

School of Management

## **TOUR 403 Consumer Perspectives in Tourism**

Trimester 2, 2014

### **COURSE OUTLINE**

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#### **Course Coordinator**

Dr. Adam Weaver

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#### **Administrator**

Luisa Acheson

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#### **Trimester Dates**

From Monday 14<sup>th</sup> July to 17<sup>th</sup> October 2014

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 25<sup>th</sup> July 2014.
2. The standard last date for withdrawal from this course is Friday 26<sup>th</sup> September. 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**

Fridays from 12:40pm to 3:30pm in RWW 221

#### **Course Content**

This course examines the consumption of tourism. Research that conceptualizes tourism as a consumable commodity (and tourists as consumers) has become more prevalent in recent years. The ideas and theories addressed in this course represent the state-of-the-art in the field. They also reflect different approaches to the study of tourists and tourism. With the exploration of the various concepts and themes addressed in this course, students will have the opportunity to examine tourist behaviour from both theoretical and practical perspectives.

#### **Course Delivery**

TOUR 403 is a discussion-based seminar course. Students are required to meet weekly on Fridays between 12:40pm and 3:30pm during the second trimester.

## **BTM (Hons)/MTM Learning Goals and Objectives**

**Learning Goal #1:** Our graduates will possess and apply an advanced understanding of tourism management, be able to undertake and use research, and have a range of transferable skills.

### *Learning Objectives*

Graduates will be able to:

- (a) demonstrate a critical understanding of theoretical and applied aspects of tourism management;
- (b) display an advanced appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources;
- (c) design and conduct independent research;
- (d) develop skills and knowledge that provide a solid platform for further postgraduate 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 analytically about tourism and its management;
- (b) synthesize and evaluate a range of tourism management issues;
- (c) access, evaluate and apply a range of information and data sources;
- (d) 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 communicate ideas and research findings articulately and effectively in a range of written and oral formats.

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

### *Learning Objectives*

Graduates will be able to:

- (a) engage in effective decision making through their analytical, creative and communications skills and experience;
- (b) demonstrate a mastery of a wide range of tourism management concepts and techniques.

## **Overall Course Objectives**

The course objectives for TOUR 403 are:

- to understand a number of different theoretical approaches to the study of consumer behaviour in tourism
- to be able to discuss and critique research in this field
- to understand relationships between the concepts addressed in the course and “real world” issues
- to be able to convey ideas clearly in discussion and written work

## **Course Learning Objectives and Skills**

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

- understand and appraise the breadth and scope of research that examines the consumption of tourism-related experiences
- develop and assess their own point of view with respect to the study of consumer behaviour in tourism through a careful reading of exemplary works
- evaluate theories and concepts and construct effective arguments in discussion and debate
- undertake research so that they will be better prepared for the demands of work and/or graduate-level study

- make worthwhile connections between theory and policy/marketing practice
- communicate with their peers in a professional and polished manner
- manage deadlines and their own independent projects

### **Expected Workload**

This course is a 15-point course. According to the university's assessment handbook, students are expected to devote a total of 150 hours to TOUR 403. Students taking this course are expected to meet certain requirements. Students are expected to attend all classes. Because the course will be run as a seminar, students are expected to contribute to class discussions each week. Seminar participation will be graded. Important announcements regarding the course will be made during class. All required tasks, such as assigned reading, are to be completed **prior to class** so that relevant issues and concepts can be discussed. Each week, the instructor will provide questions in order to guide class discussions for the following week.

### **Prescription**

This course examines the various approaches to the phenomenon of tourism from the consumer's perspective. By doing so, the complex interrelationships between the psychological make-up of consumers and the social realities that surround them will be addressed. The course emphasises the importance of understanding consumer behaviour in developing marketing strategies for individual tourism products as well as destinations.

### **Readings**

There is no set text for this course. Book chapters, articles, and other relevant material will be made available to students over the course of the trimester.

### **Seminar Schedule**

#### **Week #1 – Introduction: Expectations, Evaluation, and Preliminary Discussion**

#### **Week #2 – Tourism as Consumption, Tourists as Consumers**

- Cohen, S., Prayag, G., & Moital, M. (2014). Consumer Behaviour in Tourism: Concepts, Influences and Opportunities. *Current Issues in Tourism* (in press and currently available from the journal's website).
- Koc, E. (2013). Inversionary and Liminoidal Consumption: Gluttony on Holidays and Obesity. *Journal of Travel & Tourism Marketing*, 30(8), 825-838.
- Wang, N. (2002). The Tourist as Peak Consumer. In G. Dann (Ed.), *The Tourist as a Metaphor of the Social World* (pp. 281-295). CABI Publishing, New York.

#### **Week #3 – Travel, Identity, and the Shaping of the Self**

- Desforges, L. (2000). Travelling the World: Identity and Travel Biography. *Annals of Tourism Research*, 27(4), 926-945.
- Hyde, K., & Olesen, K. (2011). Packing for Touristic Performances. *Annals of Tourism Research*, 38(3), 900-919.
- Tucker, H. (2005). Narratives of Place and Self: Differing Experiences of Package Coach Tours in New Zealand. *Tourist Studies*, 5(3), 267-282.

#### **Week #4 – Tourism and the Experience Economy**

- Hayes, D., & MacLeod, N. (2007). Packaging Places: Designing Heritage Trails Using an Experience Economy Perspective to Maximize Visitor Engagement. *Journal of Vacation Marketing*, 13(1), 45-58.
- Morgan, M., Elbe, J., & de Esteban Curiel, J. (2009). Has the Experience Economy Arrived? The Views of Destination Managers in Three Visitor-Dependent Areas. *International Journal of Tourism Research*, 11(2), 201-216.

- Williams, A. (2006). Tourism and Hospitality Marketing: Fantasy, Feeling and Fun. *International Journal of Contemporary Hospitality Management*, 18(6), 482-495.

### **Week #5 – The Chinese Outbound Tourist Market**

- Fountain, J., Espiner, S., & Xie, X. (2011). A Cultural Framing of Nature: Chinese Tourists' Motivations for, Expectations of, and Satisfaction with their New Zealand Tourist Experience. *Tourism Review International*, 14(2/3), 71-83.
- Kwek, A., & Lee, Y-S. Consuming Tourism Experiences: Mainland Chinese Corporate Travellers in Australia. *Journal of Vacation Marketing*, 19(4), 301-315.
- Pearce, P., Wu, M-Y., & Osmond, A. (2013). Puzzles in Understanding Chinese Tourist Behaviour: Towards a Triple-C Gaze. *Tourism Recreation Research*, 38(2), 145-157.

### **Week #6 – Thanatourism and the Dark Side of Tourism Consumption**

- Ryan, C., & Kohli, R. (2006). The Buried Village, New Zealand – An Example of Dark Tourism? *Asia Pacific Journal of Tourism Research*, 11(3), 211-226.
- Stone, P. (2006). A Dark Tourism Spectrum: Towards a Typology of Death and Macabre Related Tourist Sites, Attractions and Exhibitions. *Tourism: An Interdisciplinary International Journal*, 52(2), 145-160.
- Stone, P., & Sharpley, R. (2008). Consuming Dark Tourism: A Thanatological Perspective. *Annals of Tourism Research*, 35(2), 574-595.

### **Mid-Trimester Break**

### **Week #7 – Travellers with Disabilities and Access Tourism**

- Lovelock, B. (2010). Planes, Trains and Wheelchairs in the Bush: Attitudes of People with Mobility-Disabilities to Enhanced Motorised Access in Remote Natural Settings. *Tourism Management*, 31(3), 357-366.
- Richards, V., Pritchard, A., & Morgan, N. (2010). (Re)envisioning Tourism and Visual Impairment. *Annals of Tourism Research*, 37(4), 1097-1116.
- Wan, Y. (2013). Barriers for People with Disabilities Visiting Casinos. *International Journal of Contemporary Hospitality Management*, 25(5), 660-682.

### **Week #8 – Visiting Friends and Relatives (VFR) Travel**

- Backer, E. (2012). VFR Travel: It Is Underestimated. *Tourism Management*, 33(1), 74-79.
- Bischoff, E., & Koenig-Lewis, N. (2007). VFR Tourism: The Importance of University Students as Hosts. *International Journal of Tourism Research*, 9(6), 465-484.
- Griffin, T. (2013). Research Note: A Content Analysis of Articles on Visiting Friends and Relatives Tourism, 1990-2010. *Journal of Hospitality Marketing & Management*, 22(7), 781-802.
- Shani, A. (2013). The VFR Experience: "Home" Away From Home? *Current Issues in Tourism*, 16(1), 1-15.

### **Week #9 – Creative Tourism, Creative Tourists, and the Creative Class**

- Gretzel, U., & Jamal, T. (2009). Conceptualizing the Creative Tourist Class: Technology, Mobility, and Tourism Experience. *Tourism Analysis*, 14(4), 471-481.
- Lovelock, B. (2004). Tourist-Created Attractions: The Emergence of a Unique Form of Tourist Attraction in Southern New Zealand. *Tourism Geographies*, 6(4), 410-433.
- Richards, G., & Wilson, J. (2006). Developing Creativity in Tourist Experiences: A Solution to the Serial Reproduction of Culture? *Tourism Management*, 27(6), 1209-1223.

## **Week #11 – Responsible Tourism and Consumption**

- Cohen, S., Higham, J., & Reis, A. (2013). Sociological Barriers to Developing Sustainable Discretionary Air Travel Behaviour. *Journal of Sustainable Tourism*, 21(7), 982-998.
- Miller, G., Rathouse, K., Scarles, C., Holmes, K., & Tribe, J. (2010). Public Understanding of Sustainable Tourism. *Annals of Tourism Research*, 37(3), 627-645.
- Stanford, D. (2008). “Exceptional Visitors”: Dimensions of Tourist Responsibility in the Context of New Zealand. *Journal of Sustainable Tourism*, 16(3), 258-275.

## **Week #12 – The Consumption of Gifts and Souvenirs**

- Clarke, J. (2007). The Four ‘S’s’ of Experience Gift Giving Behaviour. *International Journal of Hospitality Management*, 26(1), 98-116.
- Clarke, J. (2013). Experiential Aspects of Tourism Gift Consumption. *Journal of Vacation Marketing*, 19(1), 75-87.
- Peters, K. (2011). Negotiating the “Place” and “Placement” of Banal Tourist Souvenirs in the Home. *Tourism Geographies*, 13(2), 234-256.

### **Assessment Requirements**

**Assessment #1** – Essay (45% of the final grade)

Due Date: **Thursday, 21 August at 4pm**

**Assessment #2** – Essay (45% of the final grade)

Due Date: **Thursday, 2 October at 4pm**

**Assessment #3** – Seminar Participation (10% of the final grade)

Assessment Period: **Friday, 18 July to Friday, October 17 (inclusive)**

### **Assessment #1: Instructions**

For **assessment #1**, please write an essay that addresses one of the three questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **3,500** words in length. The due date is **Thursday, 21 August at 4pm**.

1. How do tourists use travel to shape their own identities? Why is it important that tourism managers and marketers understand the way in which travel shapes identity?

### **Other Recommended Sources:**

Elsrud, T. (2001). Risk Creation in Traveling: Backpacker Adventure Narration. *Annals of Tourism Research*, 28(3), 597-617.

Hughes, H., & Allen, D. (2010). Holidays of the Irish Diaspora: The Pull of the “Homeland”? *Current Issues in Tourism*, 13(1), 1-19.

Lewis, C., Kerr, G., & Pomeroy, A. (2010). Self-identify and Social Norms in Destination Choice by Young Australian Travellers. *Tourist Studies*, 10(3), 265-283.

Maruyama, N., Weber, I., & Stronza, A. (2010). Negotiating Identity: Experiences of “Visiting Home” among Chinese Americans. *Tourism, Culture & Communication*, 10(1), 1-14.

Noy, C. (2004). This Trip Really Changed Me: Backpackers’ Narratives of Self-Change. *Annals of Tourism Research*, 31(1), 78-102.

Noy, C. (2008). Traversing Hegemony: Gender, Body, and Identity in the Narratives of Israeli Female Backpackers. *Tourism Review International*, 12(2), 93-114.

Palmer, C. (2005). An Ethnography of Englishness: Experiencing Identity Through Tourism. *Annals of Tourism Research*, 32(1), 7-27.

White, N., & White, P. (2004). Travel as Transition: Identity and Place. *Annals of Tourism Research*, 31(1), 200-218.

Wilson, E., & Harris, C. (2006). Meaningful Travel: Women, Independent Travel and the Search for Self and Meaning. *Tourism*, 54(2), 161-172.

2. What is the “experience economy”? Why is it important for tourism managers and marketers to understand concepts related to the experience economy?

Other Recommended Sources:

- Anderson, T. (2007). The Tourist in the Experience Economy. *Scandinavian Journal of Hospitality and Tourism*, 7(1), 46-58.
- Ellis, G., & Rossman, J.R. (2008). Creating Value for Participants through Experience Staging: Parks, Recreation, and Tourism in the Experience Industry. *Journal of Park and Recreation Administration*, 26(4), 1-20.
- Hosany, S., & Witham, M. (2010). Dimensions of Cruisers’ Experiences, Satisfaction, and Intention to Recommend. *Journal of Travel Research*, 49(3), 351-364.
- Mehmetoglu, M., & Engen, M. (2011). Pine and Gilmore’s Concept of Experience Economy and Its Dimensions: An Empirical Examination of Tourism. *Journal of Quality Assurance in Hospitality & Tourism*, 12(4), 237-255.
- Morgan, M., Lugosi, P., & Ritchie, J.R.B., (Eds). (2010). *The Tourism and Leisure Experience: Consumer and Managerial Perspectives*. Bristol: Channel View Publications.
- Oh, H., Fiore, A.M., & Jeoung, M. (2007). Measuring Experience Economy Concepts: Tourism Applications. *Journal of Travel Research*, 46(4), 119-132.
- Prebensen, N.K., & Foss, L. (2011). Coping and Co-Creating in Tourist Experiences. *International Journal of Tourism Research*, 13(1), 54-67.
- Quadri-Felitti, D., & Fiore, A.M. (2012). Experience Economy Constructs as a Framework for Understanding Wine Tourism. *Journal of Vacation Marketing*, 18(1), 3-15.
- Ritchie, J.R.B., & Hudson, S. (2009). Understanding and Meeting the Challenges of Consumer/Tourist Experience Research. *International Journal of Tourism Research*, 11(2), 111-126.
- Scott, N., Laws, E., & Boksberger, P. (2009). The Marketing of Hospitality and Leisure Experiences. *Journal of Hospitality Marketing & Management*, 18(2/3), 99-110.
- Sharpley, R., & Stone, P., (Eds.). (2010). *Tourist Experience*. New York: Routledge.

3. Why should tourism businesses and destinations improve the way in which they serve Chinese travellers? What measures should be taken?

Other Recommended Sources

- Arlt, W. (2006). *China’s Outbound Tourism*. London: Routledge.
- Agrusa, J., & Kim, S. (2011). Mainland Chinese Tourists to Hawaii: Their Characteristics and Preferences. *Journal of Travel and Tourism Marketing*, 28(3), 261-278.
- Huang, S., & Gross, M. (2010). Australia’s Destination Image Among Mainland Chinese Travelers: An Exploratory Study. *Journal of Travel and Tourism Marketing*, 27(1), 63-81.
- Keating, B., & Kriz, A. (2008). Outbound Tourism From China: Literature Review and Research Agenda. *Journal of Hospitality and Tourism Management*, 15(1), 32-41.
- Kwek, A., & Lee, Y-S. (2010). Chinese Tourists and Confucianism. *Asia Pacific Journal of Tourism Research*, 15(2), 129-141.
- Li, X., Harrill, R., Uysal, M., Burnett, T., & Zhan, X. (2010). Estimating the Size of the Chinese Outbound Travel Market: A Demand-Side Approach. *Tourism Management*, 31(2), 250-259.
- Li, X., Lai, C., Harrill, R., Kline, S., & Wang, L. (2011). When East Meets West: An Exploratory Study on Chinese Outbound Tourists’ Travel Expectations. *Tourism Management*, 32(4), 741-749.

**Assessment #2: Instructions**

For **assessment #2**, please write an essay that addresses one of the three questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **3,500** words in length. The due date is **Thursday, 2 October at 4pm**.

1. Why does the VFR market deserve more attention from tourism managers and marketers? What can be done to encourage this type of travel?

### Other Recommended Sources

- Asiedu, A. (2008). Participants' Characteristics and Economic Benefits of Visiting Friends and Relatives (VFR) Tourism – An International Survey of the Literature with Implications for Ghana. *International Journal of Tourism Research*, 10(6), 609-621.
- Backer, E. (2007). VFR Travel: An Examination of the Expenditures of VFR Travellers and their Hosts. *Current Issues in Tourism*, 10(4), 366-377.
- Backer, E. (2010). Opportunities for Commercial Accommodation in VFR Travel. *International Journal of Tourism Research*, 12(4), 334-354.
- Bischoff, E., & Koenig-Lewis, N. (2007). VFR Tourism: The Importance of University Students as Hosts. *International Journal of Tourism Research*, 9(6), 465-484.
- Brown, K. (2010). Come on Home: Visiting Friends and Relatives – The Cape Breton Experience. *Event Management*, 14(4), 309-318.
- Shani, A., & Uriely, N. (2012). VFR Tourism: The Host Experience. *Annals of Tourism Research*, 39(1), 421-440.

2. Why should tourism managers and marketers study the needs and preferences of travellers with disabilities? How could tourism businesses better serve this market?

### Other Recommended Sources

- Blichfeldt, B., & Nicolaisen, J. (2011). Disabled Travel: Not Easy, but Doable. *Current Issues in Tourism*, 14(1), 79-102.
- Buhalis, D., & Darcy, S. (Eds.) (2011). *Accessible Tourism: Concepts and Issues*. Bristol: Channel View Publications.
- Buhalis, D., & Michopoulou, E. (2011). Information-Enabled Tourism Destination Marketing: Addressing the Accessibility Market. *Current Issues in Tourism*, 14(2), 145-168.
- Daniels, M., Drogin Rodgers, E., & Wiggins, B. (2005). "Travel Tales": An Interpretive Analysis of Constraints and Negotiations to Pleasure Travel as Experienced by Persons with Physical Disabilities. *Tourism Management*, 26(6), 919-930.
- Dann, E., & Dann, G. (2013). Sightseeing for the Sightless and Soundless: Tourism Experiences of the Deafblind. *Tourism, Culture & Communication*, 12(2/3), 125-140.
- Darcy, S., Cameron, B., & Pegg, S. (2010). Accessible Tourism and Sustainability: A Discussion and Case Study. *Journal of Sustainable Tourism*, 18(4), 515-537.
- Darcy, S., & Dickson, T. (2009). A Whole-of-Life Approach to Tourism: The Case for Accessible Tourism Experiences. *Journal of Hospitality and Tourism Management*, 16(1), 32-44.
- Huh, C., & Singh, A. (2007). Families Travelling with a Disabled Member: Analysing the Potential of an Emerging Niche Market Segment. *Tourism and Hospitality Research*, 7(3/4), 212-229.
- Kim, S., & Lehto, X. (2012). The Voice of Tourists with Mobility Disabilities: Insights from Online Customer Complaint Websites. *International Journal of Contemporary Hospitality Management*, 24(3), 451-476.
- Ray, N., & Ryder, M. (2003). "Ebilities" Tourism: An Exploratory Discussion of the Travel Needs and Motivations of the Mobility-Disabled. *Tourism Management*, 24(1), 57-72.
- Shaw, G., & Coles, T. (2004). Disability, Holiday Making and the Tourism Industry in the UK: A Preliminary Study. *Tourism Management*, 25(3), 397-404.
- Yau, M., McKercker, B., & Packer, T. (2004). Traveling with a Disability: More than an Access Issue. *Annals of Tourism Research*, 31(4), 946-960.

3. What is "creative tourism"? Why should this type of tourism be understood by people responsible for marketing and product development?

### Other Recommended Sources:

- Lindroth, K., Ritalahti, J., & Soisalon-Soininen, T. (2007). Creative Tourism in Destination Development. *Tourism Review*, 62(3/4), 53-58.
- Pine, B.J., & Gilmore, J. (2011). *The Experience Economy*. Boston: Harvard Business Review Press.
- Richards, G. (2005). Textile Tourists in the European Periphery: New Markets for Disadvantaged Areas? *Tourism Review International*, 8(4), 323-338.
- Richards, G. (2011). Creativity and Tourism. The State of the Art. *Annals of Tourism Research*, 38(4), 1225-1253.

Richards, G. (2014). Creativity and Tourism in the City. *Current Issues in Tourism*, 17(2), 119-144.  
Richards, G., & Wilson, J, (Eds.). (2007). *Tourism, Creativity and Development*. New York: Routledge.  
Smith, M., (Ed.). (2006). *Tourism, Culture, and Regeneration*. Cambridge, MA: CABI Publishing.  
Smith, M. (2009). *Issues in Cultural Tourism Studies*. New York: Routledge.

### **Assessment #3: Instructions**

The seminar participation grades are a function of preparation for class, listening to the contributions of one's peers, and responding to – and building on – comments made by others. Students are expected to answer the weekly discussion questions (by contributing to the seminar discussions) and offer informed opinions in class based on a careful reading of the assigned journal articles and book chapters. To practice critical and creative thinking, one must take the risk of sharing one's views and be prepared to receive, and respond to, feedback from others regarding the quality of your ideas. After the mid-trimester break, I will provide students with a provisional tutorial participation grade. This grade is the one they would receive if the course were to end after six weeks. The provisional grades are intended to provide students with some feedback about their performance in tutorial. **Guidelines for the evaluation of seminar participation will be distributed in the first class.**

### **An Important Note about Assessment**

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

### **Submitting Assignments**

Students must prepare two copies of each essay and keep the second copy for their own reference. Students should keep an electronic copy of their essays archived in case the original goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray. Please submit your essays to Luisa Acheson or one of the staff members at the School of Management's reception desk (RH 1022).

### **Mandatory Course Requirements**

In addition to obtaining an overall course mark of 50 or better, students must

- a. attend all classes, and
- b. submit all assignments within the allowable timeframe (see the "penalties" section below)

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade. Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

### **Penalties for Lateness & Excessive Length of Assignments**

In fairness to other students, work submitted after any deadline will incur a penalty for lateness.

- (i) The Tourism Management Group has implemented a standardized late penalty for all tourism courses. Students who submit late assignments will be penalized at a rate of 5% per day (including weekends). **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) Extensions will only be granted under special circumstances. Students who wish to apply for an extension must contact the course coordinator before the due date. Students who



apply for an extension due to illness must obtain a medical certificate. Medical certificates must specify that the student is “unfit to study”. Medical certificates must also indicate the duration of the illness. Please take note: workload pressures and computer problems are not a case for extension. Please submit late assignments to the School of Management’s reception desk (RH 1022) or the course coordinator (Adam Weaver).

- (iii) 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**.
- (iv) 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 a course coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. 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.

- (v) 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 course coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

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.**

### **Class Representative**

A class representative has already been elected for the 400-level tourism management courses. The representative provides a communication channel to liaise with the course coordinator on behalf of students.

### **Communication of Additional Information**

Additional information will be conveyed to students via e-mail or in class.

### **Student Feedback**

Students have responded positively to the readings assigned in the course, to the written questions that are provided by the instructor(s) in order to guide reading each week, and to the nature of the in-class discussions. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

### **Link to General Information**

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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