



EVALUATION REPORT



PROJECT TITLE: Social and Economic Regeneration through Tourism

PROJECT REF NO: ESF/0203/221

LEAD ORGANISATION: CETAD, Lancaster University

Overview of the Project Activity and Partners

This project was designed to train 15 individuals from the most disadvantaged areas within Blackpool as tourist guides and to put their skills to use by providing guided tours. Its aim was to provide opportunities for local people to develop their skills, gain an NVQ Level 3 in Commentaries and Interpretation and to contribute to the economic regeneration of Blackpool. The programme developed vocational guiding skills, key skills, work search skills & was also designed to build self-confidence/self-esteem. The programme aimed to aid the economic & social regeneration of Blackpool by improving the visitor experience through developing new guided walks & tours and by improving the employability/life chances of socially disadvantaged individuals. It provided an opportunity for local people to explore, research & investigate their area as part of the course thus building a sense of local pride and ownership and it aimed to give them the opportunity to engage in learning in a way which suited them, and to gain a qualification at NVQ Level 3 thus increasing their employability.

The project was a ten month project with beneficiaries meeting with vocationally competent tourist guide tutors and assessors for regular training and assessment in Blackpool and the surrounding areas.

This project builds upon a successful partnership of named partners developed over the past 5 years. They were all consulted about this project and were committed to its delivery: North West Tourist Board, Lancashire Tourism Partnership, Blackpool Challenge Partnership, Lancashire Blue Badge Guides, and Business Link Fylde Coast. CETAD works closely with the partner organisations and they act as a Steering Group for the development and delivery of our tourist guiding programmes. The Tourism Project Manager and the Business Development Manager at CETAD have good working relationships with all concerned, and ensure regular and effective communication with the individuals listed below.

North West Tourist Board:

We liaise closely with Nick Brooks-Sykes, Marketing Manager, NWTB, (now at NWDA) over the demand for, recruitment of and training of tourist guides in Lancashire. It was Nick who originally approached CETAD to train tourist guides for Lancashire on behalf of NWTB and this has been an ongoing partnership over the last five years. The Tourism Project Manager at CETAD is in regular contact with Nick during guiding programmes to keep him updated on progress and seek advice, and receives regular invites to participate in North West Regional Blue Badge Guide meetings to discuss the future of guide training in the region. Together we have ensured that CETAD trained guides are recognised by the national guiding professional body, the Institute of Tourist Guiding, and this year some of our candidates from the last programme will be the first NVQ guides in the country to take the Institute's exams for the Blue Badge in Tourist Guiding.

Lancashire Tourism Partnership

CETAD's guiding programmes have always been supported by funding from the Lancashire Tourism Partnership. Although we no longer qualify for LTP funding the Tourism Project Manager at CETAD is in

regular contact with Steve Partington, who makes suggestions as to the need for guide training, and who uses CETAD-trained guides for industry promotional visits in Lancashire.

Lancashire Tourism Partnership (Steve Partington) through discussions about this project stated *'You will be interested to know that recent consultation activity associated with the development of the Rural Recovery Action Plan and future LTP programme has pointed to the need for a more joined up (packaged) approach to tourism marketing. This particularly applies to the promotion of the various niche markets evident within Lancashire. I think the idea of basing your course in Blackpool is an exciting development. Blackpool has many hidden attributes such as the Blackpool Countryside experience based around the Marton Mere/Stanley Park area and the new open air art gallery along the south promenade, that need to be exploited far more. Experienced and well-trained guides will be able to provide new tourists with different experiences both in Blackpool and the surrounding areas to boost visitor numbers.'*

Blackpool Challenge Partnership

CETAD works closely with Jenny Hill at Blackpool Challenge. Jenny has suggested the key organisations and people we should contact in relation to recruiting to this programme.

Lancashire Blue Badge Guides

All the trainers/assessors on the programme are Lancashire Blue Badge Guides. Therefore they are directly involved in the design, development and delivery of the programme. We are therefore assured of high quality, vocationally and regionally relevant training for tourist guides. They are also involved in the briefing session for potential candidates so that they can give first hand information and advice. The network of Lancashire Blue Badge Guides will welcome any future trained guides and provide them with employment information and networking opportunities.

Business Link Fylde Coast

CETAD has worked with Debbie Chinn for several years. She will be kept informed of the progress of the programme, and her advice will be sought on future demand for guides on the Fylde Coast.

Blackpool Tourist Information Centre

The guides who successfully completed the training programme had a meeting in December 2003 with John Sharp, Manager Blackpool TIC, to inform him of their guiding interests and to arrange future co-operation with the TIC over the promotion and selling of their tours.

Achievements of the Project

SMART Objectives

The objectives of the project were as follows:

- Recruiting 15 individuals to develop their skills as tourist guides – Feb 03.

Shortfall: We recruited 10, but lost 6. Three gained employment. One was trying out two courses and opted for the other. One was self-employed and his other work took priority during the main tourist season. One had part-time work in Blackpool and when the season started she had to leave to take advantage of the work opportunities as she supports her children on her own.

- Work with partner organisations and candidates to develop guided walks and tours in Blackpool, The Fylde and Wyre which compliment and add to the tourism product in Blackpool. Candidates will each undertake 7 assessed guided tours during the programme – Feb 03-Dec 03.

Achievements: Guided tours were developed by the remaining candidates along Blackpool Promenade and in Blackpool town centre (general interest walking tours / theatre tours / hotel tours/ architecture / sculpture and heritage tours), in Stanley Park, Stannah Country Park, Lytham St Annes, the White Church, British Aerospace, Warton and the Lune Valley. Candidates were assessed guiding on a minimum of 7 of these tours.

- To ensure that a minimum of 8 of these individuals achieve an NVQ Level 3 in Commentaries and Interpretations for Tourism, and that other individuals will achieve units working towards this award – Dec 03

Achievements: Two candidates will achieve NVQ Level 3, one has units towards.

- To contribute to the social and economic regeneration of Blackpool by improving the employability, confidence and self-esteem of the individuals who participate in the programme – Dec 03

Achievement: the candidates who completed the programme confirmed that these objectives had certainly been met both informally and on their formal evaluation form.

- To contribute to the social and economic regeneration of the tourism product in Blackpool by developing a range of quality guided tours which will take into account the aims of the new tourism master plan for Blackpool thus enhancing the local tourism product and stimulating visitor demand – Feb-Dec 03

Achievement: see tours listed above. As can be seen these tours are wide-ranging and interesting and will cater for the needs of a range of special interest and general interest tour groups. They help people experience the built and natural environment, and will encourage people to explore the surrounding area as well as Blackpool centre thus developing the product on offer, and fitting in with the new customer groups that the Master Plan hopes to attract. Candidates will further build upon and develop those areas of tourist guiding which interest them the most. Both candidates (and some who did not complete) are fully committed to carrying out guided tours in Blackpool and the surrounding area.

Soft Outcomes

Candidates have completed/ worked towards NVQ Level 3 in Commentaries and Interpretation. Teaching and learning methods included individual training needs analysis, a series of interactive workshops, practical activities, and one to one development advice and assessment. As well as developing vocational skills as tourist guides candidates also developed a range of key skills: communication, working with others, problem solving and job search skills as well as improving self-confidence and self-esteem. Skills were assessed in the NVQ units. Transferable skills in particular are assessed in the core units: 3.22 Manage Yourself, 3.23 Create, develop and maintain effective working relationships and 3.28 Contribute to maintaining the quality, safety and security of service and operations.

Areas of Innovation

In September 2000 CETAD won an award for Innovation in the Blackpool Tourism Awards. This project built upon this success and was innovative in a number of ways:

- The market for tourist guiding programmes has been largely limited to middle-class socio-economic groups – mainly Bs. We have experience already of working with Bs and Cs. This project was innovative as it took a tried and tested programme and delivered it to a completely different target market - comprising largely C2, D & Es. In terms of initial interest it was successful. In terms of recruitment and retention it was not, however it was a valuable learning experience for all involved. See evaluation later.
- The training style of this project was very innovative. It was very practical and required individuals to actually take guided walks and tours to develop their competence as tourist guide and key skills. Feedback from candidates confirms that they appreciated this approach and found it a very useful learning method.
- It provided significant opportunities for local people to develop their skills, gain a nationally recognised qualification (NVQ Level 3) whilst contributing to the economic regeneration of Blackpool. The opportunity was made available to people may be facing multiple disadvantages (economically inactive people, unemployed, 50 + years, unskilled/low skilled/outdated skills, disadvantaged groups, lone parents and returners and non-learners). However we did not retain all of them.
- It provided an opportunity for local people to explore, research and investigate their area as part of the course thus building a sense of local pride and ownership within Blackpool. Those who completed the

programme confirmed this fact. Two of the beneficiaries who started the programme were in fact new to Blackpool and came on the course partly as a way of getting to know the area they had moved to, however both left when they obtained employment in the area.

- It developed new tourism product offerings for Blackpool as the two guides who completed the training programme now intend to sell guided walks in the area, one specialising in the urban environment, the other specialising in the rural environment. Two others who did not complete the course are self-employed coach drivers who intend to develop guided coach tours. One who did not complete the course through illness has made lots of local contacts with organisations interested in heritage tours of Blackpool.
- This was the first time that tourist guiding candidates at CETAD had been given the opportunity to complete a Lancaster University Certificate in Tourist Guiding alongside the Level 3 NVQ Commentaries and Interpretation. The two successful candidates completed both qualifications in a streamlined programme of delivery.

Identification of Areas of Good Practice and Areas for Improvement

The programme was tailored to the needs of individuals and delivered locally within a central Blackpool venue. Tutors and assessors were extremely flexible in their approach, and when working with a small group re-arranged training sessions and assessment days to meet the needs of beneficiaries who had occasional work commitments / family commitments, so that they were not disadvantaged by missing training/assessment opportunities.

The programme used the nationally recognised NVQ standards for tourist guides as a framework for best practice and was delivered by a team of tutors/Lancashire Blue Badge Guides who have been commended regionally by NWTB and nationally by the Awarding Body City & Guilds for the level of support given to participants and the quality of the training provision. Therefore the programme promoted excellence and high quality delivery.

Lessons Learnt

Over 80 people responded to the advert placed in the Blackpool Gazette for this project. Many assumed that by completing the course they would then be guaranteed a job at the end of the course. When it was made clear that this was not the case, and that most guides are self-employed, many potential candidates lost interest in the programme. 36 expressed an interest in attending the pre-project briefing session to find out more about the programme. As a result we held two briefing sessions so that we had time to talk to candidates individually as well as making a presentation to them. We encouraged people to fill in application forms at the briefing sessions. Some were not eligible and did not meet the ESF criteria. As a result we had 13 applications, 10 of these started the programme. From our past experience of running these courses we know that the intensity of the work on the course means that some people drop out. For this reason we always aim to recruit more than our target number of candidates to ensure we meet our target numbers by the end of the programme. Therefore we approached the LSC to see if we could widen the catchment area of the project. This was agreed to take into account Preston and any other areas in Lancashire within travelling distance of Blackpool. We advertised in the Lancashire Evening post and received 14 further enquiries. The Project Manager made phone calls to all to discuss the course in greater depth. Three more said they would definitely attend the programme. In the end one more candidate joined the course. Therefore, based on our past experience of running these programmes, and being aware of the drop-out rate we had a meeting at the LSC to check if they still wanted us to continue with the programme. This was agreed and some outcomes were renegotiated to take into account the numbers recruited and our estimated completion targets.

Despite starting the programme with 10 candidates, three candidates left early on because they obtained part-time jobs. One candidate started this course and another vocational course at the same time, and decided to opt for the other course. Two candidates disappeared when the tourist season got into full swing. One who was a self-employed coach driver, and the other a single mother who relies on a series of seasonal part-time jobs in Blackpool. One candidate suffered a nervous breakdown just before the summer break, but

vowed to come back on the course. Therefore we stayed in touch with him right through to the end of the programme, but he was unable to come back.

Outcomes as expected? No we anticipated that four candidates would complete the qualification, however only two candidates actually completed.

Target Groups

The course attracted initial interest from people in the target groups i.e. people facing multiple disadvantages (economically inactive people, unemployed, 50 + years, unskilled/low skilled/outdated skills, disadvantaged groups, lone parents and returners and non-learners.) However the possibility of quite easily gaining part-time / temporary work in Blackpool meant that we lost several to this type of work during the programme, and as we could not offer a guaranteed job at the end of the programme, we could not complete with the offers of work. At the end of the programme we had two unemployed men, age 49+, one self-employed man and one unemployed man age 25-49.

Budget / Value for money

The project kept within budget, however due to the low numbers completing it did not deliver value for money in line with the projected figures in the initial bid.

Recruitment lessons: This course has further confirmed lessons from other tourist guiding programmes that we have run in Cumbria and Lancashire. The market for Tourist Guide training tends to be early retired professionals who are looking for a retirement interest and income, or self-employed people already working in tourism who want to add another string to their bow. There are others who are interested in the 'idea' of guiding but when they find out the reality they find the course too demanding. There is therefore a limited market for this type of course. Recruiting from a wide catchment area is therefore advisable. We entered Blackpool hoping to recruit a different profile of guide in a population based in such an important tourist destination. The initial interest was there from a wide target group, but in the end the two guides that completed all the qualification work fit the standard profile: one retired professional and one self-employed designer.

Administrative lessons: CETAD constantly reviews the administration of its projects. New forms and reporting systems were incorporated into the running of this project as a result of the evaluation of previous projects. We have learned that it would be useful to have the format for the final ESF report agreed at the beginning of the project as we can then fill in appropriate information as the course progresses and make the report an on-going process.

Dissemination of Good Practice including Details of Dissemination Materials Produced

- CETAD award ceremonies provide an ideal opportunity to demonstrate candidate success and celebrate their achievements.
- All partner organisations have been kept informed of progress of the course and the candidates
- Based on the reputation of CETAD guide training programmes (Lancaster University is the only centre in the NW able to deliver NVQs for Tour Guides and has built up an excellent reputation in Training for the Tourism Sector), the Project Manager has been invited onto the national steering group for the redevelopment of all Guiding NVQ qualifications at the HTF sector skills council

Details of Publicity Undertaken (attach copies of any advertising/publicity materials produced)

Adverts appeared in the local press: Blackpool Gazette, Blackpool Citizen, Lytham St Anne's Reporter (all Jan 16th 2003) and (having received permission from Lancashire LSC to broaden the catchment area) the Lancashire Evening Post (Feb 13th). As a result these adverts also featured on the Fish 4 Jobs website and the Jobs North West newspaper.

Posters advertising the course were sent to Libraries, Job Centres and Tourist Information Centres in Blackpool, the Fylde and Wyre.

All partner organisations were informed of the programme. NWTB forwarded a database of all guiding enquiries they had received in Wigan. Blackpool Challenge provided names of key contact people in local organisations working with unemployed people, volunteers, women returners, and tourist guides to inform and invite to a Briefing Session on 24th January 2003, so that they could take information back to their organisations and clients and so we could seek their advice on recruitment. Invites were sent to: Connexions, Job Centre Plus, Blackpool Borough Council – Economic Development Division, Blackpool CVS, Marton & Mereside Community Association, Blackpool Tower. Blackpool CVS also placed a copy of our advert on their website. Representatives of all organisations except Blackpool Tower attended on the day.

Briefing sessions for candidates took place on 31st January 2003 at the Foyer in Blackpool. The aim of these sessions was to introduce the programme, the approach, the tutors, and to discuss employment possibilities at the end of the programme and to use case studies of previous candidates from a variety of backgrounds to show how they developed and what they are doing now. These sessions allowed candidates to discuss any queries and concerns with representatives of the course team, allowed the tutors to interview all potential candidates, and to fill in application forms, if applicable.

Case study

Daniel Hargreaves is a self-employed interior designer and part-time lecturer in interior design at Blackpool College. He was born in Blackpool and is passionate about the architecture and heritage of the built environment in Blackpool. Therefore he would like to be a tourist guide to share his interests with others. Guiding will fit in well with his current portfolio of work. Whilst Daniel is used to making presentations to people, he was less confident about managing a group, judging his performance and presentation for different customer groups, and health and safety issues. These, and other issues of importance, were covered during the course. Therefore he also learned more about the structure of the national, regional and local tourism industry and how the guide fits in with the industry. Therefore he found out more about the best organisations and people to network with when seeking to promote his tours and ideas. He really felt he benefited from being trained by professional tourist guides who are working in the region because he could learn from their local knowledge and expertise, and their experience of demand for different types of tours to guide his own business development. This added value to the development of his general guiding skills and knowledge. During the course Daniel applied for a part-time role as a costumed guide at Fleetwood Museum. He was successful in his application and attributed this to the fact that the museum already uses guides trained by CETAD, as well as to his own personal abilities. During the course he also approached other organisations in Blackpool who he thought might be interested in his guiding skills and has therefore developed his own network of contacts for the future. He is also looking into setting up a promotional desk at gateways, such as Ribby Hall Holiday Village and Blackpool Airport to encourage visitors to the region into the centre of Blackpool for a tour.

Views of customers / partners

Feedback was obtained through standard forms: Early Leavers Evaluation Form, Mid-Course Evaluation Form, End of Course Evaluation Form and through one to one contact with personal assessors for candidates.

Early Leavers: 2 candidates completed forms and found the course well-organised, the tutors supportive and helpful, and the teaching and learning methods very helpful. However one left because she did not see herself as a tour guide. The other left due to heavy work commitments as a self-employed coach operator.

Mid-course: 2 forms were returned. Both felt the course was well-organised but were a little overwhelmed by the sheer volume of paperwork for the NVQ. They found the teaching and learning methods very helpful and found the tutors to be very understanding. They found the course delivered in the right manner and pace. They enjoyed learning practical skills, research skills and mixing with and receiving tips from professional guides. They both agreed that any difficulties they had had been dealt with appropriately. One felt he was making satisfactory progress. The other felt he was progressing well and that the course was helping improve his practice in the workplace.

End of course: 2 forms were returned. Both candidates felt the course met their objectives and had increased their confidence as tourist guides. They both found it well organised and found the teaching and learning methods very helpful. In particular they enjoyed the practical guiding work, aspects of research and presentation techniques and the way in which staff shared knowledge and ideas about guiding. One candidate found some of the NVQ requirements over the top and suggested an earlier start to filling in the grid sheets. They both felt that the course has improved their knowledge and skills, helped them identify further suitable training opportunities, improved their career/employment prospects and has helped them to find other work.

Liaison with Nick Brooks-Sykes, Marketing Manager, NWTB (now at NWDA) and the Lancashire Tourism Partnership has continued throughout the programme. They are aware of the recruitment difficulties of the programme and are disappointed that more candidates did not complete the course. The Lancashire Blue Badge guides are pleased to welcome new guides in the area and the Lancashire Blue Badge Guide based in the Blackpool area accompanied the successful candidates on a visit to meet the Manager of Blackpool Tourist Information Centre, John Sharp, in December 2003. This was to introduce him to the guides and their specialisms and to look at co-operative ways of working with the TIC for the guides in the future.

Comparison of how the project dealt with Information Communication Technologies, Equal Opportunities and Sustainability

ICT

Training of tour guides is a very hands-on practical programme and evaluation of current successful programmes identifies the needs for a high level of tutoring, action learning and one to one development advice. However, participants were registered with Lancaster University's Computer Centre and Library and therefore had access to the University's facilities. Training days were delivered in the Foyer Centre in Blackpool which has ICT facilities. Candidates were offered access to these facilities, but all had access to a computer at home or in other workplaces. Candidates were encouraged to use their ICT skills to produce posters to advertise their tours to the public. Some identified that a Power Point course and other DTP courses might make their posters look more professional, therefore local one-day IT courses at colleges were identified for them. Tutors and assessors were in full 'e' contact with candidates to support their learning. Candidates were advised on how to make use of the internet as a research tool for their tour preparation.

Equal Opportunities

Lancaster University states its policy on equal opportunities for students in the Students' Charter as follows:

Course participants have the right to take part in activities and utilise our services free from harassment or duress. They should be treated on the basis of merit, capacity and potential and not be disadvantaged by gender, race, ethnic or national origin, religious or political beliefs, disability, marital status, age, health, family responsibilities, sexuality, background or any other distinction relevant to study.

Staff are all recruited and trained to ensure equality of opportunity for all candidates they work with.

The following highlights specific aspects of its application to students in CETAD. Because of the nature of our work, we are especially concerned to take account the needs of the following:

- Mature students with experience but few formal qualifications
- Students combining work and family life with study
- Socially diverse students

The project meets with all aspects of equal opportunities as adopted by Lancaster University under their widening participation agenda. It also meets with the Qualifications and Curriculum Authorities (QCA) objectives for NVQs in terms of open access and equality of opportunity (ie - individuals do not need set qualifications in order to apply, no exams, assessment practice based on individual situation).

Equal Opportunities were integrated into programmes in the following ways:

Marketing, Publicity and Recruitment

Our recruitment activities were open and widespread and the application process was accessible to all groups, with specific needs being established and specific actions set up for individuals after one to one interviews with assessors.

Course Provision

We were flexible and negotiated the time, place and method of delivery to meet our students' needs on occasions when the arranged time and venue was not suitable for all (e.g. during school holidays / when part-time work demands had to take priority). The venue used was the Foyer Project on Chapel Street, Blackpool. It is accessible to all and located close to the target groups. We provided individual guidance to students and additional support was given where necessary with assessors often giving over and above the allocated time to candidates. Assessment arrangements enable all students to show their ability and personal tutors spend much time with individuals helping and advising on individual learning needs in relation to the programme. Specific needs of individual candidates were noted and recorded at the beginning of the programme and monitored throughout.

Sustainability

Sustainable development of individuals can only take place if the social context of participants is considered and addressed by the project. This was done by recognising the needs of individuals in their social setting (family, work, housing etc). Each individual was allocated a mentor who worked with the individual in order to identify their needs. Disadvantages faced by individuals were addressed in order to facilitate progress. However the project did not fully succeed for reasons outside our control – i.e. the local economic situation and the fact that the project did not guarantee a job to participants at the end. For those who completed, this project led to improved levels of qualifications (NVQs), transfer of improved skills and knowledge in to the work place, improved level of service due to better skilled employees, and therefore increased employment levels and employment prospects.

Sustainability of the Project's Activities (Exit Strategy/Mainstreaming)

Exit Strategy

The project benefited individuals by encouraging a philosophy of lifelong learning which will enable learning to continue at the end of the funding. For example the project is using NVQs - which demonstrate competence in the work place and this ensures the transfer of skills and knowledge developed on the course back to the workplace. This is the major benefit of NVQs and why we have included them as part of the programme. Throughout this project partnership and network learning will be encouraged thus helping to enhance and build local relationships. Evaluation of previous programmes has illustrated this is a major benefit of these programmes and the networks/partnerships continue working and learning together long after the project completes. Candidates of a previous programme have gone on to form the Lancashire Blue Badge Guides organisation and now work together to plan and deliver guided walks and tours across the region and they will be a source of information and support for qualified guides after the programme has finished. In terms of sustainability of the project have worked with partners in Blackpool to ensure that they are aware of the newly trained guides and so that guided walks and tours are marketed effectively throughout Blackpool thus creating sustainable employment opportunities for participants.

Details of tools used to evaluate the impact of the project

Evaluation

The policy for evaluation applies across all projects and forms part of the quality procedures operated by this Centre. The policy is reviewed/updated when required - the latest version being March 2000. The policy covers pre course, on course and post course. At the start of the programme a Project Team is allocated which includes Project Manager, Tutors, and Administrator. The quality and evaluation procedures are the responsibility of the Project Manager, who reports directly to the Director of CETAD.

At pre course planning the Project Specification is put together (which is based on the funding application). This includes: SMART objectives, monitoring methods with dates, performance against targets, and any deviation (including how this will be rectified). For example it will include effectiveness of recruiting target beneficiaries, delivery and achieving specified outcomes.

Formal and informal evaluation is used. Beneficiaries complete an evaluation form at mid, end, and post course (3/6 months after completion). Monthly Project meetings are held to review performance and to rectify any under performance, as well as inform future development of programmes. Written records of these meetings are kept. The Project Specification is reviewed at this stage, deviations noted, rectified and any significant changes from the Application form will be communicated to LSC Lancashire.

Partners and stakeholders are involved at pre-course planning and pre-application stage to ensure needs are met, and views are obtained - this process is ongoing through the development of the project.

Beneficiaries are allocated an individual development advisor - they meet individually every other week throughout the duration of the project. All interactions are recorded on a written record (outcomes being agreed by the beneficiary). Beneficiaries are encouraged to provide feedback outside of the formal processes, to ensure needs are addressed immediately. Progress and any outcomes at these meetings are recorded, reviewed by the Project Manager.

All evaluation is fed back to the Project Manager and entered on computer records for summary information to be produced – for example on target groups recruited and outcomes. Project Managers from different projects meet monthly so that any actions/improvements to one project can be replicated on other projects.

Additional Information

This project has confirmed the downturn in demand for tourist guiding qualifications in Lancashire at the present time. It also confirms the fact that while the idea of guiding appeals to a wide range of target groups, the reality of delivering professional guided tours and working as a self-employed guide appeals to a narrow group of people. CETAD has therefore taken the decision not to run any NVQ courses for tourist guides in the foreseeable future.

SIGNATURE:

DATE