qualify the recommendation.

Turn a community concern into a practical improvement - 240 minutes

Outcomes: U4.1, U4.2

Prepare and retrieve (24 min): Name an affected person outside the customer group.

Study and explain (60 min): Study participation, response records and review.

Reconstruct the case (48 min): Calculate the Tallinn response and support rates.

Apply and test (72 min): Create the market improvement plan and public update.

Review and improve (36 min): Use community-engagement guidance to address a missing perspective.

Evidence task

Complete an independent responsible-practice review of a fictional visitor activity, or a real activity using only authorised public or supplied evidence. Evaluate three impacts and recommend a practical improvement with a measured trial.

- Three impact pathways showing affected groups and missing evidence.

- A resource baseline with absolute and intensity calculations.

- A supplier or community-action comparison and a timed improvement record.

Review criteria

- Impacts are explained through plausible mechanisms.

- Resource units, boundaries and denominators are consistent.

- Recommendations address specific effects and operational constraints.

- Claims distinguish measured results, respondent views and unverified assumptions.

Mapped learning resources

Recognising benefits, pressures and trade-offs

Reducing resource use with simple measurements

Supporting local benefit and cultural respect

Unit 4 workshop and knowledge check

Deep study · Responsible tourism: measure the claim

Case laboratory · Responsible tourism: measure the claim

Unit 4 learning map

Trace impacts from actions to consequences

Measure resource use without misleading ratios

Choose suppliers with evidence and trade-offs

Turn a community concern into a practical improvement

Unit 4 independent evidence brief

GSTC: Destination Standard

UNESCO: Engaging local communities and businesses

UNIT 5 / 15 HOURS

Tourism promotion and itinerary development

Learning outcomes

- U5.1 - Create a visitor itinerary and promotional concept.

- U5.2 - Justify choices using the intended audience and destination evidence.

Content and scope

Audience-led itinerary design

Turn a defined visitor purpose into a coherent sequence of experiences, transport, rest and meals. Use fixed commitments, travel times and essential requirements to test feasibility before adding attractions. Explain how each element contributes to the purpose and identify alternatives that preserve it when a service changes. Avoid presenting a crowded schedule as evidence of value.

Timing, budgets and contingency

Calculate activity totals, transfers, buffers and per-person or group costs on a consistent basis. Distinguish included costs from optional spending and identify assumptions requiring confirmation. Test a late start or cost change and explain the resulting trade-off. Use contingency as a planned response to uncertainty rather than a hidden amount that makes an unclear itinerary appear viable.

Promotional proposition and evidence

Develop a clear promise for a specific audience using actual experience features. Connect the headline, benefits and practical details to destination evidence. Avoid unsupported superlatives, cultural stereotypes or implications that optional features are included. Make prices, duration and next steps understandable so that promotion supports informed choice rather than only attracting attention.

Channel and content decisions

Choose communication channels according to how the audience discovers and evaluates the experience, the information they need and the resources available to maintain it. Adapt format without changing the underlying promise. Use suitable image captions, meaningful links and clear calls to action. Explain the role of each channel instead of assuming more channels always produce better results.

Itinerary review and promotional evaluation

Test a proposed itinerary against its profile, evidence, operating limits and promotional claims. Define simple measures of enquiries, bookings, participation and visitor feedback with appropriate denominators. Distinguish interest from actual sales and avoid claiming a campaign caused every booking. Use the review to improve both the product and the accuracy of its communication.

Unit 5 delivery and evidence

Structured learning: 12 hours. Independent tasks: 2.67 hours. Share of the single final examination: 0.33 hours.

Build a coherent itinerary around a visitor purpose - 180 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (18 min): Write a one-sentence visitor purpose.

Study and explain (45 min): Study fixed points, movement and experience sequence.

Reconstruct the case (36 min): Recalculate the Hamburg plan backwards and forwards.

Apply and test (54 min): Build both Buenos Aires versions and delay response.

Review and improve (27 min): Review coherence and justify one omission.

Cost an itinerary and test a realistic change - 180 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (18 min): Classify four costs as group or per-person.

Study and explain (45 min): Study cost structure and price distinctions.

Reconstruct the case (36 min): Recalculate the Valencia group-size sensitivity.

Apply and test (54 min): Complete both worksheet scenarios and summaries.

Review and improve (27 min): Review resource assumptions and state a decision condition.

Develop a promotional concept with an honest promise - 180 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (18 min): Identify the audience's decision questions.

Study and explain (45 min): Study benefit, feature, channel and action.

Reconstruct the case (36 min): Audit the Melbourne concept against its promise.

Apply and test (54 min): Create both formats and the visual brief.

Review and improve (27 min): Apply accessible-writing guidance and remove an unsupported claim.

Review an itinerary and evaluate promotion - 180 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (18 min): Distinguish a view, enquiry, booking and attendance.

Study and explain (45 min): Study audit checks and conversion measures.

Reconstruct the case (36 min): Recalculate the Copenhagen funnel and interpret the questions.

Apply and test (54 min): Audit your work and analyse the 900-visit case.

Review and improve (27 min): Use survey guidance to improve the feedback plan.

Evidence task

Create an independent visitor-ready itinerary and promotional pack for a defined audience. Include a separate internal operating and cost view, then evaluate a supplied or clearly fictional performance dataset.

- A coherent itinerary, alternative and transparent cost worksheet.

- An audience-led promotional concept with an image and diagram brief.

- A claim audit, funnel calculation and improvement recommendation.

Review criteria

- The programme satisfies stated requirements and is feasible.

- Costs, price bases and assumptions are transparent.

- Promotion accurately reflects delivery and destination evidence.

- Evaluation uses appropriate denominators and proportionate conclusions.

Mapped learning resources

Building a coherent visitor itinerary

Writing an accurate promotional concept

Checking the concept and learning from response

Unit 5 workshop and knowledge check

Deep study · Promote and cost an achievable itinerary

Case laboratory · Promote and cost an achievable itinerary

Unit 5 learning map

Build a coherent itinerary around a visitor purpose

Cost an itinerary and test a realistic change

Develop a promotional concept with an honest promise

Review an itinerary and evaluate promotion

Unit 5 independent evidence brief

UNESCO: Communicating with visitors

W3C WAI: Introduction to web accessibility

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.