

15 September 2025

Education Consultation
Ministry of Education
PO Box 1666
WELLINGTON 6140

By email: nceaconsultation@education.govt.nz

Proposal to Replace NCEA with New National Qualifications: TIA Submission

Tourism Industry Aotearoa (TIA) welcomes the opportunity to submit on the Ministry of Education consultation to replace the NCEA with a new national qualification.

Key Submission Points

TIA is deeply concerned that the placement of tourism as a vocational pathway does not reflect the educational needs of the future tourism workforce.

This placement reflects an historic view of tourism roles and not the essential mix of vocational and professional roles that TIA considers to be increasingly of greatest strategic importance.

Tourism employment is shifting toward knowledge-based professional roles who can:

- Optimise the AI transformation that is underway. Increasingly, every visitor touchpoint will be AI-enhanced: trip planning, border experience, autonomous travel, smart accommodation, destination experiences, journey intelligence, and so on.
- Provide a wonderful personal touch to all visitor experiences - As AI and robotics increasingly handles routine tasks, human interpersonal skills become the key differentiator for visitor experience quality.

At the same time, TIA has every respect for those delivering essential vocational roles across our industry every day. We need these people and their skills, and we support the vocational layer and the connections to the wider education and training system.

But, we need both the vocational and professional pathways to ensure a balanced tourism workforce into the future.

This makes it clear that the strategic requirement is for dual education pathways. Tourism needs professionals with critical thinking, strategic planning, digital expertise, complex problem-solving skills, and high-level interpersonal skills. And tourism also needs those vocational roles to be done well by a trained and committed workforce.

The education system, including secondary schools, has a critical role to play in this pipeline of talent into the tourism industry, across the full spectrum of tourism roles and skill requirements.

TIA Recommends Government:

1. **Establish** tourism in the academic pathway as a general subject to support the professionalisation of the future tourism workforce (or find some other mechanism).

2. **Continue** to include tourism within the vocational layer with a sharper focus on the evolving vocational skills needed by industry.
3. **Investigate** ways to ensure the status of outdoor education so that the ability of these courses to attract high academic-potential students is maintained in the future.

Tourism Industry Aotearoa Submission

TIA is the peak body for the tourism industry in Aotearoa New Zealand. With around 1,200 member businesses, TIA represents a range of tourism-related activities including hospitality, accommodation, adventure activities, attractions, retail, airports and airlines, transport, as well as related-tourism services.

Together, these sectors directly and indirectly employ 303,420 people, or 10.7% of the New Zealand workforce.¹

TIA is sharply focused on ensuring the balanced growth of tourism and this is articulated in our key guiding documents and programmes. This includes the tourism industry's strategic framework, *Tourism 2050 – A Blueprint for Impact, He Pae Tukutuku, with the Vision of 'Enriching Aotearoa New Zealand through a flourishing tourism ecosystem'*.²

Tourism 2050 has ten Actions covering the most important strategic workstreams, with one focussed on the tourism workforce. This being:

- **Grow the Tourism Workforce.** To establish a concerted focus on ensuring the tourism industry has the people it needs to operate effectively in providing quality experiences to our visitors. Areas of focus include training, education, pipelines into the industry, seasonality, population distribution and being great employers.

TIA has been advancing this Action in several ways, including ensuring tourism operators are 'Employers of Choice' as part of TIA's Tourism Sustainability Commitment, engaging with Government education and workforce-related policies, supporting the development of tourism workforce forecasts; and improving career pathways of people in the industry.

As part of this work, TIA has contributed to the Vocational Education and Training reform process and will do so on the Draft Tertiary Education Strategy. Likewise, the secondary school education system is a key component of what we see as the tourism workforce pathway.

TIA has pushed for and supported the work to establish tourism as an NCEA Achievement Standard over many years. With the tourism industry having considered that this effort had been rewarded with the decisions made by the Ministry of Education in 2021, we are now very disappointed that this work has been set aside in the current process, and we request that this decision is reversed.

TIA's response to the consultation question are set out in Attachment 1.

Government Growth Agenda

In February 2025, the Government established its 'Going for Growth' agenda as a comprehensive approach to lifting living standards and stimulating faster economic growth. This is a multi-faceted programme across workforce, business settings, trade and investment, innovation and infrastructure.

¹ Stats NZ, Tourism Satellite Account, Year-ended March 2024.

² <https://www.tia.org.nz/tourism-2050/>

TIA supports this agenda and recognises that tourism, as our #2 export industry and with capacity to quickly grow, will have a vital role to play in driving growth across the wider economy.

TIA welcomed the June 2025 launch of the Tourism Growth Roadmap by the Hon. Louise Upston, the Minister of Tourism and Hospitality, to grow the tourism industry, with the target to double international visitor expenditure by 2034.

In setting this agenda for tourism growth, seven supply-side workstreams have been identified, including one directly on the tourism workforce:

- **Workforce.** An increased skilled domestic tourism and hospitality workforce is set up for the future.

The Ministry of Business, Innovation and Employment is advancing the Roadmap at present, with wide engagement across the tourism industry, including TIA. The workforce stream is underway and is focussed on meeting future employment needs that enables the growth of the industry itself.

The strategic objectives for industry and government are highly aligned around the need to develop the tourism workforce as a prerequisite for growing the industry itself.

Tourism Industry

Tourism is a major part of the New Zealand economy. It makes up 7.5% of GDP, 10.7% of employment and 17.2% of exports. Total visitor expenditure in the year to March 2024 was \$44.4b, comprising \$17b of international tourism and \$27.5b of domestic tourism. Government receives an average of \$542 of GST income from each of our international visitors.³

At one fifth of our export economy and one in ten jobs, tourism matters, and the systems we set up to support and enable tourism matter equally.

Future Tourism Workforce Needs

The nature of tourism employment is changing, and the pace of this change will only increase as AI, and other technologies, becomes ubiquitous. Also, global trends towards more experiential and service-based travel activity will continue to advance.

In this context, TIA has examined the future nature of tourism. What is clear is that AI will change how most functions in the traveller journey are designed and delivered (refer Attachment 2). It is very clear that future skills will differ substantially from those of the past, creating careers that are more rewarding, fruitful and influential than historic tourism roles.

For instance, the new jobs will include AI systems managers and engineers, predictive analytics specialists, destination management professionals, yield and revenue managers, specialist experience providers, itinerary and concierge specialists, and many others. These roles will enable more personalised experiences. This evolution will elevate the importance of the personal interface in tourism, making high level interpersonal skills a valued attribute across all parts of the tourism industry. Future tourism will be based on smart technology and personal interfaces at every stage to create enriched visitor experiences.

The modern tourism industry we envisage requires analytical thinking, strategic planning, digital technology expertise, problem-solving skills, as well as understanding of global systems, sustainability, cultural dynamics, economic impacts, and more.

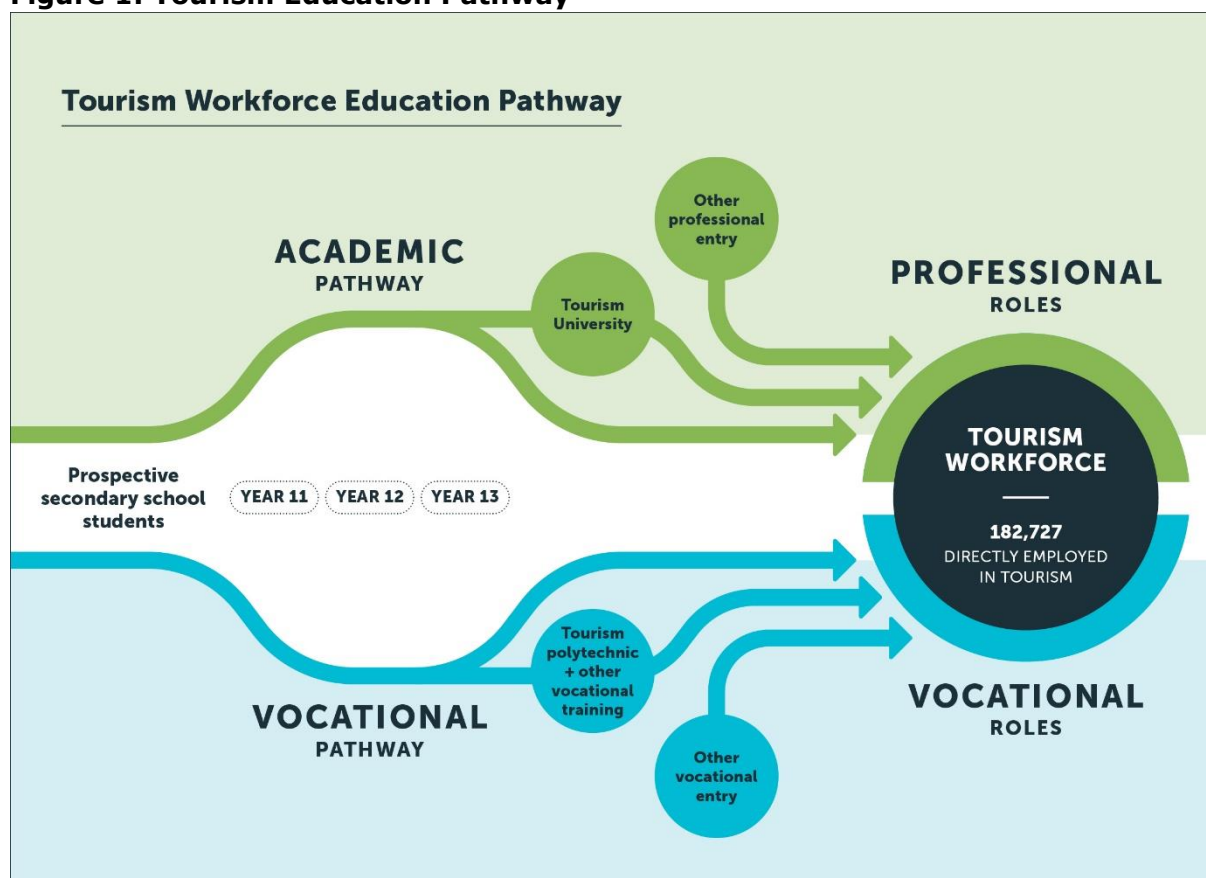
³ <https://www.stats.govt.nz/information-releases/tourism-satellite-account-year-ended-march-2024/>

While we cannot predict the future, the trendline is clear: tourism will increasingly need skilled, personable and technology-savvy people to perform the new roles of the future tourism system.

Education Pathways

TIA has considered the overall education pathway for the tourism industry (refer Figure 1). This highlights the need for a dual pathway (professional and vocational), and the need to do both to a very high standard. Critically, given the technology-driven change that is underway, it is the professional skills and capability that are of greatest strategic importance for tourism, and yet the proposed changes do not include tourism through the academic pathway. TIA considers it to be a critical risk if the education pipeline is not equipping the future workforce for these skills.

Figure 1: Tourism Education Pathway



An important factor for tourism is the perception of tourism jobs. To be honest, the general perception is not good, with people viewing vocational roles in accommodation and hospitality as being 'tourism jobs'. Having tourism solely in the vocational stream in secondary schools will only serve to reinforce this perception, as opposed to creating interest in all the many quality roles that exist across the industry.

Tourism requires people who can think and act strategically about complex tourism challenges and functions, and the education pathway has a vital role to play for ensuring this, for both professional and vocational roles.

An important part of this pathway involves the flow of New Zealand students into the tertiary-level tourism programmes, including at Otago, Lincoln, Canterbury, Victoria, Massey, Waikato and Auckland (AUT) universities. TIA university members have expressed their deep concern that the proposed approach will impact the flow of talented students

into their programmes, which ultimately will impact the flow of both graduate and post-graduate talent into the tourism industry.

International Perspectives

The United Nations World Tourism Organisation (UNWTO) recommends tourism as a subject in secondary schools to create early awareness of career opportunities, build sectoral literacy and supply skills to local labour markets. Its Education Toolkit helps countries do this.⁴

UNWTO distinguishes two pathways at secondary school level:

1. **Academic/general education track.** Tourism as an elective subject or module within mainstream high school curricula. Focus on tourism concepts, careers, sustainability, basic enterprise and cross-cutting skills including languages and digital literacy.
2. **Vocational/VET track.** Tourism and hospitality programmes with practical, competency-based training, internships, and industry alignment. UNWTO urges hands-on experience, industry placements and alignment with labour market needs.

Issues identified by the UNWTO include inconsistency in incorporating tourism in secondary schools, low level of VET students continuing with higher education and misconceptions about tourism and tourism jobs. On the UNWTO's 5-stage model, the most advanced is where countries 'incorporate tourism into the fixed curriculum taught at schools'.

Globally, countries develop tourism programmes, most regularly at the vocational level as opposed to being part of the general education track. There is a lot of variability which in the face of a global shortage of skilled progression, the UNWTO is seeking to address. 77% of member states do not include tourism in the secondary school curricula, although of those with vocational track, 81% do so.

In recognition of this variability, the UNWTO highlights the major international programmes that can be adopted by countries including Cambridge Assessment International Education (Cambridge Pathways) and International Baccalaureate (IB). These programme and their well-developed resources allow global reach and consistency. For instance, IB has tourism courses that are available at 150 countries and over 5000 schools.

International practice around secondary school teaching of tourism is variable, with the vocational track most commonly used. However, in the interest of developing the tourism workforce, the UNWTO supports both general education and vocational tracks.

Content of Tourism Academic Studies – What Would be Included

The international (e.g. Cambridge, IB and others) and New Zealand-based curriculum examined by TIA contain a common set of elements for tourism study at the general subject pathway. These include foundations of tourism, tourism economics and development, sociocultural dimensions, sustainability and the environment, tourism management and policy, business management, consumer behaviour, global trends, technology use in tourism, research and inquiry skills, and interdisciplinary links.

What these curriculum areas cover is the system of tourism, how it works and what can be done across its many components to achieve better outcomes. This covers critical thinking and conceptual areas that sit alongside existing general subjects as economics, business studies, geography, with reliance on such foundational subjects as English and mathematics. The nature of this curriculum is quite distinct to vocational programmes.

⁴ webunwto.s3.eu-west-1.amazonaws.com+1

Assessment of the Proposed Changes

The consultation material is light on sector detail with important information like the subjects for the National Curriculum not released until 11 September.

In terms of TIA's tourism-related interests, we note:

1. Tourism is not one of the general subjects for Years 12 and 13.
2. Tourism will be included as a vocational subject under the Social Sciences learning area (as is outdoor education under the Health and Physical Education learning area).

TIA has assessed this treatment of tourism, with input from across our membership. We present our considerations on this as a set of questions below:

1. Will the proposed approach meet tourism industry needs for its future workforce?

No. The placement of tourism only within the vocational layer will only meet the needs of these vocationally oriented students.

As set out, TIA views the tourism workforce as having a mix of 'professional' and 'vocational' roles. While the vocational group is numerically larger, it is the professional layer that is strategically more critical to the future success of the industry, and we expect this to only increase as technologies such as AI are further deployed in tourism. It is this professional layer that does this work that, in turn will be pivotal in increasing overall tourism workforce performance and productivity.

We view exposure to tourism as a complex multi-faceted industry as being an important part of ensuring the talent pipeline into the industry, either directly into employment, or to tourism study at university, or for those bringing their other professional skills to the industry. We also recognise that tourism benefits from the attainment of learning by students across the general subjects, but we also see that having a particular focus on tourism can only assist in building the pathway that the tourism industry needs at this time.

The risk of categorising tourism as vocational only is that those in that academic pathway view tourism as a secondary option, despite the strategic interest of the tourism industry and the many high quality professional job options that tourism provides.

2. Will the most important skills be covered in the proposed approach?

No. The future tourism skills will increasingly be at the juncture of technical skills around systems design and operation, the application of AI and other technologies, and in being commercially successful, while ensuring high quality human-based experiences for our visitors. This is multifaceted, and that is the point: this will be a complex operating environment, requiring skilled and adaptable people to run it.

At the same time, industry needs the full set of vocational roles that enable tourism activity, and these needs to be delivered to a high standard by trained and committed people.

3. What implications do you see from the proposed approach?

The critical risk is that tourism will not be future-ready because we do not have the right people in the right places with the right skills to undertake the work needed in the future tourism industry.

Tourism jobs are rapidly changing and so are the expectations of our visitors. Without the right professional layer in the industry, our ability to be a leading exponent of AI-enabled and highly personalised tourism will be heavily compromised.

The placement of tourism solely in the vocational pathway will serve to reinforce the existing misconceptions about tourism jobs, and we see having tourism as a general subject will be important for highlighting the breadth and depth of the roles that tourism needs, now and into the future.

The proposed approach will place tourism as a second-tier subject in our education system, and this is clearly inconsistent with New Zealand's strategic interest for having a large and high-quality tourism industry operating in our country.

4. Why is Outdoor Education a special case?

TIA members operating in the adventure tourism sector are concerned about the proposed National Curriculum that will see outdoor education placed in the vocational pathway.

This is a concern because of the need for talent in the adventure tourism and outdoor recreation sectors in enabling safe use of our outdoors, search and rescue and providing high value visitor experiences. The widely held fear in this sector is that without a clear pathway to university entrance from outdoor education programmes, the ability to attract the current high academic-potential students into the courses will be severely compromised.

The implication of this lies with the quality and viability of the courses themselves, and most importantly, the tourism industry and associated sectors. For instance, the outdoor education programmes are a valued feeder of talent to New Zealand's adventure tourism sector, both directly and following university study. Graduates of these programmes also contribute to important community functions such as search and rescue.

TIA members place very high value on the current outdoor education courses and view the proposed approach as a very high critical risk, as summed up by one TIA member:

"We are concerned that placing outdoor education solely within the vocational pathway risks diminishing its perceived value among students, schools, and parents. Outdoor education develops critical thinking, leadership, resilience, and environmental awareness, all of which are relevant across academic and professional domains."

TIA is firmly of the view that accommodation of the particular needs of the outdoor education sector must be put in place.

Recommendations

TIA has carefully assessed the strategic interests of both industry and Government relating to the future tourism workforce, and also the intent of Government in reforming New Zealand's secondary school qualifications.

TIA's recommendations for Government are to:

1. **Establish** tourism in the academic pathway as a general subject. This would address TIA's concern that the education system must be supporting the professionalisation of the future tourism workforce. We would be happy to contribute to the development of the curriculum for this new subject.

We note the 11 September National Curriculum release does include new subjects, and we see tourism sitting equally beside any of these.

However, if this is not possible, establish a mechanism to ensure that tourism is contained within the curriculum of other general subjects such as Geography, Economics, Business Studies and others, where tourism can provide an engaging topic to study.

In so doing, ensure that this approach is established with a curriculum that creates a pipeline to the varied professional roles that will be increasingly needed in the future tourism industry.

2. **Continue** to include tourism within the vocational layer with a sharper focus on the evolving vocational skills needed by industry. We support the linkage to the wider vocational education and training system through the Services Industry Skills Board although we are concerned around its readiness to undertake this function.
3. **Investigate** a mechanism to ensure the status of outdoor education so that the ability of these courses to attract high academic-potential students is maintained in the future. This sector, above all other tourism-related sectors, requires positioning firmly within the new system as a general subject.

Conclusion

We would be very pleased to support this submission with further information. If so, please contact Bruce Bassett, Chief Advisor, 021 609 674 or bruce.bassett@tia.org.nz.

Many thanks for your consideration of this submission.

Ngā mihi,

A handwritten signature in blue ink, appearing to read 'R Ingram', followed by a period.

Rebecca Ingram
Chief Executive

Attachment 1: TIA Response to Consultation Questions

| Question | TIA Response |
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| Section 1: The case for change | |
| Do you agree that our national qualification should assess against a national curriculum? | <p>The two are inherently linked and therefore the qualification should reflect what is taught.</p> <p>The critical question is what sits in the curriculum, including the subjects taught and the material within these.</p> <p>From the perspective of the future tourism workforce requirements, it is essential that the curriculum includes both appropriate vocational and academic streams.</p> <p>With these elements in place, the qualification will follow.</p> <p>If tourism is set as a vocational programme only, we are not sure whether it will operate under a national curriculum. This raises questions whether the vocational stream contributes to university entrance, or has a lesser status.</p> <p>If so, this is a major concern for TIA.</p> |
| Do you feel that you understand NCEA? | Reasonably well. |
| Are there aspects of NCEA that you think support student learning and achievement? What are these aspects? | <p>No system will be perfect, purely because there is such a diversity of learners and subjects to teach.</p> <p>A system that students understand is important so they can see where they sit and what they need to do. While this has resulted in gaming for some, the transparency of the NCEA system has been well understood by learners.</p> <p>Having a balance between internal assessment and exams is good, as some learners will be better at one or the other.</p> <p>The NCEA system has allowed flexibility for schools to offer tailored programmes which can offer real advantages. For example, those colleges creating areas of expertise, such as outdoor education.</p> |
| Do you agree that the senior secondary qualification system needs to improve? | <p>Systems such as NCEA will always need to improve.</p> <p>As the peak association for the tourism industry (one fifth of our export economy and one job in ten), TIA has advocated extensively for improvements to the NCEA systems, including for the inclusion of tourism as an Achievement Standard in NCEA.</p> <p>As a result of wide industry input and lobbying, in 2021 the Ministry of Education announced that tourism would be an Achievement Standard, to be in place by 2023.</p> <p>In the period since, work has been in place to establish the curriculum and TIA understands that this is largely complete.</p> <p>However, we now recognise that the that the current NCEA change process effectively <u>reverses</u> the decisions and commitments that have previously been made.</p> <p>As such, for the qualification system to be improved, TIA is advocating for the inclusion of tourism as a general subject on the academic pathway, as has previously been agreed.</p> |

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| | <p>If this is not achieved, tourism will be included only in the vocational stream which does not include the conceptual and critical thinking skills that we consider will be mission-critical for the future tourism industry.</p> <p>The ability to advance with the ever-accelerating pace of technological change in the tourism economy will be critical for the future success of tourism in New Zealand.</p> <p>The industry is subject to a raft of changes (technology, AI, connectivity, visitor expectations and preferences) and the industry must be fleet-footed in its pathway to the future.</p> <p>The ability to operate in this environment will also be key for creating more valued visitor experiences and for lifting industry productivity.</p> |
| <p>The Government wants the senior secondary qualifications to be coherent, consistent, and credible, with greater access to an enhanced vocational model. Do you think there are other opportunities for positive change with the new qualifications?</p> | <p>For the education to best serve tourism, the opportunity is to overlay the vocational model with the academic model.</p> <p>Tourism needs both.</p> <p>There are many tourism roles that need people with strong vocational skills (accommodation, guides, drivers, chefs, restaurant staff etc.), but equally the industry needs people that have gone through the academic pathways to develop their abilities to think, to solve problems, to operate in a very complex industry context, and to be early adopters of technologies.</p> <p>It is only through these people that tourism will be able to shift to the high value, high productivity industry that we must have in New Zealand.</p> <p>Notably, the tourism industry draws in people from across a wide range of professions who apply their skills in tourism, including business administration, marketing, accounting, law, aviation, economics, and more.</p> <p>Having a pathway for students to be taught the complex system aspects of tourism, from school to university to professional roles is a basic requirement for a large, mature, changing and growing industry.</p> <p>As such, we take a future-focused perspective in considering the proposed education reform, across both the VET and senior secondary school systems.</p> <p>Trained and educated people are at the heart of the tourism industry, now and into the future.</p> <p>TIA has looked at the future of tourism work in light of the AI revolution that we are now at the early stages of. While not predictive, this work highlights that over a short span of time jobs will change rapidly and the skills of the people doing the new jobs will be quite different.</p> <p>We need the system we build to be responsive to this degree of rapid change.</p> |
| <p>Proposal 1: Working with industry to better integrate VET learning into the senior secondary qualification system</p> | |
| <p>Do you support government working with industry to create Vocational Education and Training (VET) subjects?</p> | <p>The integration of VET across secondary and post school training is conceptually supported.</p> |

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| | <p>With VET, the difficulty lies with the question we have on whether the Services Industry Skills Board (ISB) will sufficiently represent the interests of tourism.</p> <p>As structured, the Service ISB covers many disparate service sectors including tourism, retail, hospitality, financial services, business administration, creative sectors, hair and beauty, real estate, journalism, and so on.</p> <p>In this very diverse ISB, TIA has reservations that it will be able to cover the tourism industry vocational education and training needs. This new ISB has a greater span of sectors and less funds than the current Workforce Development Council and so we question if it will have the ability to develop its activities into the secondary school curriculum.</p> <p>Also, as the ISB will be in establishment phase over the next year, it will likely take time to get into this work programme.</p> <p>It is unclear from the consultation document what the exact pathway will be for students in the vocational pathway.</p> <p>We note from the document that the vocational programmes will be available in Years 12 and 13, and alongside the academic subjects. Does this mean that the academic and vocational subjects are equal?</p> <p>To reinforce, tourism needs the vocational stream and equally the academic stream.</p> |
| Proposal 2: Introducing a new Foundational Award | |
| Do you agree that replacing the NCEA Level 1 with a Foundational Award in numeracy and literacy is a good way to prepare students with the basic skills needed to successfully engage with learning in Years 12 and 13? | TIA has no particular view. |
| Do you think any other areas of learning or achievement should be considered as part of the Foundational Award? | TIA has no particular view. |
| Most students will complete the New Zealand Certificate of education in Year 12. How important is it for the Government to consider ways to ensure more students stay at school until the end of year 12? | TIA has no particular view. |
| Proposal 3: Shifting focus to a structured and subject approach and introducing mandatory subjects | |
| Do you support a subject approach to assessment at Years 12 and 13? | <p>We are concerned that the National Curriculum does not include tourism as a general subject but instead places it on the vocational path.</p> <p>The final design must make it clear what the tourism-related subjects will be, for both the general and vocational pathways.</p> |
| How important is it for students to engage with the full curriculum for vocational and general subjects? | It is not clear what relative weight is placed on the general subject and vocational courses, and whether the vocational courses contribute to university entrance. |

| Proposal 4: Strengthening the achievement requirements | |
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| Do you find the proposed achievement requirements for the new qualification easier to understand than NCEA? | TIA has no particular view. |
| Do you think four subjects is a reasonable requirement to gain a secondary qualification? | <p>TIA has no particular view.</p> <p>The question remains about what is required to attain university entrance. Can this be gained from undertaking vocational courses?</p> |
| Part 3: Implications and next steps | |
| Do you agree that the proposed changes will improve the coherence, consistency and credibility of the national senior secondary qualifications? | TIA has no particular view. |
| What other changes or support do you think would be helpful to make sure students can successfully complete the new qualifications? | <p>Ensure that the subjects and curriculum are future focused in their orientation.</p> <p>Ensure sources such as tourism and outdoor education are contributing to university entrance.</p> |
| Is there anything else that you would like to say about the proposals? | <p>The tourism industry does not see its future workforce requirements reflected in the proposed changes.</p> <p>Yes, there is merit in getting the basics right with rigorous standards and assessment, but the world of modern technology, economics and society are much more complex than this.</p> <p>Tourism provides a case study in what the future workforce will look like, and how dramatically it will change.</p> <p>The breadth of skills required in tourism is a feature of this industry. This does involve vocational roles that are 'typical' to tourism (accommodation, food and beverage, etc.), but it is much wider than this. For instance, with technology driving rapid change – automating mundane functions and creating new roles in personalised tourism services and experiences, creating content and virtual experiences, managing sustainable destinations, and in business administration to ensure commercial success in this changing world.</p> <p>Our education system must be meeting these changing needs. Foundations are needed absolutely, but so too is exposure to breadth of opportunity and the ability to go deeper in areas of interest to the students.</p> <p>TIA is concerned that the system as proposed will not provide this, particularly in that it appears to be concentrating teaching in tourism to narrow vocational roles, and not to the future jobs that are rapidly emerging in tourism.</p> |

New Zealand Tourism 2030+

THE WORLD'S MOST ADVANCED VISITOR EXPERIENCE

The following sets out how TIA, with some AI assistance, imagines the changing face of tourism in an AI world. While not predictive, this highlights the nature of the new skills that will be needed in future.

The very nature of tourism is changing, with technology the key driver. For visitors, AI will change itinerary planning and booking, make processes seamless and allow their preferences to be met throughout. For industry, processes will be streamlined, routine tasks automated and with increased ability to tailor their offer to their visitors. With this streamlining, the 'human' touch in tourism will be increasingly important and will remain at the heart of the visitor experience.



Intelligent Trip Planning

AI agents understand your travel dreams and constraints, crafting personalised New Zealand adventures that adapt to weather, your fitness level, cultural interests, and budget in real-time.

- Tourism NZ Integration
- Regional Tourism Data
- Conversational AI
- Predictive Analytics
- AI Travel Designers
- Experience Data Scientists



Seamless Arrival Experience

Biometric passport processing, automated customs clearance, and AI-powered transport coordination get you from Auckland Airport to your Queenstown hotel without friction or paperwork delays.

- Smart Border Technology
- Integrated Transport Systems
- Biometric Processing
- Smart Logistics
- Border Technology Specialists
- Journey Coordination Teams



Predictive Journey Intelligence

AI monitoring MetService data and Air New Zealand systems anticipates weather delays, automatically rebooking connections and adjusting your South Island road trip before you even know there's an issue.

- MetService AI Integration
- Real-time Transport API's
- Weather Prediction AI
- Dynamic Rebooking Systems
- Predictive Analytics Specialists
- Journey Recovery Teams



Autonomous Rental Vehicles

Self-driving rental cars pick you up on arrival, navigate New Zealand's challenging terrain safely, and provide AI-guided commentary about landscapes and local points of interest along the way.

- NZTA Smart Road Infrastructure
- Local Knowledge Integration
- Autonomous Navigation
- Safety Monitoring Systems
- Autonomous Vehicle Technicians
- Safety Systems Managers



Smart Accommodation Check-in

Mobile check-in at your Rotorua lodge or Wellington hotel happens automatically as you arrive. Rooms adjust temperature, lighting, and entertainment to your preferences before you enter.

- Qualmark Smart Standards
- IoT Room Integration
- Mobile Authentication
- Smart Building Systems
- Smart Building Specialists
- Guest Experience Specialists



Enhanced Destination Experiences

AR-enhanced walks through Milford Sound, AI tour guides at Hobbiton that adapt stories to your interests, and personalised adventure recommendations based on your skill level and courage factor.

- DOC Digital Integration
- Tourism Operator Networks
- Augmented Reality
- Personalisation Engines
- AR Experience Designers
- Adventure Safety AI Specialists



AI-Curated Local Experiences

Smart recommendations for Central Otago wineries based on your taste preferences, Wellington restaurant bookings that consider dietary requirements, and activity suggestions matched to your energy levels.

- Wine NZ Partnerships
- Restaurant New Zealand Networks
- Taste Profiling AI
- Dynamic Recommendation Systems
- Experience Curation Specialists
- Local Partnership Managers



Smart Retail & Souvenirs

AI-powered shopping assistants help you find authentic New Zealand products, contactless checkout systems, and personalised souvenir recommendations that ship directly home at the best rates.

- Buy NZ Made Integration
- NZ Post Smart Shipping
- Computer Vision Checkout
- Authenticity Verification
- Retail Technology Specialists
- Authenticity Verification Teams



Seamless Departure & Follow-up

Automated hotel checkout, AI-generated photo memories from your trip, carbon offset calculations, and predictive suggestions for your next New Zealand adventure based on what you loved most.

- Carbon Zero NZ Integration
- Tourism NZ Global CRM
- Memory Curation AI
- Predictive Rebooking
- Digital Memory Specialists
- Sustainability Coordinators

KEY ELEMENTS

- New Zealand Integration Points
- Core AI Technologies
- New Workforce Roles

