



School of Management

## **TOUR 401**

# **RECENT ADVANCES IN TOURISM**

Trimester 1, 2015

## **COURSE OUTLINE**

### **Course Coordinator**

Dr Adam Weaver

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Office hours: Tuesdays from 9am to 11am or by appointment

### **Administrator**

Luisa Acheson

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### **Trimester Dates**

From Monday 2<sup>nd</sup> March to Friday 5<sup>th</sup> June

### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 13<sup>th</sup> March 2015.

The standard last date for withdrawal from this course is Friday 15<sup>th</sup> May. 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 or [online](#).

### **Class Times and Room Numbers**

Tuesdays from 12:40pm until 3:30pm in RWW 126.

### **Course Delivery**

The course is a seminar with active student participation.

### **Expected Workload**

Students are expected to devote 150 hours to this 15-point course, including 3 hours of class contact time per week during the trimester.

## **Prescription**

This course seeks to foster a critical appreciation of the tourism literature and to expose students to recent advances in tourism research. The course focuses on developing a systematic approach to the study of tourism, using frameworks and formulating critiques. It also concentrates on recent advances in selected areas of tourism research and the emergence of new themes.

## **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 401 are:

- to foster a critical appreciation of the tourism literature
- to expose students to recent advances in tourism research
- to provide opportunities to discuss and debate ideas relating to advances in this field

## Course Learning Objectives and Skills

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

- think critically, conceptually, and systematically about contemporary tourism issues
- access, synthesize, and critique information and ideas relating to recent advances in tourism
- communicate their own ideas concisely, cogently, and effectively
- engage in constructive debate and discussion about a wide range of tourism matters and thereby develop their leadership skills

## Course Content

This course aims to develop a more critical appreciation of recent advances in tourism research through focused reading and critiques of selected concepts. Emerging trends relevant to the study and management of tourism are examined. The course is structured thematically. For the most part, it has a demand-side focus, reflecting the expertise of the course coordinator.

## 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 401. 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.

## Readings

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

## Seminar Schedule

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

- Cohen, S., Prayag, G., & Moital, M. (2014). Consumer Behaviour in Tourism: Concepts, Influences and Opportunities. *Current Issues in Tourism* 17(10), 872-909.

**This article is not a required reading. Rather, it addresses – very broadly – some of the topics addressed in this course. This article should be of interest (and of use) to those seeking an overview of recent research in the field of tourist behaviour. It might be worthwhile consulting this article prior to starting your essays for this course.**

### Week #2 – Tourism and Service-Dominant Logic

- Cabiddu, F., Lui, T-W., & Piccoli, G. (2013). Managing Value Co-Creation in the Tourism Industry. *Annals of Tourism Research*, 42, 86-107.
- Chathoth, P., Ungson, G., Altinay, L., Chan, E., Harrington, R., & Okumus, F. (2014). Barriers Affecting Organisational Adoption of Higher Order Customer Engagement in Tourism Service Interactions. *Tourism Management*, 42, 181-193.
- Shaw, G., & Bailey, A., & Williams, A. (2011). Aspects of Service-Dominant Logic and its Implications for Tourism Management: Examples from the Hotel Industry. *Tourism Management*, 32(2), 207-2014.

### **Week #3 – Tourists and Blogs**

- Law, R., & Cheung, S. (2010). The Perceived Destination Image of Hong Kong as Revealed in the Travel Blogs of Mainland Chinese Tourists. *International Journal of Hospitality and Tourism Administration*, 11(4), 303-327.
- Ng, L.Y., & Lee, Y-S. (2014). Confucian-Heritage Travel Bloggers: Chinese Singaporean and South Korean Perspectives. *Journal of Vacation Marketing*, 20(2), 149-162.
- Wu, M-Y., & Pearce, P. (2014). Chinese Recreational Vehicle Users in Australia: A Netnographic Study of Tourist Motivation. *Tourism Management*, 43(1), 22-35.

### **Week #4 – Muslim Travellers**

- Henderson, J. (2010). Sharia-Compliant Hotels. *Tourism and Hospitality Research*, 10(3), 246-254.
- Jafari, J., & Scott, N. (2014). Muslim World and Its Tourisms. *Annals of Tourism Research*, 44, 1-19.
- Stephenson, M. (2014). Deciphering “Islamic Hospitality”: Developments, Challenges and Opportunities. *Tourism Management*, 40, 155-164.

### **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. (2013). 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.

## **Mid-Trimester Break**

### **Week #6 – Tourism, Niche Markets, and Niche Marketing**

- Chhabra, D. (2013). The Diaspora Market and Homeland Representations: Implications for Niche Marketing. *Tourism Analysis*, 18(3), 259-271.
- Tassiopoulos, D., & Haydam, N. (2008). Golf Tourists in South Africa: A Demand-Side Study of a Niche Market in Sports Tourism. *Tourism Management*, 29(5), 870-882.
- Voigt, C., & Laing, J. (2010). Journey into Parenthood: Commodification of Reproduction as a New Tourism Niche Market. *Journal of Travel & Tourism Marketing*, 27(3), 252-268.

### **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 – Tourist Complaints**

- Kozak, M., & Tasci, A. (2006). Intentions and Consequences of Tourist Complaints. *Tourism Analysis*, 11(4), 231-239.
- Memarzadeh, F., & Chang, H. (2015). Online Consumer Complaints about Southeast Asian Luxury Hotels. *Journal of Hospitality Marketing & Management*, 24(1), 76-98.
- Sparks, B., & Browning, V. (2010). Complaining in Cyberspace: The Motives and Forms of Hotel Guests' Complaints Online. *Journal of Hospitality Marketing & Management*, 19(7), 797-818.

### **Week #9 – Tourism and Shopping**

- Chang, J-C. (2014). Selling Strategies and Shopping Behaviour – An Example of Taiwanese Guided Package Tourists to Mainland China Destinations. *Journal of Quality Assurance in Hospitality & Tourism*, 15(2), 190-212.
- Way, K., & Robertson, L. (2013). Shopping and Tourism Patterns of Attendees of the Bikes, Blues & BBQ Festival. *Journal of Hospitality Marketing & Management*, 22(1), 116-133.
- Wu, M-Y., Wall, G., & Pearce, P. (2014). Shopping Experiences: International Tourists in Beijing's Silk Market. *Tourism Management*, 41, 96-106.

### **Week #10 – 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 #11 – 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.

### **Week #12 – Recent Industry Research**

For this class, we will read a small selection of recent tourism industry reports. Please contact me if there is an industry report you wish to read. Perhaps you will come across one or two during the course of the trimester that you would recommend. I will provide you with copies of the industry reports we will read prior to the final week of the class.

### **Assessment Requirements**

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

Due Date: **Wednesday, 1 April at 4pm**

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

Due Date: **Wednesday, 20 May at 4pm**

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

Assessment Period: **Tuesday, 3 March to Tuesday, June 2 (inclusive)**

## Assessment #1: Instructions for the First Essay

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 **Wednesday, 1 April at 4pm**.

1. What is service-dominant logic? Summarize and critically evaluate the main features of this paradigm as it relates to tourism and identify avenues for future research.

### Other Recommended Sources

- Line, N., & Runyan, R. (2014). Destination Marketing and the Service-Dominant Logic: A Resource-Based Operationalization of Strategic Marketing Assets. *Tourism Management*, 43, 91-102.
- FitzPatrick, M., Davey, J., Muller, L., & Davey, H. (2013). Value-Creating Assets in Tourism Management: Applying Marketing's Service-Dominant Logic in the Hotel Industry. *Tourism Management*, 36, 86-98.
- Solnet, D. (2012). Service Management in Hospitality Education: Review and Reflection. *Journal of Hospitality Marketing & Management*, 21(2), 184-214.
- Li, X., & Petrick, J. (2011). Tourism Marketing in an Era of Paradigm Shift. *Journal of Travel Research*, 46(3), 235-244.

2. What are travel blogs? How have blogs been studied by tourism scholars to date and what could be done to advance blog-related research?

### Other Recommended Sources

- Banyai, M. (2012). Travel Blogs: A Reflection of Positioning Strategies. *Journal of Hospitality Marketing & Management*, 21(4), 421-439.
- Bosangit, J., Dulnuan, J., & Mena, M. (2012). Using Travel Blogs to Examine the Postconsumption Behaviour of Tourists. *Journal of Vacation Marketing*, 18(3), 207-219.
- Carson, D. (2008). The "Blogosphere" as a Market Research Tool for Tourism Destinations: A Case Study of Australia's Northern Territory. *Journal of Vacation Marketing*, 14(2), 111-119.
- Huang, L., Yung, C-Y., & Yang, E. (2011). How Do Travel Agencies Obtain a Competitive Advantage? Through a Travel Blog Marketing Channel. *Journal of Vacation Marketing*, 17(2), 139-149.
- Li, X., & Wang, Y. (2011). China in the Eyes of Western Travelers as Represented in Travel Blogs. *Journal of Travel & Tourism Marketing*, 28(7), 689-719.
- Magnini, V., Crotts, J., & Zehrer, A. (2011). Understanding Customer Delight: An Application of Travel Blog Analysis. *Journal of Travel Research*, 50(5), 535-545.
- Pühringer, S., & Taylor, A. (2008). A Practitioner's Report on Blogs as a Potential Source of Destination Marketing Intelligence. *Journal of Vacation Marketing*, 14(2), 177-187.
- Tsaur, S-H., Wu, D-H., Yen, C-H., & Wu, M-H. (2014). Promoting Relationship Marketing of Tour Leaders' Blog: The Role of Charisma. *International Journal of Tourism Research*, 16(5), 417-428.
- Tseng, C., Wu, B., Morrison, A., Zhang, J., & Chen, Y-C. (2015). Travel Blogs on China as a Destination Image Formation Agent: A Qualitative Analysis Using Leximancer. *Tourism Management*, 46, 347-358.
- Tussyadiah, I., & Fesenmaier, D. (2008). Marketing Places through First-Person Stories – An Analysis of Pennsylvania Roadtripper Blog. *Journal of Travel & Tourism Marketing*, 25(3-4), 299-311.
- Volo, S. (2010). Bloggers' Reported Tourist Experiences: Their Utility as a Tourism Data Source and Their Effect on Prospective Tourists. *Journal of Vacation Marketing*, 16(4), 297-311.

3. Explain how the study of Muslim travellers has advanced in recent years. Why have these advances taken place and how might the study of Muslim travellers continue to advance?

### Other Recommended Sources

- Battour, M., Ismail, M., & Battor, M. (2010). Toward a Halal Tourism Market. *Tourism Analysis*, 15(4), 461-470.
- Battour, M., Ismail, M., & Battor, M. (2011). The Impact of Destination Attributes on Muslim Tourist's Choice. *International Journal of Tourism Research*, 13(6), 527-540.

- Battour, M., Battor, M., & Ismail, M. (2012). The Mediating Role of Tourist Satisfaction: A Study of Muslim Tourists in Malaysia. *Journal of Travel & Tourism Marketing*, 29(3), 279-297.
- Eid, R. (2012). Towards a High-Quality Religious Tourism Marketing: The Case of Hajj Service in Saudi Arabia. *Tourism Analysis*, 17(4), 509-522.
- Eid, R., & El-Gohary, H. (2015). The Role of Islamic Religiosity on the Relationship Between Perceived Value and Tourist Satisfaction. *Tourism Management*, 46, 477-488.
- Kim, S., Im, H., & King, B. (2015). Muslim Travelers in Asia: The Destination Preferences and Brand Perceptions of Malaysian Tourists. *Journal of Vacation Marketing*, 21(1), 3-21.

### **Assessment #2: Instructions for the Second Essay**

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 **Wednesday, 20 May at 4pm**.

1. What are the main issues addressed by researchers who study travellers with disabilities? What issues are worthy of future research and why do you believe these issues are worthy of scholarly attention?

#### 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.
- 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.
- Darcy, S., Cameron, B., & Pegg, S. (2010). Accessible Tourism and Sustainability: A Discussion and Case Study. *Journal of Sustainable Tourism*, 18(4), 515-537.
- 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.
- 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.

2. What are common tourist complaints? How and why should they be addressed?

#### Other Recommended Sources

- Au, N., Buhalis, D., & Law, R. (2014). Online Complaining Behaviour in Mainland China Hotels: The Perception of Chinese and Non-Chinese Customers. *International Journal of Hospitality & Tourism Administration*, 15(3), 248-274.
- Chang, D-S., & Chung, J-H. (2012). Risk Evaluation of Group Package Tour Service Failures that Result in Third-Party Complaints. *Journal of Travel & Tourism Marketing*, 29(8), 817-834.
- Matusitz, J., & Breen, G-M. (2009). Consumer Dissatisfaction, Complaints, and the Involvement of Human Resource Personnel in the Hospitality and Tourism Industry. *Journal of Human Resources in Hospitality & Tourism*, 8(2), 234-246,
- Shea, L., Enghagen, L., & Khullar, A. (2004). Internet Diffusion of an E-Complaint. *Journal of Travel & Tourism Marketing*, 7(2-3), 145-165.
- Weaver, A. (2012). Written Complaints, Third-Party Intervention, and the Management of Paradoxes: Integrating Extremes. *Tourism Analysis*, 17(3), 259-272.

3. What types of shopping are available to tourists? How and why is tourist shopping encouraged?

#### Other Recommended Sources

- Chang, K.-C. (2014). Examining the Effect of Tour Guide Performance, Tourist Trust, Tourist Satisfaction, and Flow Experience on Tourists' Shopping Behaviour. *Asia Pacific Journal of Tourism Research*, 19(2), 219-247.
- Kong, W., & Chang, T.-Z. (2012). The Role of Souvenir Shopping in a Diversified Macau Destination Portfolio. *Journal of Hospitality Marketing & Management*, 21(4), 357-373.
- Lehto, X., Chen, S., & Silkes, C. (2014). Tourist Shopping Style Preferences. *Journal of Vacation Marketing*, 20(1), 3-15.
- Moscardo, G. (2004). Shopping as a Destination Attraction: An Empirical Examination of the Role of Shopping in Tourists' Destination Choice and Experience. *Journal of Vacation Marketing*, 10(4), 294-307.
- Park, K.-S., Reisinger, Y., & Noh, E.-H. (2010). Luxury Shopping in Tourism. *International Journal of Tourism Research*, 12(2), 164-178.
- Wong, I. (2013). Mainland Chinese Shopping Preferences and Service Perceptions in the Asian Gaming Destination of Macau. *Journal of Vacation Marketing*, 19(3), 230-251.

There is a distinct possibility that my essay questions (for both assessment #1 and assessment #2) do not appeal to you. As a result – and given that the scope of the course is broad – I am willing to allow you to prepare your own essay. Students who wish to prepare their own essay question must meet with me. You will need to draft your essay question and I will need to review and approve it. I would also ask that you provide me with a list of scholarly sources you plan to consult so that we can determine if there is an adequate amount of material to support your research.

In addition, you are welcome to re-word the questions I have prepared (see above). I will, however, need to approve your revisions to my essay questions.

#### **Assessment #3: Seminar Participation**

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 industry publications. 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.**

## Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

	Grade	Normal range	Midpoint	Indicative characterisation
Pass	A+	90%–100%	95	Outstanding performance
	A	85%–89%	87	Excellent performance
	A-	80%–84%	82	Excellent performance in most respects
	B+	75%–79%	77	Very good performance
	B	70%–74%	72	Good performance
	B-	65%–69%	67	Good performance overall, but some weaknesses
	C+	60%–64%	62	Satisfactory to good performance
	C	55%–59%	57	Satisfactory performance
	C-	50%–54%	52	Adequate evidence of learning
Fail	D	40%–49%	45	Poor performance overall, some evidence of learning
	E	0%–39%	20	Well below the standard required

## Other Matters Related to Assessment

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

The essays you write for this course will address the first three course learning objectives for TOUR 401. Seminar participation addresses the course's four course learning objectives (see page 2 of the course outline).

## 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: 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 and dates of submission, and thus student study plans should take account of course requirements across all courses. **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.

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.

### **Policy on Re-Marking Assignments**

Every attempt is made to ensure that the marking of assignments is consistent and fair to students. If you have a question about your grade, first talk to the course coordinator. As per Victoria Business School policy, students may ask for their written work to be re-marked. Requests for a re-mark must be made within 14 days after the grades are made available. Please submit the request to the course coordinator (Adam Weaver). Allow up to 5 working days for re-marks to be completed.

### **Class Representative**

A class representative will be elected for the 400-level tourism management courses. This representative provides a communication channel to liaise with the course coordinator on behalf of students.

### **Communication of Additional Information**

Additional information about the course will be communicated to students either in class or via e-mail.

**Student Feedback**

Adam Weaver is teaching TOUR 401 for the first time this year. Previously, the course had been taught by Doug Pearce.

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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