LEVEL 5 / SYLLABUS

Level 5 Advanced Certificate in Tourism Management

Build strategic and managerial capability in destination development, sustainable tourism and visitor-experience leadership.

Duration	Units	Assessment format
120 hours TQT	5	90 questions / 180 minutes

Who this programme is for

Experienced tourism professionals, supervisors and aspiring managers seeking advanced tourism-sector knowledge.

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: 90 questions, 180 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. Tourism strategy and policy	20	16	4	3	15
2. Destination planning and development	30	24	6	3	23
3. Sustainable tourism leadership	25	20	5	3	19
4. Visitor experience and service-quality management	20	16	4	3	15
5. Tourism marketing, research and commercial performance	25	20	5	3	18

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 / 20 HOURS

Tourism strategy and policy

Learning outcomes

- U1.1 - Analyse tourism strategy and policy influences.

- U1.2 - Develop recommendations that consider stakeholder priorities.

Content and scope

Problem diagnosis and policy boundaries

Analyse a tourism-policy problem through its affected population, spatial boundary, time horizon and causal mechanism. Distinguish symptoms from underlying coordination, information or resource-allocation failures. Examine competing explanations and define what a credible intervention could change. Avoid treating a growth target as a complete diagnosis or assuming that a tourism body controls every relevant lever.

Policy instruments and implementation

Compare information, service investment, incentives, coordination arrangements and operating rules as different mechanisms. Explain who would act, who would bear costs and what delivery capacity is required. Assess instrument combinations for consistency and unintended effects. Frame any jurisdiction-specific legal question as requiring competent verification rather than inventing an authority or universal rule.

Uncertainty and strategic resilience

Develop plausible scenarios around external drivers that materially affect a tourism decision. Separate a scenario from a forecast, test options across more than one future and identify actions that remain useful under uncertainty. Set observable triggers for staged commitments. Explain the trade-off between early investment, flexibility and the cost of waiting.

Stakeholder priorities and distribution

Evaluate recommendations through the distribution of benefits, costs, voice and practical influence. Distinguish aggregate improvement from equitable outcomes and recognise conflicts between visitor, resident, worker and business priorities. Use explicit criteria and a response record to show how evidence changes the recommendation. Do not treat a consultation count as proof of legitimacy or consensus.

Decision-quality recommendations

Prepare a policy recommendation that connects diagnosis, options, evidence, resources, authority and review. State assumptions and limitations, explain why alternatives are rejected and identify conditions under which the recommendation changes. Include implementation ownership and an evaluation question. A persuasive recommendation must remain useful to a decision-maker who disagrees with some of its value judgements.

Unit 1 delivery and evidence

Structured learning: 16 hours. Independent tasks: 3.5 hours. Share of the single final examination: 0.5 hours.

Diagnose a tourism-policy problem before selecting a solution - 240 minutes

Outcomes: U1.1

Prepare and retrieve (24 min): Distinguish a broad label from an operational problem.

Study and explain (60 min): Study causal mechanisms, authority and baseline logic.

Reconstruct the case (48 min): Test the Port Alder cap and scheduling mechanisms.

Apply and test (72 min): Write the station problem brief with competing explanations.

Review and improve (36 min): Use policy context to identify a missing decision owner.

Compare policy instruments as mechanisms and obligations - 240 minutes

Outcomes: U1.1, U1.2

Prepare and retrieve (24 min): Explain how one instrument changes a behaviour.

Study and explain (60 min): Study obligations, costs and instrument interactions.

Reconstruct the case (48 min): Recalculate Baymere's forecast ratios and limitations.

Apply and test (72 min): Compare the heritage options and specify a trial.

Review and improve (36 min): Use policy examples to challenge transferability assumptions.

Use scenarios to preserve strategic flexibility - 240 minutes

Outcomes: U1.1, U1.2

Prepare and retrieve (24 min): Name an uncertainty that could change a choice.

Study and explain (60 min): Study coherent scenarios, robustness and staged commitment.

Reconstruct the case (48 min): Compare the two hub options without inventing probabilities.

Apply and test (72 min): Build the three-scenario option table and triggers.

Review and improve (36 min): Use policy context to challenge one weak assumption.

Write a recommendation that exposes trade-offs - 240 minutes

Outcomes: U1.1, U1.2

Prepare and retrieve (24 min): Write the decision in one sentence.

Study and explain (60 min): Study option fairness, distribution and implementation.

Reconstruct the case (48 min): Audit the Riverhaven recommendation's conditions.

Apply and test (72 min): Prepare the paper and evidence table.

Review and improve (36 min): Review strategy guidance and tighten the approval request.

Evidence task

Independently prepare a tourism-policy decision dossier for a defined destination problem. Use current primary evidence for context and clearly labelled fictional data for the case calculations. Keep jurisdiction-specific authority questions conditional on competent verification.

- A causal diagnosis with competing explanations and evidence priorities.

- An instrument comparison and three-scenario stress test.

- A decision paper with distribution, delivery ownership and review conditions.

Review criteria

- The diagnosis distinguishes symptoms, mechanisms and value judgements.

- Options are compared consistently and implementation obligations are visible.

- Stakeholder priorities affect the recommendation.

- Uncertainty, authority and evaluation limits are represented honestly.

Mapped learning resources

Diagnosing the strategic problem

Evaluating policy levers and stakeholder legitimacy

Comparing strategic options under uncertainty

Unit 1 workshop and knowledge check

Deep study · Policy appraisal: choosing an instrument before announcing a target

Case laboratory · Policy appraisal: choosing an instrument before announcing a target

Evaluate policy effects with a credible comparison

Turn stakeholder participation into accountable governance

Unit 1 learning map

Diagnose a tourism-policy problem before selecting a solution

Compare policy instruments as mechanisms and obligations

Use scenarios to preserve strategic flexibility

Write a recommendation that exposes trade-offs

Unit 1 independent evidence brief

OECD: Tourism Trends and Policies 2026

UNESCO: Developing a strategy for progressive change

UNIT 2 / 30 HOURS

Destination planning and development

Learning outcomes

- U2.1 - Evaluate destination development options.

- U2.2 - Prepare a justified destination-development proposal.

Content and scope

Destination baseline and spatial relationships

Build a destination-development baseline that connects visitor demand, resident use, transport, infrastructure, heritage and environmental constraints. Define the planning boundary and distinguish a map of attractions from a map of dependencies. Identify data gaps that could change the option choice and avoid treating undeveloped space as automatically available for tourism use.

Demand and capacity scenarios

Evaluate development capacity using seasonal demand, peak concentration, dwell time and service throughput. Distinguish annual totals from the load experienced at critical times and places. Test how operational changes affect capacity before assuming construction is necessary. State uncertainty in demand forecasts and explain the consequences of both underuse and overload.

Option appraisal and public value

Compare development options against explicit essential constraints and weighted criteria, including visitor purpose, community outcomes, cost, environmental pressure and deliverability. Explain weights as value choices and test sensitivity. Distinguish commercial viability from broader destination value and avoid allowing a high aggregate score to compensate for a failed essential permission or resource constraint.

Lifecycle delivery and operating model

Plan development from preparation through construction or service setup, commissioning, operation, maintenance and eventual renewal. Identify who owns assets, who operates services and who funds recurring obligations. Evaluate dependencies, procurement interfaces and delivery risks. A proposal should remain feasible after opening day rather than relying on uncosted labour or uncertain future income.

A justified development proposal

Prepare a coherent proposal linking the baseline, demand assumptions, option appraisal, financing needs, delivery sequence and outcome measures. State conditions and stage gates before irreversible commitments. Include a proportionate response to affected interests and a plan for checking benefits after delivery. Present limitations honestly and identify the decision that additional evidence would most influence.

Unit 2 delivery and evidence

Structured learning: 24 hours. Independent tasks: 5.25 hours. Share of the single final examination: 0.75 hours.

Build a destination baseline that reveals dependencies - 360 minutes

Outcomes: U2.1, U2.2

Prepare and retrieve (36 min): Distinguish an attraction map from a system baseline.

Study and explain (90 min): Study boundaries, existing uses and evidence priorities.

Reconstruct the case (72 min): Audit the Seabridge longlist and conditions.

Apply and test (108 min): Create the inland baseline and four-option longlist.

Review and improve (54 min): Use infrastructure guidance to identify a missing dependency.

Model peak demand and capacity before building - 360 minutes

Outcomes: U2.1, U2.2

Prepare and retrieve (36 min): Match a service stage to its capacity measure.

Study and explain (90 min): Study arrival, dwell and bottleneck relationships.

Reconstruct the case (72 min): Recalculate the museum's change in occupancy.

Apply and test (108 min): Complete the six-scenario model and response comparison.

Review and improve (54 min): Review the source and qualify the design claim.

Appraise development options without hiding value choices - 360 minutes

Outcomes: U2.1, U2.2

Prepare and retrieve (36 min): Separate an essential constraint from a preference.

Study and explain (90 min): Study scoring definitions, weights and value distinctions.

Reconstruct the case (72 min): Recalculate all three hub scores and the access condition.

Apply and test (108 min): Build and stress-test the original option matrix.

Review and improve (54 min): Review strategic fit and write the next-gate recommendation.

Plan delivery, operation and benefits beyond opening day - 360 minutes

Outcomes: U2.2

Prepare and retrieve (36 min): List what must work on the first visitor day.

Study and explain (90 min): Study dependencies, operating ownership and gates.

Reconstruct the case (72 min): Rebuild the ten-week route sequence and readiness condition.

Apply and test (108 min): Create the centre plan and delay response.

Review and improve (54 min): Review lifecycle guidance and close one recurring-resource gap.

Evidence task

Prepare an independent destination-development proposal with a spatial baseline, demand-capacity model, option appraisal and lifecycle delivery plan. Use explicit fictional data for calculations and verified primary context for the destination principles.

- A baseline and longlist with critical evidence gaps.

- A peak-capacity model and sensitivity-tested option matrix.

- A proposal including operating ownership, stage gates, resource needs and outcome monitoring.

Review criteria

- Options respond to a defined destination need and existing uses.

- Demand, capacity and appraisal calculations are transparent.

- Essential constraints are not hidden in weighted scores.

- The proposal remains feasible after opening and allocates recurring responsibilities.

Mapped learning resources

Auditing assets, constraints and visitor capacity

Appraising development investment and opportunity cost

Turning a proposal into a deliverable programme

Unit 2 workshop and knowledge check

Deep study · Development appraisal: capacity, discounted cash and irreversible decisions

Case laboratory · Development appraisal: capacity, discounted cash and irreversible decisions

Separate project value from a workable financing structure

Prove operational feasibility before opening an attraction

Unit 2 learning map

Build a destination baseline that reveals dependencies

Model peak demand and capacity before building

Appraise development options without hiding value choices

Plan delivery, operation and benefits beyond opening day

Unit 2 independent evidence brief

UNESCO: Sustainable Tourism Toolkit

OECD: Tourism Trends and Policies 2026

UNIT 3 / 25 HOURS

Sustainable tourism leadership

Learning outcomes

- U3.1 - Lead a sustainable tourism initiative.

- U3.2 - Select indicators to monitor environmental and community outcomes.

Content and scope

Material issues and organisational boundaries

Prioritise sustainability issues by the scale and significance of effects, affected interests and the organisation's ability to influence them. Distinguish a convenient measurement from a material issue and explain the boundary of responsibility. Consider environmental and community outcomes together without collapsing them into one unexamined score. Record evidence gaps and decisions about priorities.

Indicator design and data quality

Select indicators that distinguish action, output and outcome, with explicit units, boundaries, baselines, frequency and ownership. Compare absolute and intensity measures and explain the effects of changing activity levels. Assess completeness, consistency and uncertainty in the data. Avoid presenting a composite dashboard as proof of progress when its components or denominators have changed.

Leading an improvement portfolio

Translate a priority into a coordinated initiative with a causal pathway, resources, responsibilities and staged implementation. Compare prevention, process change and investment, recognising dependencies and trade-offs. Engage workers and affected communities in design and review. Explain how leadership creates the conditions for reliable behaviour rather than relying only on slogans, targets or individual enthusiasm.

Community outcomes and distribution

Monitor who benefits and who bears burdens, including access, local opportunity, working arrangements and the use of shared places. Choose evidence appropriate to the outcome and recognise limitations of self-selected feedback. Use a response process that can change operations. Avoid claiming community support or equitable benefit from aggregate visitor spending or a single consultation event.

Assurance, claims and adaptive review

Evaluate whether reported progress is supported by the measurement method and the initiative's actual scope. Distinguish ambition, action and verified result. Design internal checking, escalation and review arrangements proportionate to the claim. Revise or stop actions that underperform or shift burdens, and communicate mixed results honestly rather than selecting only favourable indicators.

Unit 3 delivery and evidence

Structured learning: 20 hours. Independent tasks: 4.37 hours. Share of the single final examination: 0.63 hours.

Choose material priorities and define a credible boundary - 300 minutes

Outcomes: U3.1, U3.2

Prepare and retrieve (30 min): Separate an impact from a preferred action.

Study and explain (75 min): Study material priorities, distribution and boundaries.

Reconstruct the case (60 min): Critique the office-cup claim in the worked case.

Apply and test (90 min): Build the operator issue register and leadership brief.

Review and improve (45 min): Review the source and challenge one convenient priority.

Design indicators that can survive scrutiny - 300 minutes

Outcomes: U3.2

Prepare and retrieve (30 min): Classify training, portion choice and waste reduction.

Study and explain (75 min): Study specifications, pooled ratios and data quality.

Reconstruct the case (60 min): Recalculate the lodge totals and intensities.

Apply and test (90 min): Complete the food-initiative indicators and pooled calculation.

Review and improve (45 min): Use measurement guidance to qualify provisional data.

Lead an initiative through roles, incentives and practical learning - 300 minutes

Outcomes: U3.1, U3.2

Prepare and retrieve (30 min): Map a target to the actions needed for it.

Study and explain (75 min): Study ownership, incentives and bounded trials.

Reconstruct the case (60 min): Interpret the café's mixed waste and service results.

Apply and test (90 min): Build the museum trial and adoption plan.

Review and improve (45 min): Review governance guidance and close an ownership gap.

Review sustainability claims and adapt the initiative - 300 minutes

Outcomes: U3.1, U3.2

Prepare and retrieve (30 min): Classify ambition, action and result claims.

Study and explain (75 min): Study evidence tracing, trade-offs and correction.

Reconstruct the case (60 min): Recalculate the two-café claim at both levels.

Apply and test (90 min): Audit the visitor-centre claim and decide the next action.

Review and improve (45 min): Use measurement guidance to qualify the final statement.

Evidence task

Lead an independent sustainability-initiative design and review for a fictional tourism organisation. Prioritise a material issue, specify indicators and build a trial that can reveal both progress and unintended effects.

- A material-issue register and explicit initiative boundary.

- Indicator specifications, pooled calculations and a data-quality check.

- A delivery plan, review criteria and a claim-evidence report with correction procedure.

Review criteria

- The priority is justified by significance and affected interests.

- Indicators measure the intended outcomes with consistent boundaries.

- Leadership roles and resources support reliable delivery.

- Claims and decisions remain proportionate to evidence, including adverse results.

Mapped learning resources

Designing an initiative with a credible change pathway

Leading participation, accountability and fair change

Selecting indicators and making defensible claims

Unit 3 workshop and knowledge check

Deep study · Sustainability leadership: translating a commitment into accountable action

Case laboratory · Sustainability leadership: translating a commitment into accountable action

Build a sustainability account with clear boundaries

Evaluate who receives the economic benefit

Unit 3 learning map

Choose material priorities and define a credible boundary

Design indicators that can survive scrutiny

Lead an initiative through roles, incentives and practical learning

Review sustainability claims and adapt the initiative

Unit 3 independent evidence brief

GSTC: Destination Standard

UN Statistics Division: Tourism statistics report on the sustainability framework

UNESCO: Engaging local communities and businesses

UNIT 4 / 20 HOURS

Visitor experience and service-quality management

Learning outcomes

- U4.1 - Design a visitor-experience improvement programme.

- U4.2 - Use service evidence to prioritise operational changes.

Content and scope

Experience outcomes and failure mechanisms

Define the visitor-experience outcome and trace failures across information, booking, arrival, participation and departure. Distinguish the visible incident from upstream causes and identify where responsibility crosses organisational boundaries. Prioritise failures by consequence and evidence rather than by complaint volume alone. Preserve the visitor's purpose when designing prevention, detection and recovery actions.

Service evidence and distributions

Interpret waiting times, errors, feedback and completion measures using appropriate denominators and distributions. Compare averages with medians and tail performance, and recognise when visitor mix or collection method changes results. Select evidence that tests a specific service question. Avoid treating a single satisfaction score as a complete measure of quality or universal visitor experience.

Improvement design and testing

Develop a change hypothesis, choose a proportionate test and specify outcome, process and balancing measures. Distinguish a promising association from a demonstrated effect and identify competing explanations. Compare implementation options and define a stop or adaptation condition. Explain how a trial will inform wider adoption rather than merely produce a favourable presentation.

Cross-provider quality assurance

Set service expectations and interface responsibilities across suppliers and internal teams. Define readiness evidence, exception handling and follow-up without assuming one organisation controls every part of the journey. Use proportionate assurance and learning reviews to maintain quality. Avoid relying on a contract label, staff enthusiasm or an untested checklist as proof that the service works.

Prioritisation and sustained improvement

Use service evidence to choose changes that address consequential and recurring problems within available resources. Consider effects on access, staff workload, cost and other journey stages. Assign ownership and maintain the process after the pilot. Review whether the improvement continues under ordinary staffing and demand rather than only during exceptional management attention.

Unit 4 delivery and evidence

Structured learning: 16 hours. Independent tasks: 3.5 hours. Share of the single final examination: 0.5 hours.

Trace a service failure beyond the visible incident - 240 minutes

Outcomes: U4.1, U4.2

Prepare and retrieve (24 min): Describe a failure without attributing blame.

Study and explain (60 min): Study handovers, hypotheses and control types.

Reconstruct the case (48 min): Analyse the Copenhagen incident categories.

Apply and test (72 min): Complete the equipment case and first-change decision.

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

Interpret service quality beyond the average - 240 minutes

Outcomes: U4.2

Prepare and retrieve (24 min): Choose a statistic for a typical and a severe case.

Study and explain (60 min): Study distributions, segmentation and feedback limits.

Reconstruct the case (48 min): Recalculate the ten registration waits.

Apply and test (72 min): Analyse the twelve response times and prioritise investigation.

Review and improve (36 min): Use survey guidance to qualify the feedback evidence.

Test an improvement with outcome and balancing measures - 240 minutes

Outcomes: U4.1, U4.2

Prepare and retrieve (24 min): Turn a general improvement idea into a mechanism.

Study and explain (60 min): Study comparisons and three measure types.

Reconstruct the case (48 min): Interpret the checklist trial’s rates and confounders.

Apply and test (72 min): Build and evaluate the orientation-screen trial.

Review and improve (36 min): Review method transparency and refine the adoption rule.

Maintain quality across providers and ordinary operations - 240 minutes

Outcomes: U4.1, U4.2

Prepare and retrieve (24 min): Identify one cross-provider promise.

Study and explain (60 min): Study expectations, readiness and exception ownership.

Reconstruct the case (48 min): Recalculate the Dublin revision and handover.

Apply and test (72 min): Create the excursion interface pack and review measures.

Review and improve (36 min): Use governance guidance to improve a responsibility boundary.

Evidence task

Design an independent visitor-experience improvement programme for a multi-provider tourism service. Use an original failure case, a small service dataset and a proportionate trial to justify the first priority.

- A failure-mechanism analysis with prevention, detection and recovery controls.

- A distribution and feedback analysis with definitions and limitations.

- A trial protocol and cross-provider quality pack with sustained ownership.

Review criteria

- The programme addresses a defined visitor outcome and plausible causes.

- Evidence interpretation includes distributions, denominators and collection limits.

- The trial considers balancing effects and alternative explanations.

- Quality responsibilities remain usable under ordinary staffing and demand.

Mapped learning resources

Mapping the experience and identifying service gaps

Analysing feedback and prioritising improvement

Leading and evaluating a service-improvement trial

Unit 4 workshop and knowledge check

Deep study · Visitor experience: from a journey map to a defensible service trial

Case laboratory · Visitor experience: from a journey map to a defensible service trial

Design interpretation around understanding and evidence

Use a service blueprint to repair invisible handovers

Unit 4 learning map

Trace a service failure beyond the visible incident

Interpret service quality beyond the average

Test an improvement with outcome and balancing measures

Maintain quality across providers and ordinary operations

Unit 4 independent evidence brief

UN Tourism: Accessible tourism

W3C WAI: Introduction to web accessibility

UNIT 5 / 25 HOURS

Tourism marketing, research and commercial performance

Learning outcomes

- U5.1 - Use tourism research to inform commercial decisions.

- U5.2 - Develop a marketing and performance plan with clear assumptions.

Content and scope

Decision-led tourism research

Frame a research question around a commercial or visitor decision, define the target population and identify evidence that could change the choice. Compare secondary records, observation, interviews and surveys for their appropriate roles. Explain limitations of sampling, nonresponse and measurement. Avoid collecting large amounts of information without a clear use or treating convenient respondents as the whole market.

Segmentation and proposition development

Evaluate segments through needs, behaviour, access to the offer, size assumptions and commercial fit. Develop a proposition that connects a visitor benefit with deliverable features and evidence. Distinguish an attractive segment description from a reachable market. Test assumptions about willingness to participate and channel behaviour rather than relying on demographic stereotypes.

Pricing, contribution and channel economics

Calculate revenue, variable cost, contribution and break-even using explicit assumptions and a consistent period. Compare channels after stated acquisition and distribution costs, distinguishing attribution from additional demand. Test price, volume and capacity changes. Avoid equating revenue growth with profitable performance or treating a partial contribution calculation as complete and final profit.

Marketing experiments and evidence

Design a proportionate test of message, channel or offer with a clear hypothesis and comparable measures. Interpret conversion rates, acquisition cost and quality outcomes using appropriate denominators. Identify confounding and selection effects, and avoid declaring a winner from a small difference without considering uncertainty and visitor suitability. Explain how the test informs a decision.

Integrated marketing and performance planning

Prepare a plan linking research, audience, proposition, channels, resources, operating capacity and performance review. State assumptions, responsibilities and decision triggers. Include visitor delivery and service quality alongside commercial measures so that promotion does not create demand the operation cannot fulfil. Review both favourable and adverse results and adapt the plan when evidence changes.

Unit 5 delivery and evidence

Structured learning: 20 hours. Independent tasks: 4.38 hours. Share of the single final examination: 0.62 hours.

Design research around a decision that can change - 300 minutes

Outcomes: U5.1

Prepare and retrieve (30 min): Write a decision with at least two alternatives.

Study and explain (75 min): Study population, method and analysis alignment.

Reconstruct the case (60 min): Interpret the three Vienna evidence stages.

Apply and test (90 min): Develop the experience brief and analyse both samples.

Review and improve (45 min): Use survey guidance to remove an unsupported market inference.

Evaluate segments and build a deliverable proposition - 300 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (30 min): Describe a segment through purpose rather than stereotype.

Study and explain (75 min): Study attractiveness, reach and operational fit.

Reconstruct the case (60 min): Recalculate the Barcelona forecasts and capacity trade-off.

Apply and test (90 min): Build two hypotheses and the preferred proposition.

Review and improve (45 min): Use value guidance to challenge a weak proof point.

Use contribution and channel economics to test a plan - 300 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (30 min): Define the commercial unit and cost categories.

Study and explain (75 min): Study contribution, break-even and channel comparison.

Reconstruct the case (60 min): Recalculate the Amsterdam discount capacity failure.

Apply and test (90 min): Complete the CU 90 and CU 82 scenarios.

Review and improve (45 min): Use resource guidance to identify the decisive untested assumption.

Integrate research, delivery and performance into a marketing plan - 300 minutes

Outcomes: U5.1, U5.2

Prepare and retrieve (30 min): Define an objective beyond clicks.

Study and explain (75 min): Study alignment, resources and the performance framework.

Reconstruct the case (60 min): Recalculate the off-peak message comparison.

Apply and test (90 min): Build the integrated plan and analyse A versus B.

Review and improve (45 min): Use method guidance to qualify the scaling recommendation.

Evidence task

Prepare an independent tourism marketing and performance plan for a defined experience. Use a decision-led research brief, two segment hypotheses, a transparent commercial model and a test-and-review design.

- A research brief and segment-to-proposition evidence map.

- A contribution, break-even and channel sensitivity model.

- An integrated plan with capacity checks, test results, defined measures and adaptation triggers.

Review criteria

- Research methods and conclusions match the population and decision.

- The proposition is deliverable and the audience is credibly reachable.

- Commercial calculations are accurate and assumptions explicit.

- Performance review considers attribution limits, contribution and visitor outcomes.

Mapped learning resources

Designing research for a commercial decision

Choosing segments, positioning and distribution

Building a marketing budget and performance plan

Unit 5 workshop and knowledge check

Deep study · Research and commercial performance: using imperfect evidence responsibly

Case laboratory · Research and commercial performance: using imperfect evidence responsibly

Choose a sample and weight results without inventing representativeness

Integrate qualitative evidence and protect research participants

Unit 5 learning map

Design research around a decision that can change

Evaluate segments and build a deliverable proposition

Use contribution and channel economics to test a plan

Integrate research, delivery and performance into a marketing plan

Unit 5 independent evidence brief

UN Statistics Division: Tourism statistics methodology

UN Tourism: Glossary of tourism terms

OECD: Tourism Trends and Policies 2026

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.