

School of Management

## **TOUR 230 VISITOR MANAGEMENT**

Trimester 2, 2016

### **COURSE OUTLINE**

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#### **Course Coordinator**

##### **Dr Eerang Park**

Room: RH925, Rutherford House

Phone:

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Office hours: Wednesdays 1pm-3pm and at other times by appointment

#### **Administrator and Tutor Coordinator**

##### **Luisa Acheson**

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#### **Tutorial Assistant**

##### **Laura Petersen**

Email: [laura-petersen@live.com](mailto:laura-petersen@live.com)

#### **Trimester Dates**

Teaching Period: Monday 11<sup>th</sup> July – Friday 14<sup>th</sup> October

Study Period: Monday 17<sup>th</sup> October – Thursday 20<sup>th</sup> October

Examination Period: Friday 21<sup>st</sup> October – Saturday 12<sup>th</sup> November (inclusive)

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 22<sup>nd</sup> July 2016.
2. The standard last date for withdrawal from this course is Friday 23<sup>rd</sup> September 2016. 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' form including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

## **Class Times and Room Numbers**

This paper consists of lectures, guest lectures, tutorials and field trips. There will be two lectures a week, Mondays and Wednesdays from 4.40 pm to 5.30 pm, for a period of 12 weeks. These lectures will be supported by in total ten tutorials and two field trips. The first field trip will be self-guided and taken by a group in week 3 tutorials. The second field trip to Zealandia is scheduled for Saturday (Date and time tbc). This field trip replaces the lecture on the 7<sup>th</sup> of September.

<b>Lectures</b>	<b>Time</b>	<b>Venue</b>
Monday	4.40 – 5.30	GB LT3
Wednesday	4.40 – 5.30	GB LT4

<b>Tutorial No</b>	<b>Day</b>	<b>Time</b>	<b>Venue</b>
1	Thursday	10.30 – 11.20	RWW414
2	Friday	11.30 – 12.20	RWW126
3	Friday	13:40 – 14:30	RWW126

The sign up for tutorials is through **myAllocator**. More information and the log on link is on this page: <http://www.victoria.ac.nz/students/study/timetables/tutorial-sign-up>. You will be advised by email when this is open and you use your MyVictoria username and password to log on and then click on TOUR 230. If you have not been able to sign up by the **end of the first week of the course**, please contact the Undergraduate Programme Manager, [garry.tansley@vuw.ac.nz](mailto:garry.tansley@vuw.ac.nz).

## **Prescription**

An examination of the principles of visitor management, relevant strategies and tools. The course seeks to build visitor management skills by critically assessing approaches to the management of visitors and their experiences at different scales and within different contexts.

## **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 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

## **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:

- (a) demonstrate a systematic understanding of theoretical and applied aspects of tourism management
- (b) display an appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources
- (c) demonstrate a breadth of tourism management expertise: managing tourism businesses, visitors, and impacts
- (d) 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) assess, appraise, and synthesise a range of tourism management issues, plans, and concepts
- (b) identify, access, and evaluate a range of information and data sources
- (c) undertake and apply research in tourism management
- (d) analyse, evaluate, and interpret tourism data (on businesses, destinations, and industry sectors)
- (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 Objectives. Graduates will be able to:

- (a) present original ideas and material effectively using a range of media
- (b) apply advanced written communication 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 individual and group decision making
- (b) develop an understanding of tourism leadership qualities and issues
- (c) acquire an appreciation for good leadership in the workplace through the practicum

## **Course Content**

Tourism and travel involve the purchase and consumption of experiences rather than tangible products. By implication, visitor management (VM) is the management of those very experiences rather than merely management of visitors. At the same time, visitors do 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 is the 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 lecture contents** are developed to discuss various topics and examples under the four umbrella themes: 1) understanding visitor experience, 2) principles and practices of VM, 3) strategies of VM, and 4) scales and contexts of VM.

The first part of the course introduces a fundamental concept of tourism experience product and quality tourism experience supported by the theoretical understanding of authenticity and commodification. The second part of the course outlines principles and approaches to the management of visitors where the operational aspects of enhancing visitor experience and protecting and managing resources are detailed. Students then further explore strategic management of visitors by learning the process of strategic formulation and implementation of the goal of VM. Last, the collective knowledge gained throughout the course supports in-depth discussions on VM in different contexts and scales of tourism attractions and destinations where an essential concept of sense of place is introduced to assist students' understanding of place experience embedded in a spatial context. The course adopts a strongly international/multicultural perspective and makes use of case studies from various world regions.

Essential components of the course are **field trips** in order to transfer gained knowledge to real life examples and **guest lectures** which provide the student with an insider perspective from experts in the field and the local tourism industry. **The tutorial sessions** give support for the lectures, the field trips and assignments. The tutorials are used to discuss applied examples as well as providing an opportunity to develop and practice VM related and course-related skills.

The first field trip to Te Papa is related to assignment 1 (group presentation) and 2 (individual reflective essay), and the second trip to Zealandia builds the basis for assessment 3 (individual report of VM strategy).

- The field trip to Te Papa is self-guided and focuses on first-hand visitor experiences and the identification and analysis of visitor management approaches and tools. This fieldtrip will be taken in groups during the tutorials in Week 3.
- The second field trip is a guided field trip to ZEALANDIA (Date tbc) which will be a case of the assessment 3, visitor management strategy development. Details will be advised closer to the time of the excursion.

**Participation in the fieldtrips is a mandatory course requirement as assessment components.**

**Please note:** Students who miss the fieldtrips to Te Papa and/or ZEALANDIA due to illness or other exceptional circumstances need to seek the permission of the Course Coordinator. They will be expected to visit Te Papa and/or ZEALANDIA at their own expense and in their own time. In particular, students who visit Te Papa individually are expected to complete the trip before the scheduled group meetings for preparation of the group presentation.

## Topic Outlines

Wk	Date	Lecture		Tutorial
1	11 July	Introduction, key concepts of VM	<i>Understanding visitor experience</i>	No tutorial
	13 July	Tourism and experience products		
2	18 July	Quality experience and authenticity		Housekeeping, group formation, fieldtrips, assessments, briefing for Assessment 1
	20 July	Authenticity and commodification		
3	25 July	VM: Approaches and principles	<i>Visitor management: Principles and practices</i>	Self-guided fieldtrip to Te Papa (no tutorial class)
	27 July	Pricing, visitor experience and visitor management (Guest speaker: Karen Bengosi, The Great War Exhibition )		
4	1 Aug	Interpretation of meaning and place		Group work on Assessment 1 presentation
	3 Aug	Technology and VM		
5	8 Aug	Managing visitor behaviour		Group presentation 1 (Assessment 1)
	10 Aug	Review: Tools and techniques of VM (Assessment 1 submission)		
6	15 Aug	Strategic planning of VM	<i>Strategic visitor management</i>	Group presentation 2 (Assessment 1)
	17 Aug	Market research for VM		
<b>Mid-trimester break</b>				
7	5 Sept	Guest speaker tbc (Assessment 2 submission)	<i>Strategic visitor management (Cont'd)</i>	Assessment 3 preparation exercise: Preliminary research on the field trip and strategy preparation
	7 Sept	Fieldtrip to Zealandia (Date tbc) Guided tour for VM strategies at Zealandia		
8	12 Sept	Quality product and marketing for VM		Case study
	14 Sept	Risk management		
9	19 Sept	Briefing assessment 3: Introduction to strategy writing for VM	<i>Visitor management: Scales and contexts</i>	Assessment support
	21 Sept	VM in destination management: Sense of place and visitor experience		
10	26 Sept	Guest speaker tbc		No tutorial
	28 Sept	VM in events (Guest speaker: Prof. Karen Smith, Victoria University of Wellington) (Assessment 3 submission)		
11	3 Oct	Natural places: Visitors in protected areas		Group discussion
	5 Oct	VM in cultural heritage attractions		
12	10 Oct	VM in the built environment		Exam preparation
	12 Oct	Course review		

## **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 contributes to student's learning and the development of their communication, teamwork and leadership skills. For this reason, group work forms an important part of this course. Activities in the tutorials are largely group based. Students are advised to visit Te Papa in groups. Assessment 1, a group presentation that addresses the site visit to Te Papa, requires student groups to collaboratively prepare a presentation that addresses visitor management approaches experienced at this visit. Students are expected to contribute equally to the preparation of the assignment as well as its presentation.

## **Readings**

There is no core text to accompany this course, but an indicative reading list is provided as follow. More references will be provided during lectures and tutorials.

- Ap, J., & Wong, K. K. F. (2001). Case study on tour guiding: Professionalism, issues and problems. *Tourism Management*, 22(5), 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(4), 303-322.
- Cole, S. (2007). Implementing and evaluating a code of conduct for visitors. *Tourism Management*, 28(2), 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, K., Bond, N., & Ballantyne, R. (2013). Designing and managing interpretive experiences at religious sites: Visitors' perceptions of Canterbury cathedral. *Tourism Management*, 36, 210-220.
- Hughes, M., & Morrison-Saunders, A. (2002). Impact of trail-side interpretive signs on visitor knowledge. *Journal of Ecotourism*, 1(2&3), 122-132.
- Kim, H., & Jamal, T. (2007). Touristic quest for existential authenticity. *Annals of Tourism Research*, 34(1), 181-201.
- Kyle, G., & Chick, G. (2007). The social construction of sense of place. *Leisure Sciences*, 29(3), 209-225.
- Lane, M. (2007). The visitor journey: The new road to success. *International Journal of Contemporary Hospitality Management*, 17(3), 248-254.
- Leask, A. (2010). Progress in visitor attraction research: Towards more effective management. *Tourism Management*, 31(2), 155-166.
- Mason, P. (2005). Visitor management in protected areas: From 'hard' to 'soft' approaches. *Current Issues in Tourism*, 8(2&3), 181-194.

Mason, P., & Christie, M. (2003). Tour guides as critically reflective practitioners: A proposed training model. *Tourism Recreation Research*, 28(1), 23-33.

Poria, Y., Biran, A., & Reichel, A. (2009). Visitor's preferences for interpretation at heritage sites. *Journal of Travel Research*, 48(1), 92-105.

Rojas, C. D., & Camarero, C. (2008). Visitors' experience, mood, satisfaction in a heritage context: Evidence from an interpretation center. *Tourism Management*, 29, 525-537.

Shackley, M. (Ed.). (1998). *Visitor management: Case studies from world heritage sites*. Oxford: Butterworth-Heinemann.

Wang, N. (1999). Rethinking authenticity in tourism experiences. *Annals of Tourism Research*, 26(2), 349-370.

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

The assessments for this course include two written assessments, a verbal report and the final examination.

Type of assessment	Weighting	Due date	Learning objectives and skills
<b>Assessment 1</b> Group presentation <ul style="list-style-type: none"> <li>based on self-guided field trip to Te Papa</li> </ul>	15%	Wednesday 10 August, 2016 12.00 noon <ul style="list-style-type: none"> <li>Submit PowerPoint slides (or similar) to your tutor (via Blackboard)</li> <li>Presentations will be scheduled in Week 5 and Week 6</li> </ul>	2, 3
<b>Assessment 2</b> Reflective essay <ul style="list-style-type: none"> <li>based on self-guided field trip to Te Papa and course contents learnt during week 1 - 5</li> </ul>	10%	Monday 5 September, 2016 12.00 noon <ul style="list-style-type: none"> <li>Electronic submission to Turnitin (via Blackboard)</li> </ul>	1, 3, 5
<b>Assignment 3</b> Written report: visitor management strategy <ul style="list-style-type: none"> <li>based on site visit to Zealandia</li> </ul>	35%	Wednesday 28 September, 2016 12.00 noon <ul style="list-style-type: none"> <li>Electronic submission to Turnitin (via Blackboard)</li> </ul>	2, 3, 4, 5
<b>Exam</b>	40%		1, 2, 3, 5

## Assessment 1

*Group presentation (15 min.), value 15%*

Identify visitor management approaches and tools implemented in Te Papa Museum and evaluate how they impact on visitor experience. After visiting the museum in groups, your personal and/or group experiences and observation on other visitors' experience of the museum are addressed with respect to visitor management tools and used as evidence of your analysis.

In a group, prepare a visual and verbal presentation (in total 15 min. including Q&A) on the identified approaches and tools and how they specifically apply (or don't apply) to the museum visitors. Make use of photographs and illustrations to support your arguments. Additional information on the assessment will be provided in the tutorial in week 2. The focus of this assessment is on the identification of visitor management approaches and tools, the discussion in the context of your experiences as well as presentation skills employed to communicate your results.

- Presentation format: Powerpoint slides or an equivalent format
- Requirement: Use at least one supporting material (e.g. pictures, brochures, A/V records, etc.)  
References should be listed on the final slide of your presentation.
- Submission: A group leader will submit your presentation slides to your tutor via Blackboard (Prepare 2 hard copies of presentation for your tutor and course coordinator on the day of presentation)
- Submission deadline: Wednesday 10<sup>th</sup> August, 2016 by 12.00 noon
- Presentation: Tutorial sessions during Week 5 – 6 (Presentation schedule: TBA)

## Assessment 2

*Reflective essay, value 10%*

Based on the field trip of Te Papa and the learnt knowledge during week 1-5, write a reflective essay on issues and the new direction of visitor management at a cultural tourism attraction, in particular, museum.

Guidelines:

1. Describe your experience at the museum, Te Papa.
2. Address your interpretation on experiences of visitor management implemented in Te Papa and identify current issues of visitor management from the visitor's perspectives.
3. Evaluate how the learnt knowledge (theories, concepts, techniques) help identify issues.
4. Discuss gaps between theories and practices if you found.
5. Present your own perspective on the new direction of visitor management in Te Papa. You can provide other theories, concepts, movements which could be applied to the museum context for advancing visitor management.

The focus of this assessment is on the identification of the current issues related to visitor management in the museum context and making a relevance between resource management and visitor experience. Writing a reflective essay is to assist you to become an active learner by asking questions and critically thinking about the issues and your own idea, and to encourage you to think creatively and proactively. While you may want to visit Te Papa as a group, the essay must be prepared and submitted **individually**.

- Word limit: 1,000 words (excluding a reference list and supporting materials if you use)
- Citation and reference: APA style
- Submission: Turnitin via Blackboard (no hard copy submission)
- Submission deadline: Monday 5<sup>th</sup> September, 2016 by 12.00 noon



### Assessment 3

*Written report: visitor management strategy, value 35%*

#### ***Topic: Opportunities and Recommendations for ZEALANDIA Visitor Management***

Based on your knowledge of strategic visitor management and Zealandia's tourism product and market analysis as developed in lecture, tutorial, and site visit, prepare a visitor management strategy document for Zealandia. This strategy should include a variety of visitor management dimensions such as guiding, interpretation, risk and marketing management, resource management, and more.

The following research questions should be addressed in your report (this is not an exhaustive list):

- What are the key areas that determine an excellent visitor experience at ZEALANDIA?
- What makes ZEALANDIA a must do attraction?
- How can conservation/protection concepts be linked to an enhanced visitor experience?
- What opportunities are missing or could be improved?
- What recommendations will you suggest for short-term and longer-term visitor management strategies?

Additional information of the assessment will be provided in the tutorial in week 7. The assessment of your strategy will consider the appropriateness and feasibility of the management tools you recommend as well as the form and structure of the document.

- Word limit: 3,500 words (excluding a reference list and supporting materials)
- Requirement: Use at least one supporting material (e.g. table, figure, statistics, etc.)  
Reference list
- Citation and reference: APA style
- Format: A full report format, numbered sections with appropriate headings and sub-headings
- Submission: Turnitin via Blackboard (no hard copy submission)
- Submission deadline: Wednesday 28<sup>th</sup> September, 2016 by 12.00 noon

### Assessment 4

*Examination: value 40%*

This course has a three hour final examination. 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 following period:

Friday 21<sup>st</sup> October – Saturday 12<sup>th</sup> November (inclusive)

#### **Assessment Criteria and Assignment Submission**

In order to make TOUR230 assignment expectations transparent to you please read the following advice on assessment criteria carefully:

All written assignments have to be **fully referenced** as well as **formatted in line with the Guide for Tourism Management Courses**, and include – where appropriate – illustrations or data tables. Evidence of **wide reading and the ability to develop, structure and present material, ideas and arguments clearly and effectively** will have a bearing on the mark assigned to the work. Equally, presentation, formatting and referencing of your assignments will also have a bearing on the mark.

**All assignments are submitted electronically via Turnitin and Blackboard;** you need to keep an electronic copy of your work for your record. Please be aware that **any assignments submitted by email are not accepted.** Students who experience any technical difficulties and issue on the assignment submission must contact the Course Coordinator. For detailed guidance on referencing, essay format and other useful information please consult the Guide for Tourism Management Courses 2016.

### **Referencing of Assessments**

There are many different styles of referencing. For Tourism Management courses, please refer to the 2016 version of the Guide to Tourism Management Courses. A copy of this guide is available on Blackboard.

The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>

### **Late Submission**

Late submissions are to be handed in Turnitin/Blackboard too. Submission date and time will be automatically recorded onto your submission and late assignment will incur penalties accordingly. Contact the Course Coordinator for further information.

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

- In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 10% of the marks available (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. Assignments received **more than 7 days after the due date** will not be accepted.
- Course Outlines provide a signal to students of forthcoming workload and dates of submission. 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.** All such applications must be made to the Tutorial Coordinator (Luisa Acheson) before the deadline, wherever possible, 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. In appropriate circumstances this can be applied retrospectively.
- Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

## **Mandatory Course Requirements**

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

1. attend at least eight of ten tutorials - so that they will have the opportunity to develop a deeper understanding of the concepts of visitor management, as well as enhance their oral communication and teamwork skills.
2. attend the self-guided fieldtrips to Te Papa and the guided field trip to ZEALANDIA in order to gain a deeper understanding on how visitor management tools and strategies are employed in real life examples. Please note, field trips are part of the assignments and students who would miss the excursions might struggle to produce satisfactory results.
3. obtain at least 40% in the exam - in order to demonstrate that they have achieved Course Learning Objectives 1, 2, 3 and 5 independently of any external assistance.

Please contact the Course Coordinator (Dr Eerang Park) if exceptional personal circumstances mean you are unable to meet the Mandatory Course Requirements.

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)

## **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.

## **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.

## **Student Feedback**

Feedback on the course is sought through the Centre for Academic Development's Student Feedback exercise, and through a formative survey during the course. In 2015, the course was taught by a temporary contractor. 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). Student feedback has been taken into account when developing the 2016 course, including reducing the number of field trips and providing clearer and more timely support for Assignment 3.

## **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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