

Victoria Management School

**TOUR230 VISITOR MANAGEMENT**

Trimester Two 2011

**COURSE OUTLINE**

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**Course Coordinator**

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**Trimester Dates**

**Teaching Period:** Monday 11 July – Friday 14 October

**Study Period:** Monday 17 October – Thursday 20 October

**Examination Period:** Friday 21 October – Saturday 12 November (inclusive)

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is 23 September 2011. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Faculty's Student Customer Service Desks.

**Class Times and Room Numbers**

Lectures Wednesday and Thursday 13.40 – 14.30 in RHLT2

Tutorial signup will be through S-cubed between Wednesday 13 July 6pm and Friday 15 July 10am.

Detailed information on the process will be provided in the first lecture on Wednesday 13 July.

## Course Content and Course Delivery

Tourism is often described as selling experiences rather than tangible products; it is therefore rational to view visitor management (VM) as the management of those very experiences – and not merely as managing the visitor. However, at the same time, visitors require management in order to minimise risks to both persons and the tourism product resources and to ensure that tourism operations run profitably, smoothly and successfully. VM can thus be seen as a sum of managerial influences exercised at both the destination level and the tourism attraction/ operator level that shape and determine the visitor experience and aim to enable the delivery of a high quality experience.

As the visitor experience also depends on *how* information is conveyed, VM goes beyond practical considerations and the mere provision of information and guidance. Indeed, interpretation of natural and cultural attractions is a challenging aspect in the management of visitors and plays a significant role in visitor experiences at a variety of levels and for various attractions and products.

This course seeks to develop students' understanding of issues, tools and strategies in VM and to build the relevant management skills. The first part of the course introduces dimensions of VM and outlines principles and approaches to the management of visitors at different scales for a variety of products and contexts. Then, significant aspects of VM, namely interpretation, guiding and risk management, are discussed. The course concludes with three "focus" lectures that seek to illuminate VM in specific areas and for different types of visitors. Ten tutorial sessions discuss applied examples as well as providing an opportunity to develop and practice VM related and course-related skills. The fieldtrips examine local tourism attractions and aim to critically assess and evaluate various approaches to visitor management at Wellington attractions.

## COURSE CONTENT TOUR 230

### Lecture and tutorial timetable

Week	Date (week starting)	Lecture	Tutorial
1	11 July	1) Introduction, definition, role of VM 2) The visitor experience	No tutorial
2	18 July	1) VM in Destination Management 2) Stakeholders and strategy in VM	Housekeeping, fieldtrips, assignments
3	25 July	1) The preparation of a VM strategy 2) Market research and VM at Te Papa (Stephen Owen, Te Papa)	Self-guided fieldtrip (no tutorial class)
4	1 August	1) and 2) Scales of VM, VM strategies and tools	Visitor management case study: Central Otago Rail Trail Duathlon
5	8 August	1) The rural visitor experience 2) Guiding	Presentation of reports from self-guided fieldtrips I ( <b>assessed presentation!</b> )
		<b>Saturday 13 August: Fieldtrip to ZEALANDIA – The Karori Sanctuary Experience</b> <b>(Note: Attending this fieldtrip is a mandatory course requirement.)</b>	
6	15 August	1) The urban visitor experience 2) Considerations in VM for museums	Presentation of reports from self-guided fieldtrips II ( <b>assessed presentation!</b> )

		<b>Mid-trimester break</b>	
7	5 Sept.	1) Intercultural challenges in VM (guest lecture Trisha Dwyer) 2) Interpretation	No tutorial
8	12 Sept.	1) Case study: Culturally sensitive sites: Maori Rock Art in NZ 2) Technology in VM (guest lecture Ian Yeoman)	Exercise: Site and attraction analysis
9	19 Sept.	1) VM for events (guest lecture Karen Smith) 2) guided site visit RWC 2011 fan zone	Exercise: Strategy preparation and writing (in preparation of assignment 3)
10	26 Sept.	1) and 2) risk management	Exercise: Interpreting a Wellington attraction
11	3 October	1) VM focus: transport, accommodation 2) VM focus: service operations management (guest lecture Ian Yeoman)	Technology in VM and interpretation
12	10 October	1) VM focus: special needs visitors 2) Course review	Exam preparation

To enhance students' understanding of the visitor experience and strategies employed in visitor management, there will be three fieldtrips in addition to these classes. One fieldtrip will be self-guided, the other two guided. As the assignments are based on the students' experiences on these fieldtrips as well as the class content, these fieldtrips are a **vital** component of this course.

The self-guided fieldtrip of Te Papa can be taken by the students in groups of two to four anytime after the first tutorial and before the related assignment is due.

The first guided fieldtrip takes place on Saturday the 13 August. It visits ZEALANDIA – The Karori Sanctuary Experience.

The second guided fieldtrip takes places during lecture time on Thursday the September. Details will be announced in the lecture on Thursday 15 September.

**Participation in all fieldtrips is a mandatory course requirement as two assessment components are based on the fieldtrips. Please note: Students who miss the guided fieldtrips due to illness will be expected to visit ZEALANDIA and/ or the RWC 2011 fan zone respectively at their own expense and in their own time. They are expected to complete the assignments without the benefit of the interpretation that will be provided on 13 August and 22 September. Students who miss the guided fieldtrips will struggle to produce a satisfactory assignment if they do not visit ZEALANDIA and/ or the RWC 2011 fan zone for the purpose of assessing the visitor management techniques used at the sites.**

### Course Learning Objectives

#### BACHELOR OF TOURISM MANAGEMENT (BTM) LEARNING GOALS AND OBJECTIVES

**Learning Goal #1:** Our graduates will possess and apply specific knowledge of tourism management as well as a range of transferable skills

#### *Learning Objectives*

Graduates will be able to:

- demonstrate a systematic understanding of theoretical and applied aspects of tourism management
- display an appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources
- acquire skills and knowledge that provide a solid platform for graduate study

**Learning Goal #2:** Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical tourism management problems

*Learning Objectives*

Graduates will be able to:

- (a) think conceptually and systematically about tourism and its management
- (b) assess a range of tourism management issues, plans, and concepts
- (c) identify, access, and evaluate a range of information and data sources
- (d) undertake and apply research in tourism management
- (e) use innovative thinking and creative skills in the context of the tourism business environment and tourism research.

**Learning Goal #3:** Our graduates will be effective and confident communicators

*Learning Objective*

Graduates will be able to:

- (a) apply advanced written communication skills
- (b) demonstrate oral communication and listening skills
- (c) prepare and deliver polished and professional oral presentations
- (d) communicate effectively with peers when undertaking group projects

**Learning Goal #4:** By meeting the above learning goals, our graduates will display leadership and be able to assume positions of responsibility

*Learning Objectives*

Graduates will be able to:

- (a) engage in effective decision making by working independently and in groups
- (b) demonstrate a mastery of concepts related to tourism management
- (c) develop and apply concepts and plans in tourism management

**OVERALL COURSE OBJECTIVES**

It is the aim of TOUR 230 Visitor Management:

1. To explain the role and relevance of the visitor experience in tourism
2. To examine and apply visitor management strategies in a variety of relevant contexts
3. To critically analyse and evaluate a range of related tourism management issues using both national and international examples
4. To develop an appreciation of the significance of interpretation to the visitor experience
5. To build effective communication and leadership skills through group work and a verbal presentation

**COURSE-RELATED STUDENT LEARNING OBJECTIVES AND SKILLS**

On successful completion of the course, students will be able to:

1. Understand the role and significance of visitor management in destination management
2. Analyse and identify key visitor management issues for a variety of contexts
3. Apply theoretical approaches to visitor management to specific tourism environments
4. Manage visitor experiences by choosing and applying appropriate tools and strategies
5. Critically analyse and evaluate relevant and current visitor management issues

The assessments for this course include two written assignments, a verbal report and the final examination. Assessment 1 addresses the self-guided fieldtrip. After visiting a site where various VM strategies are employed, the students analyse their experience with respect to these strategies, thus reaching a deeper understanding of the impacts of VM approaches and issues outlined during lectures. Verbally presenting their findings will help students achieve communication and leadership skills, thereby addressing graduate attributes as identified by the Victoria University of Wellington. Assessment 2, a report on the guided fieldtrip, asks students to identify and analyse VM approaches and tools used in ZEALANDIA – The Karori Sanctuary Experience and to explain how they shape and influence visitor experiences. In doing so, students relate theoretical considerations on visitor experiences to a Wellington example. The fieldwork exercises will encourage critical reflection about current visitor management practice at several sites around Wellington. Assessment 3, the preparation of a VM strategy for the RWC 2011 fan zone provides students with the opportunity to employ the VM skills they gained in an applied fashion, thus gaining confidence in choosing and applying appropriate visitor management tools. The final examination can address course content of both lectures and tutorials.

### **Expected Workload**

Students can expect the workload to be approximately 13 hours per week (20 pt course), including both scheduled contact time (lectures, tutorials) and tasks outside of class.

### **Group Work**

Group work forms an important part of this course. Activities in the tutorials are largely group-based. Assessment 1, a group presentation that addresses the self-guided fieldtrip requires student groups to visit Te Papa in their own time and collaboratively prepare a presentation that addresses visitor management approaches experienced at this visit. Students are expected to contribute equally to the preparation of the assessment as well as its presentation.

### **Readings**

The following books, journal articles and other sources are recommended readings for TOUR 230 Visitor Management. They will be useful in the preparation and writing of the assignments as well as for exam preparation. Further readings will be distributed in class and during tutorials.

- Ap, J., & Wong, K. K. F. (2001). Case Study on Tour Guiding: Professionalism, Issues and Problems. *Tourism Management, 22*, 551-563.
- Beck, L., & Cable, T. T. (1998). *Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture*. Champaign: Sagamore Publishing.
- Bowie, D., & Chang, J. C. (2005). Tourist Satisfaction: A View from a Mixed International Guided Package Tour. *Journal of Vacation Marketing, 11*, 303-322.
- Bramwell, B., & Lane, B. (2005). Interpretation and Sustainable Tourism: The Potential and the Pitfalls. *RIAT Revista Interamericana de Ambiente y Turismo, 1*(1), 20-26.
- Cole, S. (2007). Implementing and Evaluating a Code of Conduct for Visitors. *Tourism Management, 28*, 443-451.
- Grinder, A. L., & McCoy, E. S. (1985). *The Good Guide A Sourcebook for Interpreters, Docents and Tour Guides*. Scottsdale: Ironwood Publishing. (Note Chapter 6: Audiences: Who's listening?)
- Hall, C. M., & McArthur, S. (Eds.). (1996). *Heritage Management in Australia and New Zealand: The Human Dimension*. Sydney: Oxford University Press.
- Hughes, M., & Morrison-Saunders, A. (2002). Impact of trail-side Interpretive Signs on Visitor Knowledge. *Journal of Ecotourism, 1*(2&3), 122-132.

- Jamieson, W. (2006). Interpretation and Tourism. In W. Jamieson (Ed.), *Community Destination Management in Developing Economies* (pp. 85-99). Binghamton: Haworth Hospitality Press.
- Lane, M. (2007). The Visitor Journey: The New Road to Success. *International Journal of Contemporary Hospitality Management*, 17(3), 248-254.
- Leask, A. (2009). Progress in Visitor Attraction Research. *Tourism Management*, 31, 155-166.
- Mason, P., & Christie, M. (2003). Tour Guides as Critically Reflective Practitioners: A Proposed Training Model. *Tourism Recreation Research*, 28(1), 23-33.
- Mason, P. (2005). Visitor Management in Protected Areas: From 'Hard' to 'Soft' Approaches. *Current Issues in Tourism*, 8(2&3), 181-194.
- Randall, C., & Rollins, R. B. (2009). Visitor perceptions of the role of tour guides in natural areas. *Journal of Sustainable Tourism*, 17(3), 357-374.
- Rojas, C. d., & Camarero, C. (2008). Visitors' Experience, Mood, Satisfaction in a Heritage Context: Evidence from an Interpretation Center. *Tourism Management*, 29, 525-537.
- Page, S. (2009) *Tourism Management Managing for Change*. Butterworth-Heinemann, Burlington.
- Poria, Y., Biran, A., & Reichel, A. (2009). Visitor's Preferences for Interpretation at Heritage Sites. *Journal of Travel Research*, 48(1), 92-105.
- Shackley, M. (Ed.). (1998). *Visitor Management: Case Studies from World Heritage Sites*. Oxford: Butterworth-Heinemann.
- Whipple, T. (1988). Group Tour Management: Does Good Service Produce Satisfied Customers. *Journal of Travel Research*, 27, 16-21.
- Yeoman, I., Robertson, M., & McMahon-Beattie, U. (2004). Visitor Management for Festivals and Events. In I. Yeoman, M. Robertson, J. Ali-Knight, S. Drummond & U. McMahon-Beattie (Eds.), *Festival and Events Management An International Arts and Culture Perspective* (pp. 65-79). Oxford: Elsevier.

### Assessment Requirements

Type of assessment	Percentage of final grade	Due date	COURSE-RELATED STUDENT LEARNING OBJECTIVES AND SKILLS
Presentation on self-guided fieldtrip	10%	Tutorials weeks 5, visual material accompanying the presentations must be submitted in week 5, the presentation may take place in week 6	2, 3
Report on ZEALANDIA visit	20%	Friday 9 September, 12noon	1, 3, 5
VM Strategy for RWC 2011 fan zone	30%	Friday 7 October, 12noon	2, 4
Examination	40%	-	1, 2, 3, 5

### **Assessment 1.**

**Verbal report on the self-guided fieldtrip of Te Papa**, the visual material accompanying the presentations must be submitted in week 5, the presentation must be presented in person in either week 5 or 6, value 10%

In your group, prepare a visual and verbal presentation (15 minutes) on the visitor management strategies you experienced at Te Papa and explain how they impacted on your visitor experience. The focus of this assessment is on the identification of VM approaches and tools, their discussion in the context of your experience as well as presentation skills employed to communicate your results.

### **Assessment 2.**

**Written report on the guided fieldtrip**, value 20%

Identify the visitor management approaches and tools employed at ZEALANDIA – The Karori Sanctuary Experience. Explain the rationale behind the selection of approaches and tools and discuss how they impact on the visitor experience.

**Note: This assessment is based on the guided field trip on 13 August. Attending the fieldtrip is therefore a mandatory course requirement.**

Assessment of the report will consider your identification and contextualisation of VM approaches and tools and how you relate them to possible visitor experiences in your discussion.

**Each student is to prepare one written report individually.**

**Limit:** 2500 words.

**Due by: Wednesday 7 September, 12noon**

### **Assessment 3.**

**Preparation of a VM strategy for Wellington's RWC 2011 fan zone**, value 30%

Based on the site visit on 22 September and the VM strategy workshop in the tutorial in week 9, prepare a VM strategy for Wellington's RWC 2011 fan zone.

**Note: The guided site visit to the RWC 2011 fan zone on 22 September during lecture time will provide crucial background information.**

The assessment of your strategy will consider the appropriateness and feasibility of the management tools you recommend in the areas of visitor management and risk management as well as on the form and structure of the document.

**Each student is to prepare one written visitor management strategy individually.**

**Limit:** 3500 words.

**Due by: Wednesday, 5 October, 12noon**

### **Assessment 4.**

**Examination:** value 40%

This course has a three hour final examination. The examination period will be from Friday 21 October – Saturday 12 November (inclusive).

## Referencing of Assessments

There are many different styles of referencing. For tourism management courses, please refer to the 2011 version of the *Style Guide for Tourism Management Courses*. A copy of this style guide will be placed on blackboard.

## Quality Assurance Note

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

## Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the period from Friday 21 October – Saturday 12 November.

## Penalties for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. The tourism management group has implemented a standardized late penalty for all tourism management courses. Students who submit late assignments will be penalized at a rate of 5% per day. **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course outlines provide a signal to students of forthcoming workload, dates of submission etc., and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the **tutorial assistant**, providing documentary evidence of the reasons of their circumstances.  
All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events) that precludes an application in advance, students should make contact with the **tutorial assistant** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the grade for an assignment which is 10% over the word limit.**

Please submit late assignments to the Tourism Administrator (Rutherford House, Room 927, telephone: 463 5720). Office hours are from 9am to 4pm.



## **Mandatory Course Requirements**

To fulfil the mandatory course requirements for this paper you must:

1. Attend at least **eight** of the **ten** scheduled tutorial sessions,
2. **Attend the two guided fieldtrips,**
3. Submit all assignments within 7 days of the due date, and
4. Obtain a grade of at least 40% on the final examination.

Students who fail to satisfy the mandatory course requirements for this course but who obtain 50% or more overall, will be awarded a “K” fail grade. Standard fail grades (D or E) will be awarded when the student’s overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied. Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the 9<sup>th</sup> and Mezzanine Floors, Rutherford House notice boards. Students will be expected to check both places for notification.

## **Class Representative**

A class representative will be elected in the first class, and that person’s name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **TUTORIALS AND TUTORIAL SIGNUP USING S-CUBED**

Tutorials are a key part of the learning process and active participation in them is expected – the more you put in, the more you will get out of this course. Attendance of at least eight tutorials is also required to complete terms. You must always attend your allocated tutorial session; if you attend a different session, your attendance will not be recorded. Exemption from tutorials will only be accepted with a medical certificate or in exceptional circumstances. Tutorials start in the second week of the course (week commencing 18 July 2011).

Tutorial sign up will be via an online sign-up system called s-cubed (<https://signups.vuw.ac.nz>).

Requirements to use this software:

- You must be enrolled in the course for the tutorial you want to sign up for; and
- You will need your SCS username and password.

### ***Instructions:***

Go to the signup website at: <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system.

The “Signup Home” page opens. It displays all courses you are enrolled for and that use the new signup system. Click on TOUR 230. The TOUR 230 course page opens. It will show the course contact, brief detail of the signup requirements including last date to enrol, and the schedule of tutorials. A “key” is provided at the bottom of the page that explains all buttons and what they do.

The schedule of tutorials includes the day/ time, location, maximum group size, and spaces left in the tutorial session. If there are spaces left in a particular session, you will see the “ENROL” button next to it. You can click this button to enrol yourself into that tutorial session.

If there are NO more spaces left in a particular session, find another. You can waitlist in your desired tutorial if the waitlist spaces have not been filled. If this is the case you will see the “JOIN WAITLIST” button. You can click this button to join the waitlist for your desired tutorial session. You will be removed from any other waitlist you may have joined earlier. If somebody withdraws from this session, you will automatically be moved up the waitlist or enrolled into the session. An email will be sent to you if you are enrolled into the session from a waitlist.

You can only “JOIN WAITLIST” if you have already enrolled in one of the other available sessions. In other words, “ENROL” in one session and then you can choose to join the waitlist for one (1) other preferred session. The WAITLIST is only active while the tutorial sign up process for your course is active. In other words, once the signup process has been closed for your course the WAITLIST is AUTOMATICALLY CANCELLED. It does not roll over into the start of the tutorials. You can only join one waitlist.

You can choose to “WITHDRAW” from a session you are already enrolled in as long as you are NOT ON a waitlist. You can also choose to “CANCEL WAITLIST” to remove yourself from a particular waitlist.

A “FULL” button indicates all seats and waitlists are full for that tutorial session. You must choose another. More details on the various buttons are available in the “Key” section at the bottom of the signup page.

You will be able to login and signup (or change your signup) anytime **between Wednesday 13 July 6pm and Friday 15 July 10am.**

You can view/ confirm details of the sessions that you are enrolled and waitlisted for by clicking on “My Signups” on the left hand menu. Click on “Support” on the left hand menu if you are having problems.

**Confirmation of your tutorial group will be posted on Blackboard on Friday 15 July.**

If you miss the Friday 15 July tutorial enrolment deadline you will need to contact the Tourism Management Administrator (Helen.Jiang@vuw.ac.nz). Your email should state why you were not able to sign up on time using the online system, along with other relevant documentation such as a medical certificate etc. You should detail all the tutorial times you can make and you will then be allocated into a tutorial which has space. There is NO GUARANTEE that you will get your preferred tutorial time. If there are ‘exceptional circumstances’ why you require a particular tutorial session these should be set out in the email.

### **Communication of Additional Information**

Information on course-related matters will be announced at class and posted on the Blackboard website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Copies of material handed out in lectures will be made available outside Room 927 Rutherford House.

**For the following important information follow the links provided:**

### **Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University’s statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/>

**Te Pūtahi Atawhai**

**Maori and Pacific Mentoring Programme**

[http://www.victoria.ac.nz/st\\_services/tpa/index.aspx](http://www.victoria.ac.nz/st_services/tpa/index.aspx)