

24 November 2025

Tēnā koe [REDACTED]

### Official Information Act Request

Thank you for your request of 24 October 2025, under the Official Information Act 1982, for the following information:

*I am writing to request information prepared or held between the Minister of Education and any employees of the NZQA (including but not limited to reviews, advice, briefings, meeting reports or memos) pursuant to the Official Information Act 1982 (the Act) regarding:*

- *The implications of AI and its use in relation to marking and assessment of student work for the timeframe January 2023 to the present.*
- *Any advice, analysis, or briefings prepared by or provided to the Minister of Education, on AI and its use in relation to marking and assessment of student work for the timeframe January 2023 to the present.*

*If you seek to withhold any of the requested information outlined above, then I request that you provide reasons for this decision in accordance with section 19 of the Act. If information is withheld under section 18(d) of the Act, I request that, as a matter of good practice, you provide a precise or approximate date by which the information will be available*

Your request has been considered under the Official Information Act 1982.

Attached are copies of 10 documents that fall in scope of your request. A further eight documents are publicly available on our website and therefore we have provided links to these documents instead. A full breakdown of the documents is included in Appendix 1.

Also provided is Appendix 2 which, for ease of reading, contains relevant extracts of nine fortnightly reports to the Minister of Education which are in scope of the request.

As indicated in Appendix 1, we have withheld some information in the documents under the following sections of the OIA:

- section 9(2)(a); the mobile numbers of NZQA staff, and the names and email addresses of staff at the Minister of Education's office have been withheld to protect privacy. NZQA is not aware of any public interest considerations outweighing the decision to withhold this information under section 9; and
- section 6(c); information relating to the activities NZQA undertakes to detect assessment breaches has been withheld as the making available of that information would be likely to prejudice to the maintenance of the law.

Information that is out of scope of this request has also been redacted as noted in Appendix 1.

Our response to your request may be published on our website after five working days. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email [elizabeth.templeton@nzqa.govt.nz](mailto: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](http://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

## Aide-Memoire: Artificial Intelligence (AI) opportunities to improve the services NZQA provides and educational outcomes

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<b>To:</b>	Hon Erica Stanford, Minister of Education
<b>CC</b>	Hon Penny Simmonds, Minister for Tertiary Education and Skills Hon Judith Collins KC, Minister for Digitising Government
<b>From:</b>	Dr Grant Klinkum, Chief Executive
<b>Date:</b>	13 September 2024
<b>Reference:</b>	OC00992

### Purpose

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1. This paper provides Ministers with a high-level overview of NZQA's current use of Artificial Intelligence (AI) and Generative AI (GenAI) for its core work, in relation to **Out of Scope** [redacted] mitigating risks to the integrity of student assessments. Future opportunities to deepen our AI supported work are also summarised.
2. NZQA proposes to proactively release this briefing as part of the next publication of documents.

### Context

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3. Over the last few years NZQA has been actively pursuing opportunities presented by AI and more recently, **Out of Scope** [redacted] NZQA has also been investigating the risks posed by AI in relation to student assessments, both in secondary and tertiary education.
4. In June 2023, NZQA hosted an education sector AI symposium ('Assessment in the Age of AI') in partnership with the Ministry of Education (MoE), Network For Learning (N4L), Universities NZ, and the New Zealand Council for Educational Research (NZCER). The purpose of this symposium was to create awareness of opportunities and risks relating to AI, particularly GenAI, in the education sector. The symposium was widely attended by leaders from within the education sector.
5. NZQA has been investing in AI capability over the last three years. This includes the creation of a small Data Science team to provide expertise in utilising AI and GenAI for priority projects within NZQA. Recently, NZQA has also invested in a Data Science IT platform (Databricks), that allows NZQA to safely explore GenAI opportunities for **Out of Scope** [redacted] supporting NZQA in monitoring NCEA assessment integrity.
6. NZQA is an active participant in the Global Academic Integrity Network (GAIN). This is a consortium of education quality and integrity agencies worldwide, that aims to tackle commercial cheating operations, protecting students, qualifications, and the integrity of

national education systems. GAIN shares experiences and resources to help other jurisdictions develop legislative and regulatory approaches to manage academic integrity in an age of AI.

7. NZQA is part of the Australasian Curriculum, Assessment and Certification Authorities (ACACA), the body for chief executives of the authorities in the Australian states and territories and in New Zealand responsible for curriculum, assessment and certification in education. We closely monitor developments in Australian state jurisdictions in relation to the challenges and opportunities for AI in senior secondary assessment.
8. NZQA recently updated its guidance to tertiary education organisations on Academic Integrity policies considering developments in GenAI. We also provide a resources hub on the NZQA website, which includes guidance on AI from Tertiary Education Quality and Standards Agency Australia, and Quality and Qualifications Ireland (the founding members of GAIN).
9. NZQA has also published advice for schools since early 2023 on managing authenticity in the age of AI. This includes advice that tools that claim to check for the use of AI are unreliable, and schools should not rely on them. Instead, the knowledge teachers have of their students is the best way to identify work that is not a student's own.
10. The Department of Internal Affairs (DIA) has issued guidance around the use of GenAI within public sector agencies. One aspect of that guidance relates to agencies developing GenAI usage policy. In 2023, NZQA developed an AI policy covering GenAI and staff have been made aware of this policy.

## **NZQA's AI initiatives: Initiatives delivered so far**

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11. Over the last few years, NZQA has pursued some targeted opportunities relating to AI. Some of those are included below. These initiatives broadly fit in one of more the following categories:
  - a. **Out of Scope** [REDACTED]
  - b. **Out of Scope** [REDACTED]
  - c. Risk mitigation in relation to student assessment integrity – How NZQA can identify and mitigate existing and emerging risks relating to AI and GenAI in the education sector.

**Out of Scope** [REDACTED]

12. **Out of Scope** [REDACTED]

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#### **NCEA assessment authenticity**

18. **Risk:** As the uptake of external digital assessments increases, NZQA will need to ensure appropriate controls are in place to investigate any potential cheating. Cheating could relate to students copying text from outside the assessment platform and pasting it within their assessment responses. Other forms of cheating could relate to several devices being used to respond.
19. **Initiative:** As a result of investments in Data Science capabilities, NZQA has been able to develop an automated AI-based detection tool that rapidly tests for various potential breaches during NCEA digital assessments. s6(c)
20. **Outcome:** This automation has eliminated approximately 4000 hours of manual effort per assessment event. Authenticity checking will need to evolve and adapt continuously to keep pace with newer risks. NZQA will continue to evolve the tool and introduce any additional authenticity checks that could be needed.

#### **Risk mitigation in relation to student assessment integrity**

21. As indicated earlier, NZQA has published advice for schools since early 2023 on managing authenticity in the age of AI.
22. In addition to that, NZQA offers online training, workshops and courses to help secondary school teachers understand and conduct valid internal assessment. This includes an online learning module called Tāku Reo, Tāku Mahi (My Words, My Work), which contains advice and guidance around academic honesty and integrity, plagiarism, and AI text and image generators.

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<sup>1</sup> This variation in range is due to the quality of identity verification information available within NZQA's systems and the Ministry of Education's National Student Index (NSI). Information relating to learners in schools doing NCEA is more current than other learners such as adult learners.

## NZQA's AI initiatives: Current work-in-progress

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23. As NZQA has developed its understanding on harnessing AI capabilities, further work has been commissioned in this space across the same three categories:
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  - Out of Scope
  - Risk mitigation in relation to student assessment integrity.

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#### Pilots for automated marking for literacy and numeracy

34. **Opportunity:** There has been a year-on-year increase of students sitting Literacy and Numeracy assessments. Currently these assessments are delivered twice a year, with around 60,000 students participating in each of the three assessments. Reading is auto marked but teachers are employed to mark writing and numeracy assessments. Marking these assessments involves around 100 markers for each assessment event at a cost of circa \$1.1M per annum. Marking is reliant on a stretched teacher workforce and is highly labour intensive and costly.
35. **Initiative:** Automated text scoring generally works by training AI using responses previously marked by humans to recognise the characteristics of a piece of text so it can assign a score to other similar responses. During the automated text scoring trial, AI-marked assessments were subsequently marked by human check markers. The trial confirmed that AI marking can provide reliable and bias free scoring for the Literacy writing assessment in a much shorter timeframe, and at a reduced cost, compared to human marking.
36. **Next steps:** Following the successful trial in 2023, NZQA intends to pilot the solution for Literacy Writing assessment marking at the next assessment opportunity in September 2024. The pilot seeks to validate efficiencies (time, cost, bias-free scoring) identified in the 2023/24 trial for marking Literacy Writing assessments at scale, and to confirm if automated text scoring can be used for all upcoming subsequent Literacy Writing assessments.

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#### Risk mitigation in relation to student assessment integrity.

##### Impact of AI on authenticity of Internal Assessment

40. NZQA is part of a cross-agency operational policy group led by the Ministry of Education to understand the impact of AI on authenticity of internal assessments of students. This group is currently scoping some research and analysis around use of AI by students in internal assessments. This research would potentially involve engaging with school leaders and teachers to seek their inputs on any risks. This research could feed into the design of standards and assessments in a manner that would limit the risk of AI.

## NZQA's AI initiatives: Future opportunities

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### Question banks for external assessment.

41. Question banks provide flexibility and can be used to develop effective and efficient external assessment for individual students. Question banks also enhance assessment security by reducing the conditions whereby students can cheat, increasing the likelihood that the student response is authentic. This delivery method of assessment can be accessed at a time that suits the school and student, rather than relying on assessment scheduled for whole cohorts at times determined by NZQA.
42. Question banks are best suited to digital assessments. Co-requisite Literacy and Numeracy standards are assessed digitally, with comparatively small numbers of students responding on paper. Assessment events are offered twice a year during two-week periods set by NZQA. Feedback from the sector indicates that this can be disruptive for schools, and greater agency by schools would be welcomed.
43. Generative AI could assist the development of question banks by preparing question content that could be verified by experienced assessment developers, thereby significantly reducing the time needed to develop assessment questions, while also increasing the range of questions.
44. Proving this concept for the development of co-requisites would enable consideration to be given to applying generative AI to the development of assessments for NCEA subjects in the future.

### GenAI to develop insights from submitted materials (NCEA external submissions)

45. NCEA external assessment includes the assessment of submitted material such as images and photos, PDF documents, audio-video files and other digital file types. All these materials are classified as 'unstructured data'. Each year NZQA receives a large volume of such submissions.
46. NZQA could use GenAI tools to analyse the content in media files and identify any key themes and trends from the submitted material within the year and across multiple years. This could potentially assist NZQA in providing a key feedback loop into assessment design.

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## AI and GenAI risks

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53. NZQA is determined to ensure that its use of AI and GenAI is safe. As indicated earlier, NZQA has invested in a Data Science and AI platform – Databricks – which has its own LLMs that could be used safely by NZQA.
54. NZQA has developed an AI Policy that gives guidance to staff around safe use of AI, particularly highlighting the risks of using private information in publicly available GenAI tools.
55. Recently the Department of Internal Affairs (DIA)<sup>2</sup> and the National Cyber Security Centre (NCSC)<sup>3</sup> have issued guidance around the safe use of AI. NZQA's AI policy is aligned with this guidance.
56. NZQA is taking a careful and considered approach in utilising AI, particularly GenAI. This is to ensure that any risks and biases are carefully managed. Additionally, a considered approach allows NZQA to learn and build internal confidence and capabilities while managing any risks.
57. From a security perspective, NZQA will need to ensure that any AI products developed are also supported and maintained like any other software products. This is to ensure NZQA manages organisational risks, avoids non-compliance, and implements appropriate data management and controls.
58. Some of the AI and GenAI opportunities discussed in this paper and the speed at which these could be leveraged will depend on investment, security, privacy and ethical considerations as well as the need to work through change management so that key stakeholders, government agencies and customers are brought on the journey.

## GenAI capabilities and investments

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59. The investment in internal capabilities – Data Science team and Databricks – both place NZQA in a strong position to leverage AI and GenAI safely and in a deliberate manner.
60. In addition to internal capabilities, NZQA is also running proof-of-concepts with vendors that could assist NZQA in developing partnerships with these specialist vendors in areas such as auto-marking of assessments.
61. As NZQA's use of AI, particularly GenAI capabilities, increases, there will be a need to increase the investment in these capabilities. This includes people, technology and vendor partnerships. The ability for NZQA to deliver against the opportunities for AI and GenAI outlined in this aide-memoire may be limited by the size of the Data Science team, the limited budget for using Databricks and limited budget available to engage with specialist external vendors.

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<sup>2</sup> [Initial advice on Generative Artificial Intelligence in the public service](#) (DIA)

<sup>3</sup> [Guidelines for secure AI system development](#) (NCSC)

62. Over time, this investment will need to be substantially increased to allow for sustained effort in leveraging these opportunities as well as supporting and maintaining the AI and GenAI products developed by NZQA or contracted to third parties.

## **Next steps**

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63. The NZQA Board will be considering the opportunities and risks inherent in AI as part its strategy reset. This in turn will flow through to the 2025-2029 Statement of Intent.
64. NZQA will continue to progress various initiatives outlined in this aide-memoire and provide updates to Ministers as required.
65. If requested, NZQA can provide the Ministers with further information on one or more of these initiatives.



**Dr Grant Klinkum**

Chief Executive

13 September 2024

**Hon Erica Stanford**

Minister of Education

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**From:** [Grant Klinkum](#)  
**To:** s9(2)(a)  
**Cc:** [Elizabeth Templeton](#)  
**Subject:** AI Marking of Writing  
**Date:** Thursday, 13 March 2025 4:42:48 PM

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Thanks very much for the catch up this am s9(2)(a).

**High level points on AI marking that can be used in international domain (noting that we need to socialise this domestically before any announcements):**

- Following two small scale pilots, the results of an at-scale (circa 35,000 responses) pilot show approx. 80% agreement rate between AI marking and human marking for the writing co-requisite assessment.
- Proxy for human-to-human marking agreements rates across three key data points are 87% (supervisor sampling and check marking of end of year external assessments), 83% (results of student reconsideration requests of external exams), and 75% (external moderation of internal assessment).
- For the anticipated cohort size in May 2025 (50,000), using human check marking for 5,000 responses closest to the boundary results in a theoretical agreement rate of 83% and that increases to 93% at 20,000 instances of human remarking slightly further out from the boundary.
- Our current plan is to use AI marking for the writing co-requisite assessment in May of 2025, but we will step into this very carefully with circa 40% of AI marking being remarked by humans. Our focus of remarking will be at the boundary of achievement so that there is confirmation of students who meet or do not meet the standard.
- The human check marked result will automatically override the AI mark if there is a difference.
- The key advantage of moving to AI augmented marking is that we can reduce the period between the assessment and students seeing the results. This ensures students have more time to prepare for the next round of assessment, in the event a student needs to re-sit the assessment.
- Our turn-around time for writing falls from 9 weeks to 5 weeks for writing (but please remember that the 5 weeks point falls in the schools holidays, so as per our memo to you in September of 2024, we won't actually release for 6.5 weeks – this is because students need the support of schools if they have failed to meet the standard)
- Due to the costs of integrating this functionality into existing technology stacks, there are no cost savings in the short to medium term, even while NZQA will be paying less for markers.
- The writing standard parameters for the literacy co-requisite being marked by AI are tightly defined and therefore more amenable to reliable AI marking (and therefore it is too early to reach a view about how widely AI marking can be used at this point in 'regular' external end of year exams)

- We know many jurisdictions are gently stepping into this space too and New Zealand would be happy to collaborate with other countries.

**Background context to be aware of in relation to Australia**

- Australian jurisdictions use machine marking for multichoice questions (as does NZQA). An early attempt to use AI marking in 2017 and 2018 was abandoned, with a high level of residual caution.
- NAPLAN still uses human marking for all text responses, however they are interested in understanding NZQA's work in this space and we are meeting with the CE of Australia Curriculum, Assessment and Reporting Authority this month on this topic.

Kind regards, Grant.

## Aide-Memoire: Update on NZQA’s direction for digital assessment

<b>To:</b>	Hon Erica Stanford, Minister of Education
<b>From:</b>	Dr Grant Klinkum, Chief Executive
<b>Date:</b>	16 May 2025
<b>Reference:</b>	OC01619

### Purpose

1. This aide memoire provides an overview of NZQA’s digital assessment initiatives and an update on recent NZQA Board decisions regarding digital assessment.
2. NZQA proposes to delay the proactive release of this briefing until the sector has been notified of the changes outlined in this paper.

### Background

3. **Out of Scope** [Redacted]
4. **Out of Scope** [Redacted]
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**Benefits of digital**

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13. *Increases efficiency of marking and results release* – digital assessment enables more immediate availability of student responses for marking and increases the efficiency of quality assurance of results. It allows for potential future use of machine marking and auto-text scoring.

14. *Data analysis* – digital assessment enables information to be collected about the process and students' experiences, and the data can be analysed quickly and thoroughly. The data analysis can be used to detect examination breaches, improve assessment design, and monitor marking quality, for example.

15. *Future proofing* – embracing digital assessment now means taking an open and flexible attitude to future developments in technology. Technological change is a certainty, and assessment systems must take full advantage of the developments in assessment design, delivery and analysis. We need to be able to keep up with and implement best practice.

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<sup>1</sup> [Evaluation of NCEA Online and digital assessment - NZQA](#)

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	NCEA Level 1	NCEA Level 2	NCEA Level 3	Scholarship	Total
Exams <b>Out of Scope</b>					

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## Out of Scope

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### *Exploring emerging technologies*

39. Increasing participation in digital assessment provides opportunities to explore new technologies to support better outcomes.

40. This has already been realised for the NCEA co-requisite assessment event in May 2025, with the use of Automated Text Scoring for the Writing assessment supporting a reduced turnaround time for marking of digital assessments.

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## Chronology

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45. Overview of NZQA's digital assessment journey from 2015:

Timeline	Activity
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2024	Pilot of Auto-Text Scoring for marking the Writing assessment

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[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

## Out of Scope

46. Out of Scope [Redacted]

Consideration	Detail	Mitigation
Out of Scope	[Redacted]	[Redacted]
Out of Scope	[Redacted]	[Redacted]
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<b>Out of Scope</b> [Redacted]	[Redacted]	[Redacted]
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- 48. **Out of Scope** [Redacted]
- 49. **Out of Scope** [Redacted]



**Dr Grant Klinkum**  
Chief Executive, NZQA  
16 May 2025

**Hon Erica Stanford**  
Minister of Education

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## Aide-Memoire: Option for a later start date for end of year examinations in 2026

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<b>To:</b>	Hon Erica Stanford, Minister of Education
<b>From:</b>	Dr Grant Klinkum, Chief Executive
<b>Date:</b>	6 June 2025
<b>Reference:</b>	OC01760

### Purpose

1. **Out of Scope** [Redacted]
2. NZQA proposes not to proactively release this briefing as part of the next publication of documents, and instead that it is released once the sector has been notified of any changes arising from this paper.

### Recommendations

3. **Out of Scope** [Redacted]

### Background

4. **Out of Scope** [Redacted]
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## Proposed approach for 2026 and beyond

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18. Out of Scope [Redacted]
19. Out of Scope [Redacted] we propose to:
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24. Out of Scope [Redacted]
25. Opportunities from AI marking could be a potential future solution for enabling examinations to happen later in the school year.
26. Any adjustments made to the 2026 examination timetable will be considered for future years, taking into account potential changes to NCEA settings and emerging technologies – such as the role of AI – that may help shorten the marking timeframe.

## Advantages, disadvantages and mitigations

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### Other changes to the examination timetable considered

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### Communications and next steps

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**Dr Grant Klinkum**  
 Chief Executive  
 6 June 2025

**Hon Erica Stanford**  
 Minister of Education  
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**Information Update:** Results for Co-Requisite Event 1 2025: Literacy – Writing, Numeracy, and Te Reo Matatini

<b>To:</b>	Hon Erica Stanford, Minister of Education		
<b>Cc:</b>			
<b>Date:</b>	10 July 2025	<b>Priority:</b>	High
<b>Security Level:</b>	Unclassified	<b>OC No:</b>	OC01818
<b>Key Contact:</b>	Jann Marshall	<b>DDI:</b>	9(2)(a)
<b>Deputy Chief Executive:</b>	Jann Marshall	<b>DDI:</b>	9(2)(a)

### Request

This information update provides you with the results from the first 2025 NCEA co-requisite assessment event covering:

- Literacy – Writing;
- Numeracy;
- Te Reo Matatini Torohū; and
- Te Reo Matatini Whakaputa

These results are shared with you ahead of their release to students and schools on Monday 14 July in the afternoon.

Results for Pāngarau were still being finalised at the time of writing this briefing. 460 students attempted this assessment. We will provide you with an update on these results on Monday 14 July in the morning.

Overall results will also be published on our website on 14 July.

This update also includes information on overall NCEA co-requisite attainment now that we are halfway through the 2025 academic year.

### Background

The first NCEA co-requisite assessment event was held between 19 and 30 May 2025<sup>1</sup>.

The results for Literacy – Reading were released to schools and students on 25 June. Information updates on the results for Literacy – Reading were provided to you on 23 June (OC01785 refers) and 2 July (OC01805 refers).

<sup>1</sup> For Literacy - Writing and Numeracy, separate assessment activities were provided in weeks 1 and 2 to protect the integrity of the assessments. For Te Reo Matatini Whakaputa, the assessment was a Kete Manarua (digital submission) due 30 May 2025.

## Marking Process Overview

For assessment event 1, we have used a combination of automated machine marking, automated text scoring and human marking to reduce the time it takes to mark assessments and return results. For the first time, automated text scoring has been used on all digitally submitted Literacy - Writing assessments. For these, we also used a human check-marking process where students were on the boundary of achieving or not achieving.

More information on our marking processes for the co-requisites is available here [How we mark co-requisite assessments - NZQA](#).

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Out of Scope





**From:** [Gavin Middleton](#)  
**To:** [s9\(2\)\(a\)](#)  
**Cc:** [Elizabeth Templeton](#)  
**Subject:** RE: NZQA to plan comms about the world-leading use of AI in assessment  
**Date:** Wednesday, 30 July 2025 4:17:21 PM  
**Attachments:** [AI in Assessment - Communications Plan.docx](#)  
[AI in Assessment - Talking Points.docx](#)  
[AI in Assessment - QAs.docx](#)

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Tēnā koe [s9\(2\)\(a\)](#)

Please find attached the requested talking points and Q&A about the use of AI in assessment, along with the communications plan for NZQA.

If you have any questions etc, please don't hesitate to let me know.

Nāku noa, nā

Gavin

Gavin Middleton  
Principal Communications Advisor | Te Kaitohutohu Matua o Ngā Pāpātanga  
Office of the Chief Executive | Tari o te Pou Whakahaere  
**NZQA | Mana Tohu Mātauranga o Aotearoa**

DDI 04 463 3218

[Gavin.Middleton@nzqa.govt.nz](#)

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**From:** [s9\(2\)\(a\)](#)  
**Sent:** Friday, 25 July 2025 10:38 AM  
**To:** Elizabeth Templeton <[Elizabeth.Templeton@nzqa.govt.nz](mailto:Elizabeth.Templeton@nzqa.govt.nz)>  
**Subject:** NZQA Fortnightly Report 9 July 2025

Kia ora Elizabeth

The Minister has asked NZQA to plan comms about the world-leading use of AI in assessment, please – include talking points for the Minister and Q and As, alongside NZQA's communication plan. It would be good to have this available for the release of the NCEA Consultation on the 4 August.

Ngā mihi



[s9\(2\)\(a\)](#) (Education) | Office of Hon Erica Stanford  
Minister of Education | Minister of Immigration

M: [s9\(2\)\(a\)](#)  
Email: [s9\(2\)\(a\)](#) Website: [www.Beehive.govt.nz](http://www.Beehive.govt.nz)  
Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

# AI in assessment

## Talking points

Artificial Intelligence is reshaping education globally. Here in New Zealand, we are embracing its potential to improve how we assess student learning.

While we are still in the early stages of this technological shift, New Zealand is making strong early progress in applying AI to secondary school assessment.

NZQA has made early progress in relation to AI marking:

- In 2024, NZQA piloted the use of Automated Text Scoring on over 36,000 Writing assessments.
- In May this year, over 55,000 writing assessments (typically undertaken by Year 10 students) were marked using Automated Text Scoring.
- To ensure accuracy and fairness, over a third of student responses - those near the achievement boundary – were check marked by experienced human markers.
- This process produced student results that were as accurate – or more accurate than humans marking the same work.
- AI marking helped NZQA deliver results 3.5 weeks faster.

NZQA's next steps are to undertake very careful pilots to test:

- Extending AI marking to selected end of year NCEA assessments
- Using AI as part of an Exam Development Team
- Using AI to support moderation, enabling us to better target the moderation of internal assessment and deliver more targeted support.

In all cases, NZQA will be piloting with historic digital assessment material, and only be rolling out the greater use of AI if the results are as good or better than human work.

Where AI is used, it will act as 'a member of the team', with outputs checked by subject specialists to uphold the integrity of student outcomes.

The objective is to increase quality, consistency, speed and evidence-based decision making. In the foreseeable future no costs savings are expected from AI use.

In NZQA's wider work to support the integrity of assessment and support students, they are using AI for exam breach detection, and AI is beginning to answer customer questions, by querying NZQA's website content and presenting tailored information.

NZQA is taking an open but cautious approach to AI- recognising its potential while carefully managing any risks to the credibility of assessment.

NZQA is closely collaborating with Department of Internal Affairs (DIA) on wider adoption of AI, and their approach is fully aligned with DIA's guidance to public sector agencies around Enabling Safe and Responsible AI.

The work done so far has attracted some international interest, and NZQA will continue to partner with other jurisdictions and organisations. All New Zealand government education agencies are working with Faculty AI, based in the UK, to develop a road map for the effective and safe use of AI in education. This coordinated effort supports a consistent, future-focused approach across the sector.

# AI in assessment

## Q&As

### **1. What is the aim of using AI in assessment?**

NZQA aims for emerging technologies - including AI - to:

- be adopted responsibly and ethically for appropriate uses, in line with strategic objectives
- support NZQA's responsibilities for credible and robust assessment
- benefit learners, schools, kura and tertiary providers.

### **2. Why is AI useful in assessment?**

Our objective for using AI is to increase quality, consistency, speed and evidence-based decision making.

We are only at the start of our journey in the age of AI, but it is already allowing NZQA to mark Year 10 writing assessments more efficiently and return results to students more quickly.

For the Literacy – Writing assessments in May, this faster return of results is allowing more time for teachers to support students who did not achieve, by extending the period between the release of the results of the first assessment event and the start of the second assessment event.

There are a range of other potential uses for AI in marking a wider range of assessments, developing assessment 'item banks', detecting work that may not be the student's own and better understanding student performance through data analysis.

### **3. Who decides how and when to use AI?**

Operational decisions sit with officials. In line with broader government advice, NZQA has tools that help them identify potential use cases for AI, and to develop AI in ethical, responsible ways.

### **4. Why are teachers advised not to use AI in marking?**

It is important that assessment marking is consistent and accurate, which requires a range of proper protections and safeguards to be in place.

AI models used by NZQA have been piloted and carefully evaluated to ensure consistency, accuracy, and fitness for purpose using tens of thousands of student assessments within a secure controlled platform – conditions that may not be met by general-use AI tools.

NZQA also has a process which sees experienced human markers check-mark assessments that are near the achievement boundary.

## **5. Is NZQA ensuring proper safeguards and protections are in place?**

NZQA aims to balance openness to the opportunities presented by AI with a cautious implementation approach.

NZQA has tools that help with developing appropriate guardrails and safeguards (including around privacy and Māori data sovereignty), and that set out what needs to be considered when scoping, designing and delivering AI tools.

NZQA will pilot any potential AI tools with historic digital assessment material, only rolling out AI if the results are as good as (or better than) human work.

Where AI is used, it will be ‘a member of the team’, checked by subject specialists to avoid disadvantage to students.

## **6. What safeguards are in place to ensure AI isn’t introducing bias or ‘hallucinating’?**

In the case of Automated Text Scoring, the AI model is trained using human marking from previous digital assessments. To ensure confidence in the May Writing results, NZQA had a human check-marking process where students were on the boundary of achieving or not achieving the Writing standard.

## **7. Is New Zealand moving too fast in adopting AI?**

No – while moving at pace, we are ensuring proper safeguards and protections are in place. This includes extensive security testing, monitoring for bias, training on New Zealand contexts and taking steps to protect Māori data sovereignty.

Any potential AI tools are piloted with historic digital assessment material, and where AI is used, it is ‘a member of the team’, checked by subject specialists to avoid disadvantage to students.

## **8. How are other similar nations adopting AI in assessment?**

No OECD country currently allows the use of AI tools under exam conditions, that we are aware of, but several are interested in the regulated use of AI in assessments outside of exams.

Countries are generally focused on managing the risks of AI to authenticity and integrity, with less priority being placed on utilising AI to improve assessment development or student experience.

Where teachers are able to use AI for some marking (such as the UK), this is limited to “low-stakes” areas such as homework or quizzes, and teachers must always check its results.

## **9. What support is available for teachers/schools in using AI?**

Since early 2024, NZQA has provided advice and guidance to schools about the effective use of AI in assessment, and how to identify authentic student work in internal assessment.

## **10. How do you know Automated Text Scoring is accurate in marking student assessment?**

A small-scale trial of Automated Text Scoring following the May 2024 assessment round - and a large-scale pilot (on 35,000 student scripts) after the September 2024 assessment round - gave NZQA confidence that Automated Text Scoring is accurate and consistent.

In each of these trials, student assessments were marked by humans then re-marked with Automated Text Scoring. Students received the human-generated marks.

In addition, students who scored close to the achievement boundary in May 2025 had their assessments 'check-marked' (re-marked) by experienced human markers. 36% of all May writing scripts were human check marked.

This process provides confidence that the results students receive are as accurate, or more accurate, than human marking.

## **11. What does Automated Text Scoring mean for NZQA's marker workforce?**

Automated Text Scoring is helping reduce pressure on NZQA's marker workforce by handling large volumes of assessments more efficiently. However, experienced human markers remain essential – particularly for quality assurance.

NZQA used 43 experienced markers for the Writing assessment in May to provide certainty that students who scored close to the achievement boundary in May 2025 received accurate results. Many of these markers are experienced teachers, who also gain valuable insights into student learning through the marking process, which can inform their teaching.

# Te mahere whakapā tāngata / Communications plan

## Te tirohanga whānui / Overview

Artificial Intelligence (AI) provides a wide range of opportunities and risks for education. NZQA is at the forefront of using AI in secondary school level assessment, particularly in the marking of student work.

The communications set out in this plan would demonstrate the approach NZQA is taking to adopting AI, the safeguards we have in place to protect integrity, and the opportunities to further improve assessment with additional AI tools.

## Ngā whāinga whakapā / Communications objectives

This plan aims to:

- Promote understanding of how NZQA is using AI in assessment
- Demonstrate the approach NZQA is taking to AI
- Recognise additional possible use cases for AI in assessment
- Support confidence amongst students, parents, employers and other stakeholders in the credibility of AI involved in assessment.

## Ngā hua angitū o te mahere mahitahi / Key success indicators of the engagement plan

This plan will be successful if, because of these activities:

- There is greater awareness of NZQA's use of AI in assessment
- Feedback from students, parents, employers and other stakeholders shows NZQA's use of AI in assessment is seen as responsible and credible

## Ngā kōrero matua / Key messages

- Artificial intelligence (AI) technologies are creating many new opportunities in education. New Zealand is making strong early progress in applying AI to secondary school assessment.
- New Zealand is leading the way in using AI to mark assessments. 'Automated Text Scoring' allowed NZQA to mark around 55,000 Writing assessments in May faster and more consistently, with students receiving their results 3.5 weeks faster (in 6.5 weeks, compared to 9 weeks in 2024).
- Students attempting the Writing standard in May who scored close to the achievement boundary had their assessments check-marked by experienced human markers.

- NZQA will also use AI to improve the website chatbot (Awhina), allowing it to answer a much wider range of questions about NCEA assessment, by drawing on content from the NZQA website.
- NZQA has appropriate processes that guide us when identifying potential use cases for AI, developing appropriate guardrails and safeguards (including around privacy and Māori data sovereignty), and what to consider when scoping, designing and delivering AI tools.
- NZQA's next steps are to undertake very careful pilots to test:
  - Extending AI marking to selected end of year NCEA assessments
  - Using AI as part of an Exam Development Team
  - Using AI to support moderation, enabling us to better target the moderation of internal assessment and deliver more targeted support.

### Te hunga whaipānga / Audiences and stakeholders

Priority (A/B)	Audience/Stakeholder	Desired outcome
A	Schools/kura and teachers/kaiako	Build confidence
A	Whānau and students	Build confidence
A	Other public sector agencies	Inform

### Ngā tūmahi whakapā / Communications activities

Communications activity	Intended Audience	Communicated by	Timing
Website News item on Automated Text Scoring outcome from May assessment event	Schools, media	Communications Team	7 August
Showcase & presentation to <i>AI Accelerate</i> event	Cross public sector leaders	DCE Strategic & Corporate Services	14 August
Website News item summarising <i>AI Accelerate</i> presentation	Public sector, schools	Communications Team	16 August
Website News item introducing AI chatbot, explaining AI guardrails and NZQA's approach to AI	Website users (particularly students who use the chatbot)	Customer Experience / Communications Teams	w/c 25 August
Social media posts promoting the website news items	Teachers and whānau (through Facebook), sector leaders (through LinkedIn)	Communications Team	7 August – 31 August

## Ngā tūraru me ngā take / Risks and issues

<b>Risk</b>	<b>Likelihood H/M/L</b>	<b>Impact H/M/L</b>	<b>Mitigation</b>
Focusing solely on adoption of AI could create concern that proper precautions are not in place (particularly around accuracy or privacy).	Medium	Medium	Communications will include messages around trialling and human oversight, the guardrails in place with NZQA's chatbot, and the principles NZQA follows to give assurance AI is being properly used

## Te hunga/māngai whakapā / Contacts and spokespeople

<b>For this communications plan</b>	Gavin Middleton, Principal Communications Advisor	<a href="mailto:Gavin.Middleton@nzqa.govt.nz">Gavin.Middleton@nzqa.govt.nz</a>
<b>Communication Team contact</b>	Gavin Middleton, Principal Communications Advisor	<a href="mailto:Gavin.Middleton@nzqa.govt.nz">Gavin.Middleton@nzqa.govt.nz</a>
<b>Media spokespeople</b>	Jann Marshall, DCE Assessment	<a href="mailto:Jann.Marshall@nzqa.govt.nz">Jann.Marshall@nzqa.govt.nz</a>
	Grant Klinkum, Chief Executive	<a href="mailto:Grant.Klinkum@nzqa.govt.nz">Grant.Klinkum@nzqa.govt.nz</a>

## Information Update: NZQA’s Artificial Intelligence (AI) adoption and upcoming work programme

<b>To:</b>	Hon Dr Shane Reti - Minister for Universities		
<b>Cc:</b>	Hon Erica Stanford, Minister of Education		
<b>Date:</b>	12 September 2025	<b>Priority:</b>	Low
<b>Security Level:</b>	Unclassified	<b>OC No:</b>	OC01988
<b>Key Contact:</b>	Grant Klinkum - CE	<b>DDI:</b>	9(2)(a)
<b>Deputy Chief Executive:</b>	Prashant Bakshi, Strategy and Corporate	<b>DDI:</b>	9(2)(a)

### Request

1. This paper has been requested by Minister Reti’s office following a conversation with NZQA on the use of AI in NZQA’s work.
2. This paper provides Minister Reti with a high-level overview of NZQA’s current use of Artificial Intelligence (AI) and Generative AI (GenAI) for its core work, in relation to **Out of Scope** efficiency benefits and in mitigating risks to the integrity of student assessments. Future opportunities to deepen our AI supported work are also summarised.
3. NZQA proposes to proactively release this briefing as part of the next publication of documents.

### Background

4. Over the last few years NZQA has been actively pursuing opportunities presented by AI and more recently, GenAI, plus investing in a Data Science team and platform (Databricks). These capabilities allow NZQA to safely explore opportunities for GenAI to **Out of Scope** realise internal efficiencies and monitor NCEA assessment integrity.
5. NZQA is an active participant in the Global Academic Integrity Network (GAIN). This is a consortium of education quality and integrity agencies worldwide that aims to tackle commercial cheating operations, protecting students, qualifications, and the integrity of national education systems. GAIN shares experiences and resources to help other jurisdictions develop legislative and regulatory approaches to manage academic integrity in an age of AI.
6. NZQA is part of the Australasian Curriculum, Assessment and Certification Authorities (ACACA), the body for chief executives of the authorities in the Australian states and territories and in New Zealand responsible for curriculum, assessment and certification in education. We closely monitor developments in Australian state jurisdictions in relation to the challenges and opportunities for AI in senior secondary assessment.
7. NZQA has guidance for tertiary education organisations on Academic Integrity policies considering developments in GenAI. We provide a resources hub on the NZQA website, which includes guidance on AI from Tertiary Education Quality and Standards Agency Australia, and Quality and Qualifications Ireland (the founding members of GAIN).

8. Since 2023, NZQA has published advice for schools on managing authenticity in the age of AI. This includes advice that tools that claim to check for the use of AI are unreliable. Instead, the knowledge teachers have of their students is the best way to identify work that is or is not done by the student.
9. NZQA's use of AI follows a careful, phased approach, with considerations of security, privacy and data concerns, including Māori data sovereignty.

### **NZQA is collaborating on its AI journey**

10. NZQA has a strong collaborative relationship with Department of Internal Affairs (DIA)'s Government Chief Digital Officer (GCDO) team, which is leading the all-of-government approach to AI. This relationship supports NZQA to leverage tools that DIA has already implemented and enables NZQA to share its lessons with other agencies and vice versa. GCDO has stated that NZQA is amongst a handful of public sector agencies leading from the front in AI adoption. NZQA and DIA will continue to work together, with NZQA having presented at DIA's AI Accelerate conference in August, and DIA highlighting NZQA's Chatbot as one of New Zealand's use cases in the Digital Government Exchange Summit in Singapore this September.
11. NZQA, alongside Ministry of Education, Education Review Office and Network for Learning (N4L) have worked with Faculty AI<sup>1</sup> to explore potential applications of AI for the NZ school system context. Throughout these engagements, Faculty AI noted that NZQA has "very strong AI use cases and future potential and is arguably quite far ahead of comparator jurisdictions."
12. Additionally, NZQA is cooperating internationally with the European Commission on Verifi-AI project that is supporting verification of qualification authenticity through AI technology. This could assist NZQA in speedier evaluation of overseas qualifications, which is a both a productivity benefit, as well as customer experience benefit.

### **NZQA's AI framework**

13. NZQA has recently developed an AI framework. NZQA's vision is that AI:
  - a. is adopted responsibly and ethically for appropriate use cases that are aligned with NZQA's strategic objectives
  - b. supports NZQA's overall strategy and responsibilities in the New Zealand government and education system
  - c. benefits all learners, schools, kura and tertiary providers, as well as NZQA kaimahi.
14. This framework will go alongside an existing toolkit that helps NZQA staff understand how to leverage AI's potential safely, balancing opportunities and risks. The Toolkit builds on the Public Service AI framework and provides actionable steps which include templates, checklists, processes and step by step instructions.
15. NZQA presented this draft toolkit and framework at DIA's AI Community of Practice in August 2025.

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<sup>1</sup> [Faculty - Frontier AI for the frontlines of the world](#)

## NZQA's AI initiatives

16. Over the last three years, NZQA has pursued some targeted opportunities relating to AI. These have been across three key areas, using AI to:
- a. **Out of Scope**  
[Redacted]
  - b. **Increase staff productivity and efficiency.** Use cases include:
    - i. **Out of Scope**  
[Redacted]
    - ii. Implementing Automated Text Scoring (ATS) for literary and numeracy co-requisite assessments (ATS), has decreased the turnaround time for NZQA to release results and reduce the number of scripts marked by human markers.
  - c. **Identify and mitigate risk in relation to student assessment integrity.** Use cases include:
    - i. Creating an online learning module: Tāku Reo, Tāku Mahi (My Words, My Work), with advice and guidance on academic honesty and integrity, plagiarism, and AI text and image generators.
17. **NZQA is actively working on other potential AI opportunities**, including exploring:
- **Out of Scope**  
[Redacted]
  - **Out of Scope**  
[Redacted]
  - Using GenAI to support NZQA to moderate secondary school marked internal assessments, with 'human in the loop' (i.e. accuracy checking)
18. NZQA is working closely with Faculty AI and Network for Learning on what AI means across the education sector as a whole – and how NZQA's current use cases supports our emerging national AI roadmap.
19. This strong AI foundation and capability allow NZQA to be try and respond to Government and Ministerial priorities, including the potential to increase the use of AI in marking secondary schooling assessments. To this end, later this year we will use 2024 digital assessment responses for some end of year exams to see if the tool we are using for the writing section of the in-year literacy assessment can be successfully adapted to these high stake's external assessments.

## NZQA's AI initiatives: future opportunities

20. NZQA has multiple potential use cases that could be explored in 2025/26, including:

- **Out of Scope**  
[Redacted]
- **Out of Scope**  
[Redacted]
- **Out of Scope**  
[Redacted]

## AI and GenAI risks

21. NZQA is determined to ensure that its use of AI and GenAI is safe. As indicated earlier, NZQA has invested in a Data Science and AI platform – Databricks – which will allow safe use of Large Language Models (LLMs) ensuring traceability.
22. NZQA has developed an AI Policy, and an AI Toolkit to build staff's knowledge and understanding about AI. These documents are aligned with DIA<sup>2</sup> and the National Cyber Security Centre (NCSC)<sup>3</sup> AI guidance.
23. NZQA is taking a careful and considered approach in utilising AI, particularly GenAI. This is to ensure that any risks and biases are carefully managed. Additionally, a considered approach allows NZQA to learn and build internal confidence and capabilities while managing any risks.
24. NZQA is undertaking an AI Readiness Review to evaluate the risks associated with AI, and the governance and control considerations needed for NZQA to adopt basic, intermediate, and advanced AI capabilities both from a current state and desired future state.
25. NZQA will work with sector partners to give effect to Māori Data Sovereignty.
26. From a security perspective, NZQA will ensure that any AI products developed are also supported and maintained like any other software products. This is to ensure NZQA manages organisational risks, avoids non-compliance, and implements appropriate data management and controls.
27. Some of the AI and GenAI opportunities discussed in this paper - and the speed at which these could be leveraged - will depend on investment, security, privacy and ethical considerations, as well as the need to work through change management so that key stakeholders, government agencies and customers are brought on the journey.

## GenAI capabilities and investments

28. The investment in internal capabilities – Data Science team and Databricks – help NZQA leverage AI and GenAI safely and in a deliberate manner.

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<sup>2</sup> [Initial advice on Generative Artificial Intelligence in the public service](#) (DIA)

<sup>3</sup> [Guidelines for secure AI system development](#) (NCSC)

29. As NZQA's use of AI, particularly GenAI capabilities, increases, there will be a need to increase investment in these capabilities. This includes people, technology and vendor partnerships.

**Next steps**

30. NZQA will publish its AI framework on its website later this year. This framework will flow through to the 2025-2029 Statement of Intent.
31. NZQA will continue to progress various initiatives outlined in this information update and provide updates to Ministers as required.
32. If requested, NZQA can provide the Minister with further information on one or more of these initiatives.

Appendix 2- Extracts of NZQA Fortnightly Reports to the Minister of Education Sept 2024 to 5 Aug 2025

Number	Date	Type	Document title
1.	23 July 2025	Fortnightly update OC01837	<p><b>AI Use in Marking p.4</b></p> <p>Following the agency meeting on 15 July, there were two items we are providing further information on:</p> <p>Advice and guidance given to schools on teachers using AI</p> <p><i>Support for Schools</i></p> <p>The Ministry of Education and NZQA have jointly developed guidance on the use of generative artificial intelligence in schools. This is published on the Ministry of Education’s website: <a href="#">Generative AI - Ministry of Education</a></p> <p>The current guidance includes the following key messages:</p> <ul style="list-style-type: none"> <li>- Teachers and the school are responsible for final decisions on learners’ work.</li> <li>- Teachers should avoid using AI tools to mark work.</li> </ul> <p>AI systems have not seen enough work by young people in the context of New Zealand’s national curriculum to have a good understanding of what is expected and may be unfair or discriminatory.</p> <p>NZQA provided guidance for senior leaders and Principal’s Nominees on the use of AI at the beginning of the school year. Schools are encouraged to develop policies that promote safe and ethical AI practices, with support from NZQA. School Relationship Managers support where necessary.</p> <p><i>NZQA’s position on AI in Assessment</i></p> <p>While AI is not explicitly prohibited for internal assessment marking, NZQA requires that moderation and verification will be completed by a subject specialist with standard-specific knowledge.</p>

Appendix 2- Extracts of NZQA Fortnightly Reports to the Minister of Education Sept 2024 to 5 Aug 2025

Number	Date	Type	Document title
			<p>NZQA is an active participant in the N4L led / Faculty AI whole of education system project to identify an AI roadmap for education. We note that one of the core enablers being recommended in the work is the need to fuller guidance, support, and PLD for teachers in all aspects of AI, including in relation to assessment.</p>
2.	30 April 2025	Fortnightly update OC01677	<p><b>Shortened timeframes for NCEA co-requisite results release – communications to schools and kura p.4</b></p> <p>On 10 April, schools and kura received information on the shortened timeframes for the NCEA co-requisite results release for the May assessment event (see Assessment Matters circular A2025/6 <a href="#">Information on May co-requisite results release 2025</a>).</p> <p><b>Use of artificial intelligence in marking co-requisite assessments p.9</b></p> <p><b>Stuff.co.nz</b> asked about the co-requisite assessment round in May and the use of artificial intelligence technologies to mark these assessments. We responded with information about the co-requisite assessments, automated text scoring and automated machine marking. We also noted the trials of automated text scoring undertaken in 2024 which give confidence in the accuracy of automated text scoring, and the human check marking process which will be in place as additional quality assurance of automated text scoring decisions.</p>
3.	2 April 2025	Fortnightly update OC01630	<p><b>Listing of report sent to Minister. p.8</b></p> <p>Co-requisite Lit/Num shortened marking timeframes OC01598 NZQA 21 March 2025</p>
4.	19 February 2025	Fortnightly update OC01500	<p><b>Shortened timeframes of corequisite results release update p.4</b></p> <p>Progress to shorten the time between assessment and results release for the May 2025 co-requisite assessment is on track.</p> <p>The AI pilot is complete across the writing co-requisite, enabling evaluation of the model to ensure that it is fit-for purpose.</p>
5.	4 December 2024	Fortnightly update OC01369	<p><b>Shortened timeframes of co-requisite result release p.4</b></p> <p>We have extended the Automated Marking pilot schedule for the writing co-requisite slightly from the initial plan to ensure accuracy and robustness of the solution. 900 student essays have been checkmarked to assess the validity of the input data.</p>

Appendix 2- Extracts of NZQA Fortnightly Reports to the Minister of Education Sept 2024 to 5 Aug 2025

Number	Date	Type	Document title
			<p>Two models with differing characteristics are being developed so that a robust solution is piloted. These best-practice models will enable effective evaluation against pilot criteria.</p> <p>Targets have been set for accurate benchmarking of the solution against human marking, whereby the models are trained based on previously human-marked scores across the co-requisite assessment events held from September 2023.</p> <p>With the extra time taken to ensure the viability of the solution, we are targeting final expected outcomes in the next fortnight, depending on the process for evaluation of the models and the degree to which the final outcome is fit for purpose.</p> <p><b>2022-2023 NCEA Level 3 Attainment p.8</b>            NZME asked for information about any changes to marking which may have negatively affected achievement rates for NCEA Level 3.</p> <p>We responded that there have been no changes in the way NZQA marks exams which would impact on NCEA Level 3 attainment. We also noted our belief that changes in 2022 and 2023 attainment rates are likely due to multiple years of COVID-19 disruptions and (for NCEA levels 1 and 2) decreasing participation in a full assessment programme.</p>
6.	23 October 2024	Fortnightly update OC01278	<p><b>Second NCEA co-requisite assessment event p.4</b></p> <p>Marking of the second NCEA co-requisite event assessments remains on track for release on 5 December 2024. Marking for digital Literacy (Reading) and Numeracy assessments is complete. Marking is still underway for Literacy (Writing), Te Reo Matatini and te Pāngarau assessments and those who completed their co-requisite assessments on paper.</p> <p>The evaluation of the Auto Text Scoring pilot for the Literacy (Writing) assessment will be completed by 31 January 2025. We will brief you on the results of the pilot at that point. We have developed clear success criteria and metrics for the comparison of machine and human marking that we have shared with our vendor.</p> <p>From late November, we will include early insights from the pilot in your</p>

Appendix 2- Extracts of NZQA Fortnightly Reports to the Minister of Education Sept 2024 to 5 Aug 2025

Number	Date	Type	Document title
			<p>upcoming fortnightly reports as these insights become available</p> <p><b>Auto-marking” of co-requisite assessments p.11</b></p> <p>Radio NZ asked about “auto-marking” in the NCEA co-requisite standards, and what stage is NZQA at with this work.</p> <p>We acknowledged that the time required for marking, quality assurance and release of results and preparation of feedback reports for students and teachers is a concern for schools, and that automated marking in the May 2024 Reading assessment allowed the return of Reading results several days earlier than results for other standards.</p> <p>We also outlined the trials on automated text scoring on Writing assessments, based on May and September assessment responses, and that (pending trial results) we plan to use automated text scoring in the Writing assessments from May 2025.</p> <p>We further noted that the ‘results confirmation process’ will continue to be available for schools if there is concern about the accuracy of a student’s result, and that in addition to reducing the time required for the actual marking process, short turnaround times for results depend on schools and kura assessing these standards digitally.</p>
7.	9 October 2024	Fortnightly update OC01239	<p><b>Second Literacy and Numeracy   Te Reo Matatini me te Pāngarau co-requisite assessment event p.4</b></p> <p>Marking is underway following the second NCEA co-requisite assessment event with results to be released on 5 December.</p> <p>The Auto Text Scoring trial for the Literacy-Writing assessment has commenced and will run in parallel with human marking.</p> <p>Schools and kura can submit Te Reo Matatini me te Pāngarau Kete Manarua (digital submissions) between 1 October and 30 October. Results from these submissions will be released with the End-of-Year examination results in mid-January.</p> <p><b>September assessment event for Te Reo Rangatira p.4</b></p> <p>Marking is complete for the September Level 1 Te Reo Rangatira and Te Ao Haka Level 1-3 digital assessments. Results will be released on 30 October.</p>

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Number	Date	Type	Document title
8.	11 September 2024	Fortnightly update OC01156	<p><b>Auto Marking pilot p.5</b></p> <p>As part of the September assessment event, we are piloting at scale an auto-text scoring tool for marking the Literacy (Writing) assessment to reduce the time between the assessment and results release [OC01148 refers]. We have been engaging with the supplier to confirm procurement details.</p>