



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

3 October 2023



Tēnā koe [redacted]

Official Information Act Request

Thank you for your request on 29 August 2023, under the Official Information Act 1982 (the Act), for the following information:

An updated policy, existing or not-existing (write the policy solely for this request), that shows NZQA's stance on the use of AI (e.g. ChatGPT) by students in school. I request that NZQA outline exactly what students are and are not allowed to use AI for, and what teachers are and are not allowed to use AI for, in the realm of teaching students. I also request how NZQA advises schools asking questions about AI on how to detect AI work and how to prove to students and parents, when challenged, that the method of detection is sound and trustworthy. This policy should also outline its scope as well as international sources. I also request any internal and external emails (to or from NZQA), and publications with NZQA about the use of AI.

As noted in the letter dated 8 September 2023, in a phone call on 7 September 2023 you refined your request for 'any internal and external emails (to or from NZQA), and publications with NZQA about the use of AI' as set out in point 3 below.

We have interpreted your request to be for:

1. A policy on the use of AI by students and teachers developed by NZQA.
2. NZQA correspondence with schools, including emails, on managing authenticity with AI and to ensure the credibility of method for detection.
3. The following information relating to artificial intelligence:
 - a) the content from the *Assessment in the Age of AI* symposium which was held by NZQA in May 2023;
 - b) excerpts from reports following 'Managing National Assessment' reviews which reference artificial intelligence; and
 - c) emails to and from schools on the use of AI, sent between January and August 2023.

We are declining the first part of your request, for a policy on the use of AI by students and teachers developed by NZQA, under section 18(e) the Act, as this information does not exist. Please note, the Act does not obligate NZQA to create information in order to respond to a request.

Attached is information in response to the second and third parts of your request. Table One contains a summary of information released.

Excerpts from recent Managing National Assessment Reports of schools have been provided, as the rest of the information detailed in these reports is out of scope of your request.

Te Tāhuhu o Te Mātauranga, the Ministry of Education, is developing policies to ensure the education system is well prepared for Generative Artificial Intelligence. In the interim, they have some information for schools and teachers (<https://www.education.govt.nz/school/digital-technology/generative-ai-tools-things-to-consider-if-youre-thinking-of-using-them-at-school/>).

For further assistance in developing a school's policy on the use of artificial intelligence, please contact your school's Principal's Nominee or Paul Smith, NZQA School Relationship Manager, email paul.a.smith@nzqa.govt.nz.

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish its response to this request on its website as part of its next release of documents. Your name and contact details will be removed before publication.

If you believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

You have the right to seek an investigation or review by the Ombudsman of this decision under section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

Encl

Table One – Summary of information released for OC00458

Appendices

Appendix One: Information released for OC00458

Table One: Summary of information released for OC00458

| Title of document | Pages / Web link | Date | Redactions |
|---|---|-------------------|---|
| New Zealand's policy and regulatory approaches to generative AI (Presentation to Global Academic Integrity Network) | Pp. 1–9, Appendix One | 19 July 2023 | Released in full. |
| Assessment in the Age of AI symposium, 31 May 2023 | https://www2.nzqa.govt.nz/about-us/events/assessment-in-the-age-of-ai/ | 28 July 2023 | Released in full as it is publicly available. |
| Excerpts from Emailink newsletters to schools | Pp. 10–11, Appendix One | 1 August 2023 | Released in part. Other information in Emailink newsletters is out of scope of the request. |
| Teachers <i>New</i> to NCEA | Pp. 12–16, Appendix One | March 2022 | Released in part. Other information in the handbook is out of scope of the request. Part of Emailink 1. |
| Effective Assessment Practice Guide | Pp. 17–23, Appendix One | February 2020 | Released in full. Part of Emailink 1. |
| New Zealand's policy and regulatory approaches to generative AI (Presentation to NZ International Education Conference) | Pp. 24–42, Appendix One | 18 August 2023 | |
| Excerpts from Managing National Assessment reports | Pg. 43, Appendix One | 15 September 2023 | Released in part. Other information in Managing National Assessment reports is out of scope of the request. |

New Zealand's policy and regulatory approaches to generative AI

Neil Miller, NZQA. 2023



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

New Zealand Qualifications Authority

New Zealand government Crown entity established by the Education Act 1989

Administers the New Zealand Qualifications and Credentials Framework (NZQCF)

New Zealand's National Education Information Centre

Independently quality assures tertiary providers (except universities)

Leads New Zealand's international qualifications liaison work

Administers Code of Practice for the pastoral care of students

Administers the secondary school exam system

Universities New Zealand (UNZ)

- Peak body for New Zealand universities
- Statutory authority for quality assurance of university academic programmes
- CUAP – Committee on University Academic Programmes
- AQA – Academic Quality Agency for New Zealand Universities.

NZQA response to generative AI

- 1. Secondary school assessment** – working with schools on maintaining integrity of internal and external assessment and moderation.
Identification of where AI is used across the learning journey is the first step
- 2. Quality Assurance** – developing a plan to provide advice for tertiary education providers on how AI may impact teaching, learning and assessment.
AI² = academic integrity + artificial intelligence.
- 3. NZQA Artificial Intelligence Working Group** – identify how to use AI within NZQA for lower value work, analyse data and generate insights. Explore opportunities to test and learn.
- 4. AI Symposium** – a joined-up education response focused on assessment practices.

Artificial Intelligence and Assessment Symposium

- An initiative across the whole of the education sector – learners, teachers, schools, tertiary providers (including universities), Ministry of Education, NZQA.
- Focused on validity of assessment.
- Starting with *what is generative AI and how do Large Language Models work?*
- Sharing a wide range of perspectives asking:
 - What do we need to do now?*
 - What do we need to keep thinking about?*
- Looking for opportunities to augment teaching, learning and assessment

Assessment redesign for generative AI: A taxonomy of options and their viability

Jason M. Lodge, Sarah Howard and Jaclyn Broadbent distilled the options into six categories:

1. Ignore
2. Ban
3. Invigilate
4. Embrace
5. Design around
6. Rethink

<https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge%3FtrackingId=wd2%252B5Hwm3UhZkJ5%252Fg6rI3A%253D%253D/?trackingId=wd2%2B5Hwm3UhZkJ5%2Fg6rI3A%3D%3D>

Viability of options for assessment redesign

| | Short-term | Medium-term | Long-term |
|------------------|------------------------------------|-------------------|-------------------|
| 1. Ignore | Might get away with it momentarily | | |
| 2. Ban | Problematic | Becomes risky | |
| 3. Invigilate | Where appropriate | Where appropriate | Where appropriate |
| 4. Embrace | Being mindful of equity issues | Where appropriate | |
| 5. Design around | Risky | | |
| 6. Rethink | Requires time and effort | | |

Complexity

“Surfing the wave of change”

Simon McCallum,
Victoria University of Wellington, 2023

“There is always a well-known solution to every human problem – neat, plausible and wrong”

H.L. Menken, 1920

neil.miller@nzqa.govt.nz



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

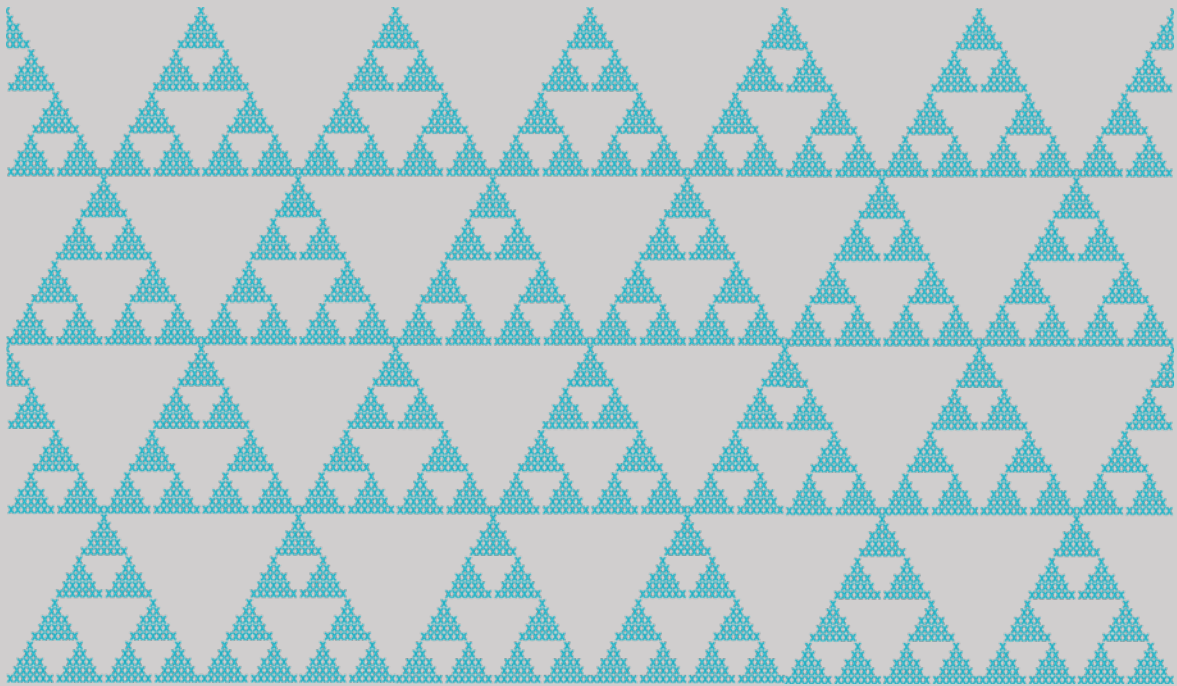
Excerpts from Emailink newsletters to schools

The following excerpts, from Emailink newsletters, are relevant to your request. The rest of the content in these newsletters has been identified as out of scope of the request. NZQA has included links to the newsletters.

| Title | Date | Excerpt on artificial intelligence | Link to Emailink newsletter |
|-----------------------------|-------------|--|---|
| February 2023 Emailink 1 | 14 Feb 2023 | <p>Chat Generative Pre-trained Transformer (ChatGPT)</p> <p><i>About Chat Generative Pre-trained Transformer (ChatGPT)</i></p> <p>The recent arrival of a new AI generator, Chat Generative Pre-trained Transformer (ChatGPT), is ringing alarm bells for secondary school and university educators keen to preserve the authenticity and originality of student work/assessment.</p> <p>At worst, the Chatbot can produce quality essays, reports, etc on any topic, which might escape detection by regular plagiarism checkers and be passed off as the student's own work.</p> <p>Assuming that it will be nigh on impossible for schools to remove a student's access to ChatGPT, it is important that teachers monitor and manage its use in the same way that they have been managing other tools and behaviours that compromise the authenticity of student work.</p> <p><i>Information available for teachers and Principal's nominees</i></p> <p>NZQA has information available for teachers and Principals' Nominees around credible assessment and authenticity. A new Authenticity online learning module, Tōku Reo Tōku Mahi, will be published in the next few weeks on Pūtake and it will include strategies to address AI evidence.</p> <p>Teachers New to NCEA: Handbook [PDF, 3.2 MB]</p> <p>Effective assessment: Practice guide [PDF, 431 KB]</p> <p>Go to Pūtake(external link)</p> <p>We'll be back in touch later in the year with information about how NZQA will address our regulatory accountabilities around maintaining the credibility of the qualification. This might include sampling of student work submitted for assessment</p> <p><i>Advice for senior leaders</i></p> <p>Senior leaders are encouraged to:</p> <ul style="list-style-type: none">• familiarise themselves and all staff with ChatGPT and other similar technologies• review which assessment practices raise real authenticity concerns with the release of ChatGPT and adjust/manage policy and procedures accordingly, then• consider the longer term implications of these technologies on authentic assessment and how assessment practices could evolve as a result• use professional networks to share information and strategies for monitoring and managing the evolution of assessment practice in an AI-inclusive environment. <p><i>Advice for teachers</i></p> <p>Teachers are best placed to identify whether the work their students have submitted is genuinely their own. In managing school-based internal and external assessment, teachers are advised to:</p> <ul style="list-style-type: none">• design written internal assessment tasks in different ways, such as, encouraging personal reflection, to make the use of AI more difficult• use the flexibility of NCEA, so students can demonstrate aspects of their learning through means other than written text• use checkpoints to monitor the progress toward achievement of the standard• use a variety of assessment methods, including traditional tests, class participation, group work and projects, to evaluate student learning outcomes prior to summative assessment events | https://www2.nzqa.govt.nz/about-us/publications/newsletters-circulars/emaillink/february-2023-1/ |

| Title | Date | Excerpt on artificial intelligence | Link to Email newsletter |
|------------------------------------|------------------------|---|--|
| | | <ul style="list-style-type: none"> establish a reliable baseline of each student’s level of understanding, writing ability and mastery of material for evaluating future assessment items. <p><i>Common AI generators</i></p> <p>Common AI generators include:</p> <p>ChatGPT(external link)</p> <p>Magic Write(external link)</p> <p>Moonbeam(external link)</p> <p><i>AI and plagiarism detectors</i></p> <p>AI Writing Check</p> <p>Quill.org and CommonLit.org have collaborated to detect AI writing by creating a tool called AI Writing Check and it’s available free to any teacher who wants to use it. It is simple, easy to use and browser-based, with no need to download or install software. Just copy and paste 100+ words and the tool tells you the likelihood of it being created by AI. It isn’t fool-proof, but it can help. Another good website is demo.aicheatcheck.com.</p> <p>AI Writing Check(external link) — aiwriting check.org</p> <p>Watch this short video showing how to use the tool and explaining the limitations:</p> <p>How to detect articles written by ChatGPT(external link) — YouTube</p> <p>AI Cheat Check</p> <p>Find out more on AICheatCheck(external link) — demo.aicheatcheck.com</p> <p>Other plagiarism detectors</p> <p>Other electronic plagiarism detectors are also currently being adapted to detect AI generated text. This video by TurnItIn shows how it can detect if people try to fool AI detectors and how they detect that:</p> <p>Sneak preview of Turnitin’s AI writing and ChatGPT detection capability for Education(external link) — YouTube</p> | |
| <p>March 2023 EmailLink 2</p> | <p>14 Mar 2023</p> | <p>Accessing NZQA online</p> <p><i>Student Authenticity</i></p> <p>NZQA has recently published a new online learning module for teachers called Tāku reo, Tāku mahi on Pūtake. This module provides guidance for teachers on managing authenticity of student work for both internal standards and submitted subjects. It also includes guidance on how to deal with Artificial Intelligence text and image generators.</p> <p>Pūtake login page</p> | <p>https://www2.nzqa.govt.nz/about-us/publications/newsletters-circulars/emaillink/march-2023-2/</p> |
| <p>August 2023 EmailLink 7</p> | <p>1 Aug 2023</p> | <p>Using Generative AI in schools</p> <p>Here are some points regarding Generative AI from the Ministry of Education that schools and teachers may find useful.</p> <p>Generative AI(external link) - Ministry of Education</p> <p>Remember that an online learning module on authenticity - titled “Tāku Reo, Tāku Mahi - My Voice, My Work” - is also available on Pūtake in the Short Courses category, and includes strategies to address AI evidence. The aim of this module is to emphasise the importance of students submitting their own work for assessments.</p> <p>Log in to Pūtake</p> | <p>https://www2.nzqa.govt.nz/about-us/publications/newsletters-circulars/emaillink/august-2023-emailink-7/</p> |

Teachers *New* to NCEA

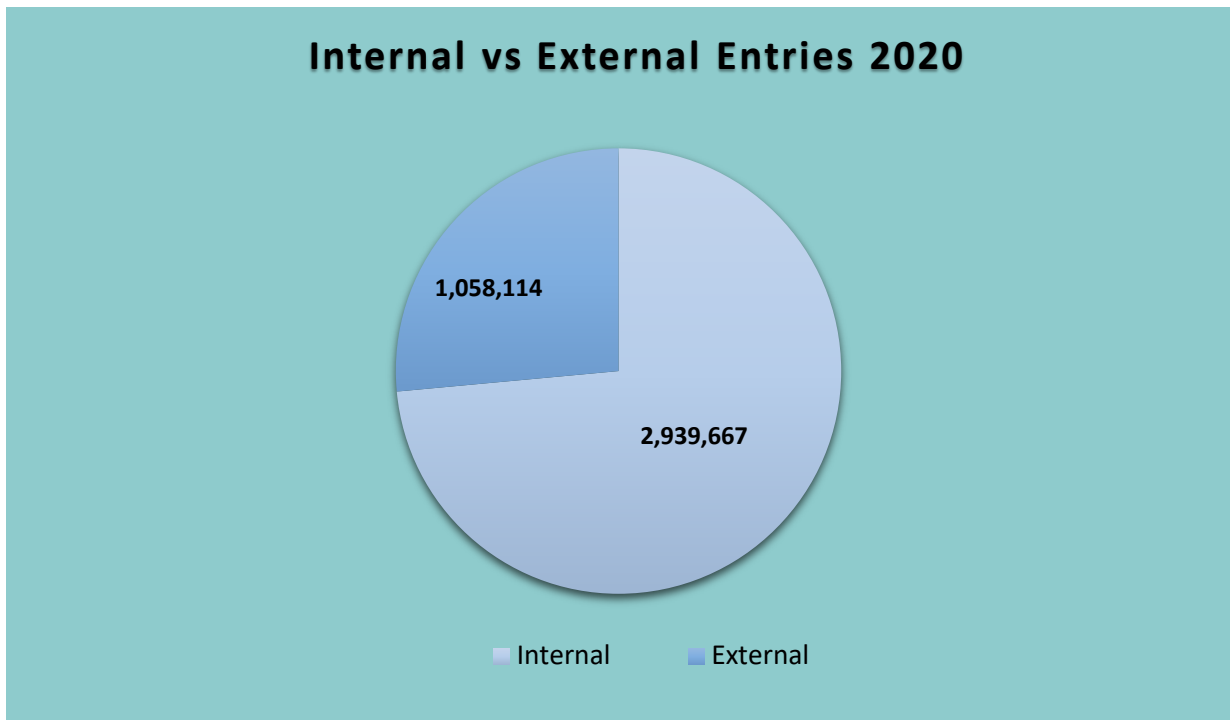


**A handbook for
teachers *new* to NCEA Assessment and Moderation**

March 2022

Credible Assessment Practice

Schools conduct approximately 75 percent of all NCEA assessment



So, what does this mean for you?

The onus is on assessors to ensure their internal assessment is:

VALID

- the assessment should measure what it is supposed to measure, so it is standard specific, as detailed in the achievement criteria, and fit for purpose

AUTHENTIC

- the work contains the assessed student's OWN ideas and understanding

VERIFIABLE

- the work is recorded in a way that allows someone else to verify the evidence.

Authenticity

[Authenticity](#) is the assurance that evidence of achievement produced by a learner is **their own work**.

Strategies for authenticating assessment should be adaptable, to suit different students in changing circumstances.

Key principles of authenticating assessment:

- Use your knowledge of your students and their learning.
- Fit your authenticity measures to the student, and the standard, and the circumstances. If in doubt, follow up – conference with the student and consult with colleagues.

A **mix of different authenticity processes** may be used, including:

- tracking student progress towards the completion of assessments using milestones or checkpoints, rather than relying on a single point to measure authenticity
- ensuring that students working at home have a way to meet checkpoints
- using digital tools such as revision history to monitor work in progress
- talking with the student to check their understanding of what they have submitted before awarding a final grade.

When assessing students working at home:

- ensure parents know not to assist or over-guide students completing work for assessment
- check that students know what authenticity means and looks like for each assessment
- provide options for students to submit work physically or digitally.

When you are still getting to know your students:

- your knowledge of your students is a fundamental tool for maintaining authenticity. If you don't know your students well enough yet to recognise their authentic work, consider what other sources of information may be available. For example – verbal questioning, related evidence from class work, peer assessment, plans and drafts.
- assessment opportunities should be part of a coherent programme of learning and assessment rather than one-off events. This allows you to judge when students are ready to be assessed.

When circumstances change:

- consider whether authenticity requirements are still fit for purpose. For example, if students are not able to complete assessments in class, you could require them to send photos of their work in progress or submit a log of their research actions.

Consider:

- Could a student submit a video of themselves performing a practical task, or share their drafts with you?
- Could a student send a message / tweet / photo after a session working on an assignment, with their reflection on their progress or performance?



Effective Assessment Practice Guide

Audience

This guide is for schools and kura that assess standards.

Purpose

The purpose of this document is to provide guidance on effective assessment practice.

The following four key aspects describe the delivery of effective assessment.

Students have:

- programmes that provide a pathway
- assessment that recognises skills and knowledge and meets the standard
- opportunity for achievement
- feedback that leads to improvement.

What's in this guide

This guide provides:

- a framework for effective use of assessment for national qualifications to ensure results are credible.
- examples to support a quality internal and external assessment experience for students.

Note: These examples have been gathered by NZQA's School Relationship Managers in their work with schools in New Zealand, the Cook Islands and Niue.

Where can you get a copy of this guide

[This guide](#) can be found on the NZQA website or ask your School Relationship Manager.

Feedback

We welcome your feedback. If you have any comments or suggestions, please contact your School Relationship Manager.



Links to Rules and Requirements

Rules

[NZQA Rules: Assessment \(including Examination\) Rules for Schools with Consent to Assess 2020](#) specify the general requirements for assessment in relevant schools. They are underpinned by the principles of fairness, validity and transparency of assessment practice for all students.

Requirements of Consent to Assess for Schools

The [Guide to Requirements for Consent to Assess for Schools \(August 2011\)](#), known as the CAAS Guidelines outlines the obligations of a school or kura. A school or kura must have been granted Consent to Assess before they can assess standards.

These two documents underpin the effective practices described in this guide.



Programme Pathways

Students have programmes that provide an appropriate pathway when:

- Assessment:
 - is coherent
 - provides equity of access
 - meets their needs
- data analysis informs course design
- standards selected support the pathway's outcome
- review ensures credible pathway provision.

Effective practice that supports programme pathways for students

Teachers

- provide clear guidance to students and their whānau about relevant programme pathways including specific information about courses and/or standards.
- offer access to assessment opportunities that reflect student aspirations, interests, abilities and needs.
- hold regular mentoring conversations with students about their progress, including towards qualifications, certificates, awards and endorsement attainment.
- have knowledge of the
 - school's scope of consent
 - current version of the assessment standard
 - latest specifications
 - appropriate conditions of assessment.
- increase the range of courses or internally assessed standards offered by engaging with an external provider or seeking an extension of the school's Consent to Assess, as required.
- review courses annually using student voice and assessment data to ensure courses continue to provide appropriate pathways and assessment workloads.

Students

- make informed decisions about course and/or standard choices aligned to their personal pathway and aspirations.
- know what their learning goals are and are provided with tools to monitor their progress.

Management

- ensures the school's curriculum offers appropriate pathways to meet the interests, aspirations and abilities of the broad student community and individual students.



Credible Assessment

Students have assessment that recognises skills and knowledge and meets the standard when:

- assessment context, criteria and outcomes align with the appropriate curriculum level and promote learning
- valid, verifiable and authentic evidence meets the requirements of the standard and assessment conditions
- assessor's grade judgements align with achievement criteria
- quality assurance confirms assessment credibility
- professional learning supports effective practice
- review ensures credible outcomes.

Effective practice that supports credible assessment for students – all assessment

Teachers

- acknowledge and understand the role of the Principal's Nominee in managing the integrity and credibility of assessment within the school and data submitted to NZQA.
- access relevant material from the NZQA website.
- have professional discussions to share good assessment practice and develop organisational capability.
- feedback to students is timely, acknowledges achievement and supports further progress.
- effective assessment practices are understood, used and valued to support improved learning.
- teaching, learning and assessment are integrated and grow student confidence and capability.

Whānau

- are regularly informed about progress of student and towards school-wide goals.

Management

- clearly communicates assessment practice expectations to teachers, students and whānau using appropriate means.
- regularly collects evidence to provide feedback to guide individual learning and inform community decision making.
- supports the Principal's Nominee to ensure that assessment practices meet NZQA rules and school requirements.
- monitors, reviews and improves the validity of assessment, including moderation and data, to ensure students receive a quality experience.
- provides professional development to support teachers to be confident about assessment and quality assurance requirements.
- ensures succession planning occurs for the Principal's Nominee role.

Effective practice that supports credible assessment for students – internal

Teachers

- design tasks and prepare students adequately to enable them to present valid, verifiable and authentic evidence.
- include classwork and practice tasks to signpost progress to students and enable reporting of the student's best performance.
- strategically verify grade judgements on a sufficient sample of student work to assure consistency with the standard in a timely manner.
- engage with the online external moderation application, including suggesting standards for external moderation, queries and appeals as appropriate.
- evaluate the effectiveness of internal moderation and external moderation feedback.
- resolve identified issues in external moderation.

Students

- understand that results are moderated.

Management

- holds current sub-contracts, Memoranda of Understanding with external providers where required, or dual enrolment with Te Aho o Te Kura Pounamu.
- monitors the completion of internal moderation to ensure only verified results are reported to NZQA.
- monitors external moderation outcomes to evaluate the effectiveness of its internal moderation for processes.

Effective practice that supports credible assessment for students – external

Teachers

- prepare students adequately, including the opportunity to practise providing authentic work using the exam experience, along with working through past exams, exemplars and activities in class and/or at home.
- provide opportunities to gather valid, authentic and verified or justified evidence to signpost progress to students and for derived or unexpected event grades.
- provide clear guidance about the process, requirements and rules of exams.
- acknowledge and support the authority of the Exam Centre Manager in managing exams and collaboratively carry out their delegated duties.
- resolve issues identified by external exam verifiers.

The Exam Centre Manager

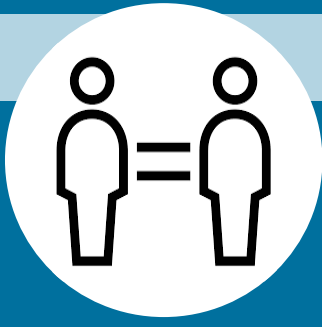
- follows NZQA requirements in managing exams, delegates responsibilities as appropriate and clearly communicates expectations.

The Principal's Nominee

- collaborates with the Exam Centre Manager to monitor, review and improve the management of exams to ensure students receive a quality experience.
- arranges for students to sit at an approved exam centre via a Memoranda of Understanding if their school is not an exam centre.

Management

- plan for succession of examination centre management.
- identify and implement resourcing, logistical, technical and health and safety requirements for exam centres.



Equitable Access

Students have opportunities for achievement when:

- assessment of learning meets the educational needs of all students
- special assessment conditions support fair assessment
- data enables monitoring of achievement and appropriate interventions
- results report progress
- review ensures equitable opportunity for achievement.

Effective practice that supports equitable access to assessment and qualifications

Teachers

- differentiate assessment modes and activities to provide for student interests, needs and their context.
- provide fair and transparent assessment practice which is communicated effectively and monitored for consistency, including resubmissions and further assessment opportunities.
- report complete and accurate data to NZQA to meet published deadlines.
- check the accuracy of entries and results, including external provider codes using available reports, and resolve issues.
- monitor student progress, including through the NZQA provider login, and assessment interventions for effectiveness.
- identify and support at risk students and monitor assessment interventions for effectiveness.
- investigate and evaluate data patterns, including students' entries and results, longitudinally, and for variance between internal and external achievement.
- systematically record and report student achievement and maintain a reliable system for archiving results.
- ensure the privacy of student results.
- report results of transferring students to their new school.
- apply for Course Approval for any courses intended exclusively or mainly for international students as required by section 4E of the Education Act.

Students

- can access Special Assessment Conditions.
- can register and log in to NZQA website to check the accuracy of entries and results and monitor progress.
- experience positive conditions of assessment and assessment processes.

Management

- reviews ease of student access to opportunities including the use of Special Assessment Conditions, derived grades, reviews and reconsiderations.



Evaluation of Outcomes

Students have feedback that leads to improvement when:

- review identifies improvement and leads to action.
- evaluation of achievement outcomes informs strategic and annual goals.

Effective practice that supports equitable access to assessment and qualifications

Management

- collects regular feedback from all stakeholders on student achievement.
- uses data to monitor and report progress against strategic and annual goals and evaluate equity of student access.
- uses results of self-review and evaluation to make improvements and update strategic and annual goals to reflect community aspirations and expectations for its students.
- matches resourcing and professional leadership to achievement goals.
- follows up on NZQA's external review recommendations and findings.

NZQA's policy and regulatory approaches to generative AI

Neil Miller, NZQA. 2023



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

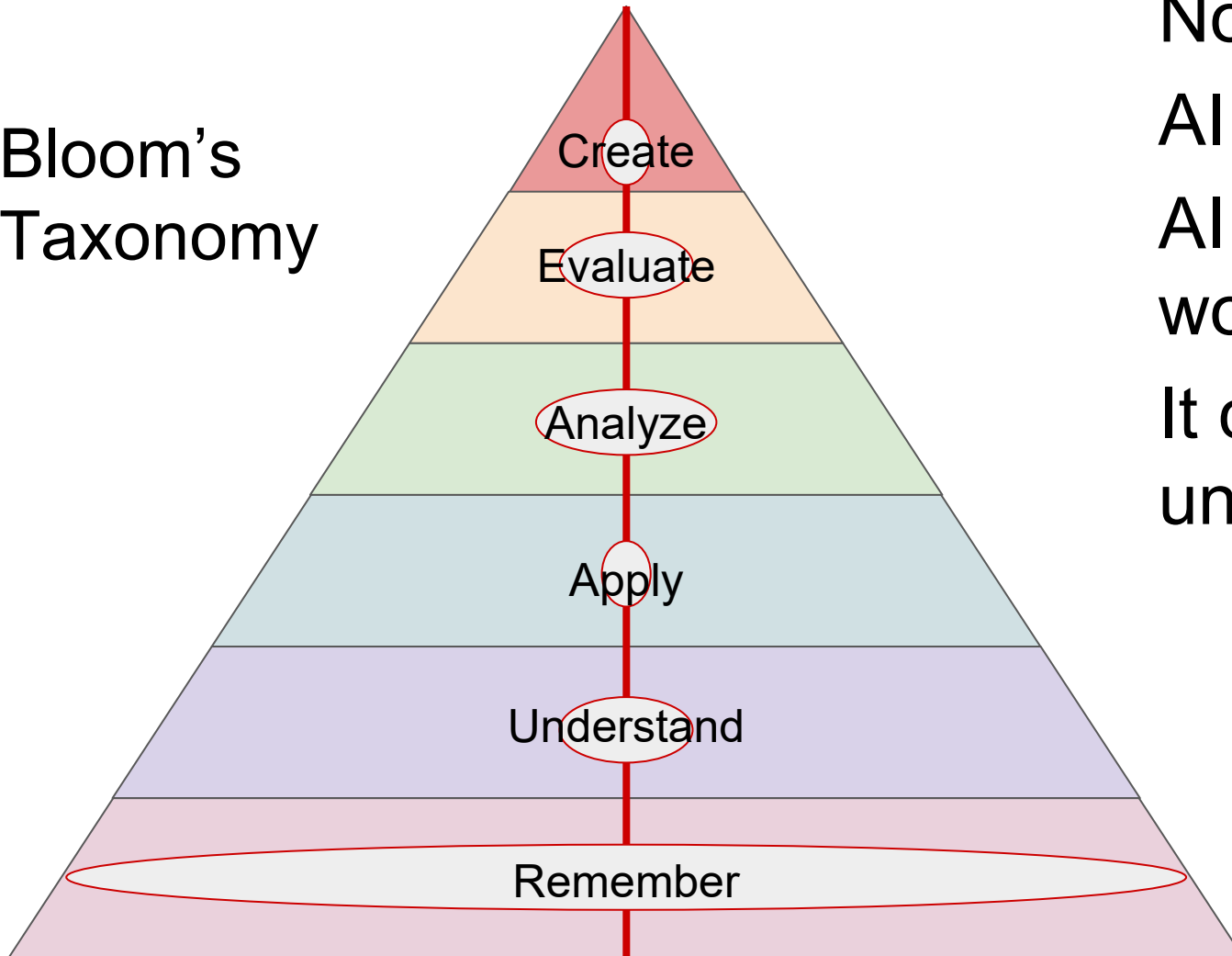
What is generative AI?

- Large language models
- Meaning is usage – mapping words into a vector — prompt to build the context by mapping tokens into a “meaning space”
- It is more than text based
- Exponential rise in downstream applications and capability

Not like humans – Simon McCallum, VUW



Bloom's
Taxonomy



Not ground up

AI can “understand” language

AI does not “understand” the world

It can analyse what it does not understand

NZQA response to generative AI

1. AI Symposium
2. Secondary school assessment
3. Tertiary quality assurance
4. NZQA AI Working Group

Artificial Intelligence and Assessment Symposium

- An initiative across the whole of the education sector – learners, teachers, schools, tertiary providers government.
- Start with the opportunity.
- Share a wide range of perspectives asking:
 - What do we need to do now?*
 - What do we need to keep thinking about?*
- *What is the most important element of assessment?*

Validity

& ASSESSMENT INTEGRITY

01

Do we always assess what we mean to assess?

Assessment tasks should be associated with the intended learning outcomes. Often, we bundle in lots of other "stuff" that's extraneous and award credit for those aspects. In designing assessment we need to remember the intended learning outcomes and the skills and knowledge we say the student should be able to demonstrate (at programme level too). We should also avoid over-assessment.

02

Do we focus more on reliability than validity?

We tend to be obsessed with the reliability of an assessment (double marking, moderation, etc). Sometimes this may lead us to lose focus on the validity of the assessment.

03

What damages validity?

- Restrictions that can't be enforced (e.g. banning Generative AI)
- Exclusion - if some students are not able to fully engage/participate.
- Cheating

04

Is our assessment standards based?

How meaningful are marks and grades? Why do we agonise over 54% versus 58%? What does that mean educationally? If based on the set standards and intended learning outcomes, then is it not more appropriate to simply determine on the basis of: passed or 'not yet passed'?

05

Is AI cheating or can it be used as a tool?

What are the potential appropriate uses of AI in teaching, learning, and assessment? Importance of critical AI literacy and awareness of its limitations as well as potential. We should emphasise the importance of combining with foundational knowledge and subject expertise. Is there scope for using it in scaffolding/reverse scaffolding?

06

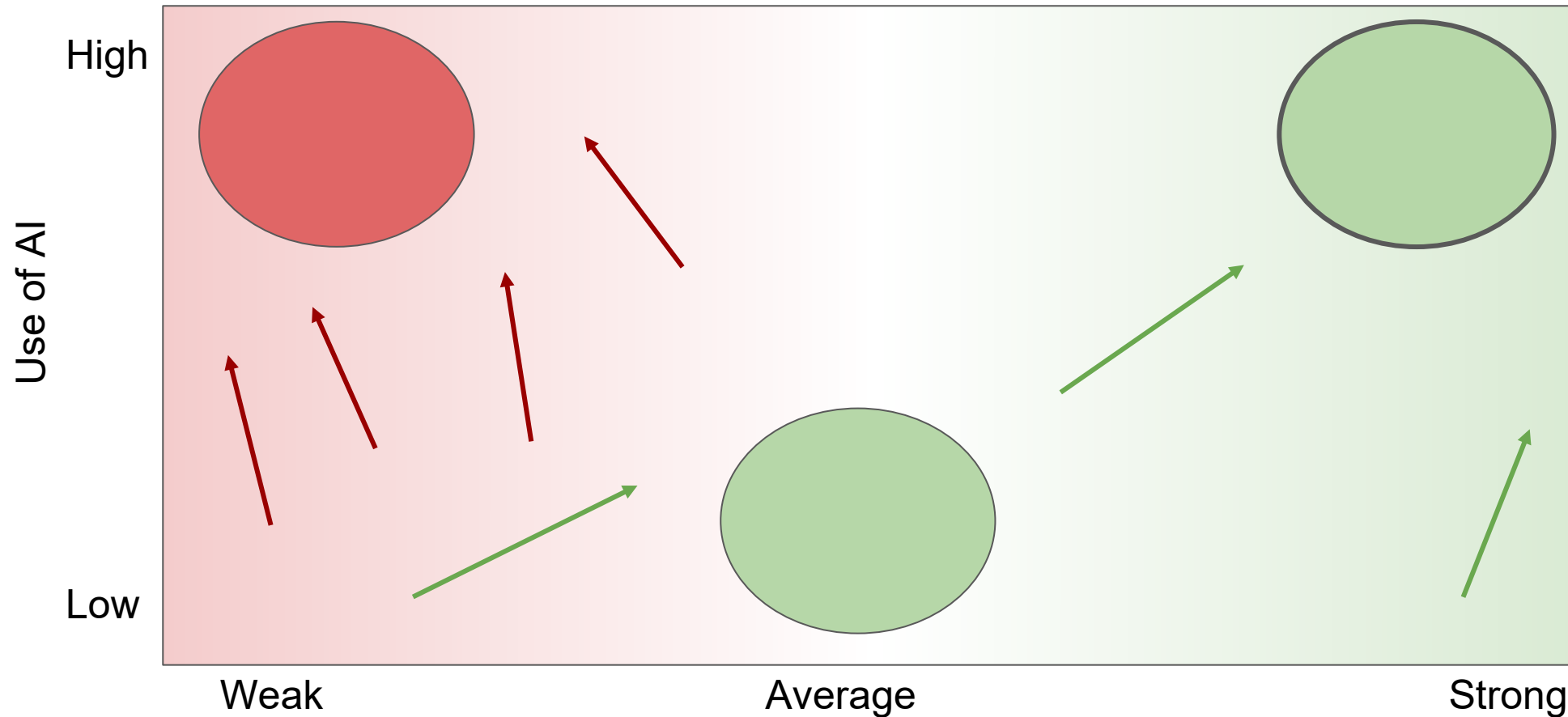
Can we focus on demonstrating learning?

"I've gone from worrying about not having enough evidence to prove cheating has occurred to worrying about not having enough evidence to prove learning has occurred."

Cath Ellis, UNSW



High use vs low use, strong vs weak



Assessment redesign for generative AI: A taxonomy of options and their viability

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<https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge%3FtrackingId=wd2%252B5Hwm3UhZkJ5%252Fg6rI3A%253D%253D/?trackingId=wd2%2B5Hwm3UhZkJ5%2Fg6rI3A%3D%3D>

Viability of options for assessment redesign

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| 1. Ignore | Might get away with it momentarily | | |
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| 3. Invigilate | Where appropriate | Where appropriate | Where appropriate |
| 4. Embrace | Being mindful of equity issues | Where appropriate | |
| 5. Design around | Risky | | |
| 6. Rethink | Requires time and effort | | |



GenAI can do a lot of what
we currently assess

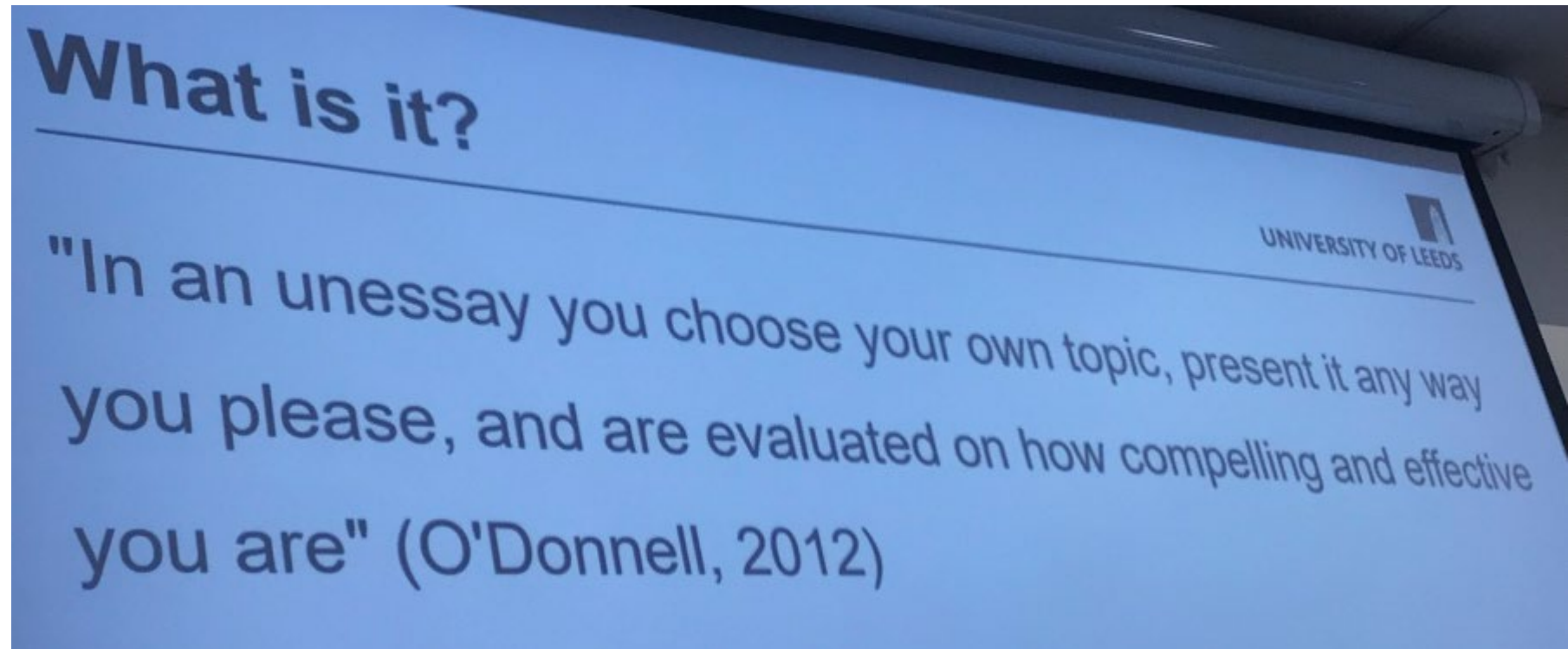


We probably can't and
shouldn't ban it



Assessment needs to
prepare students for their
future, not our past

The Unessay



Why you should use the unessay

1. AI can't generate it, and never will.
2. Integrative, synoptic, interdisciplinary.
3. Teaches 'real world' audience awareness and communication.
4. Respects and empowers students. The freedom is also inclusive.
5. Students love it (and this is assessment we're talking about!).
6. It's fun and inspiring to mark (ditto).

2. Secondary school assessment

- Work with schools to maintain the integrity of internal and external assessment and moderation.
- Identification of where AI is used across the learning journey is the first step.
- *What mitigates the risk for schools?*

3. Tertiary Quality Assurance

- We need to provide advice for tertiary education providers on how AI may impact teaching, learning and assessment.
- Setting out an expectation that providers have a policy response.
- If you are not thinking about AI then AI may be smarter than you

3. Tertiary Quality Assurance

- Use AI as a driver of change.
- Work-based teaching learning and assessment.
- Grow a community of practice.
- Partner – NZQA + QQI + TEQSA = GAIN + UNZ + AQA + U

AI²

- AI² = the nexus between academic integrity and artificial intelligence.
- How does AI make it easier to take short-cuts or to cheat?
- How does AI impact teaching, learning and assessment?
- Ethics and equity.

4. Artificial Intelligence Working Group

- Identify how to use AI within NZQA for lower value work, analyse data and generate insights.
- Explore opportunities to test and learn.
- Microsoft Co-Pilot
- AI Chatbot Contact Centre
- Assessment Bank
- IQAs and Fraud Detection

Complexity

“Surfing the wave of change”

Simon McCallum,
Victoria University of Wellington, 2023

“There is always a well-known solution to every human problem – neat, plausible and wrong”

H.L. Menken, 1920

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Excerpts from finalised MNA reports

The following excerpts, from finalised MNA reports, are relevant to your request. The rest of the content in these reports has been identified as out of scope of the request. NZQA has included links to the reports. The MNA report for John McGlashan College will be published on our website in the coming weeks.

| Name of School | Date of MNA | Excerpt on artificial intelligence | Link to MNA report |
|-----------------------------|-------------|---|--|
| Diocesan School for Girls | 5 May 2023 | <p>Authenticity of student work underpins credible evidence</p> <p>Diocesan for Girls is effective in maintaining high standards in regard to the integrity of student work. Personal and academic honesty and integrity are core values of the school and the school's assessment practice develops these values in the students. The school's academic integrity policy and handbook provides students with a good understanding of authenticity and the processes they need to follow to ensure that they produce credible work. This is discussed often at school assemblies with Deans and reinforced through teacher classroom practices. Currently, the school is exploring how best to meet the challenges that artificial intelligence creates for maintaining and identifying authentic work. Students interviewed for this report are aware of the challenges this poses, but also stressed the importance of creating authentic work for credibility, espousing their core values.</p> | https://www.nzqa.govt.nz/bin/providers/download/provider-mna-reports/s0067.pdf |
| St Kevin's College | 8 Jun 2023 | <p>Managing student authenticity following the introduction of ChatGPT</p> <p>In order to manage the authenticity of student work, the school has moved back to a pen and paper approach in all, or parts, of some assessment events where the use of ChatGPT could undermine the integrity of student work. This follows identification of a breach of authenticity in one learning area early in 2023 where students had used ChatGPT inappropriately. The students involved received a Not Achieved grade and the school has clarified its authenticity requirements regarding ChatGPT with staff, students and families.</p> | https://www.nzqa.govt.nz/bin/providers/download/provider-mna-reports/s0369.pdf |
| Central Hawke's Bay College | 22 Jun 2023 | <p>Authenticity policies and procedures reviewed</p> <p>The rise of ChatGPT has resulted in the school reviewing its processes, procedures and documentation for staff and students around the authenticity of student work. Some faculties are using pen and paper where it suits the conditions of assessment and doesn't disadvantage the student. Students are aware that they risk receiving Not Achieved if their work is deemed not to be authentic. Students interviewed agreed that their peers are mostly conversant with AI technologies, so the vigilance of teachers is paramount to protect the credibility of the qualification. College staff know their students well, enabling them to readily identify work which may not be authentic. With rigorous checks in place, breaches of authenticity for internal assessment are rare.</p> | https://www.nzqa.govt.nz/bin/providers/download/provider-mna-reports/s0233.pdf |
| Titikaveka College | 22 Jun 2023 | <p>Maintaining a current authenticity policy In light of the new challenge that artificial intelligence is posing to ensuring the authenticity of student work, the school should consider developing a policy now to mitigate future risk. Students interviewed for this report are aware of artificial intelligence apps such as ChatGPT and how these could be used, but are not currently using them. This knowledge poses a potential risk to the credibility of future assessments if not mitigated. Currently, the school has good practices for ensuring the authenticity of student work. Including artificial intelligence in their authenticity policy and discussing with students the appropriate and inappropriate methods of using it will help to maintain a strong practice for the future.</p> <p>Action: Developing their authenticity policy to include the risk of artificial intelligence and discussing this with students.</p> | https://www.nzqa.govt.nz/bin/providers/download/provider-mna-reports/S6233.pdf |
| St Cuthbert's College | 27 Jun 2023 | <p>Authenticity of student assessment managed effectively</p> <p>Academic integrity is highly valued in the school's competitive environment. The college has effective systems for monitoring the authenticity of student submissions for assessment. Students submit assessment through 'myCollege' and digital tools such as 'Turnitin' and AI checkers are used to support plagiarism checks. Staff confirmed their knowledge of the student is integral to the checking process and emphasized the importance of teacher judgement in the overall decision-making process. With rigorous checks in place, breaches of authenticity for internal assessment are rare.</p> | https://www.nzqa.govt.nz/bin/providers/download/provider-mna-reports/s0068.pdf |
| John McGlashan College | 16 Aug 2023 | <p>Meeting changing authenticity challenges</p> <p>With the growing use of artificial intelligence in classrooms, staff at John McGlashan College are considering how to ensure that students are supported to use the available tools for learning without compromising authenticity in assessments. Currently the use of authenticity checkers is expanding across subjects. The school should consider expanding the range of methods they use for collecting assessment evidence as they introduce assessment of the reviewed NCEA Level 1 standards. Teachers can support this by regular reference to the school's authenticity guidelines. This will support students as they navigate a new learning paradigm.</p> | <p>2023 MNA Report will be published in the coming weeks. The following link takes you to the John McGlashan College's page on our website.</p> <p>https://www.nzqa.govt.nz/providers/details.do?providerId=38718001&site=1</p> |