Guidelines on the use of generative AI in education for the academic year 2026/27
Approved by Education Committee, 22 May 2024; modified September 2024; updated for 2026/27 by Chair's action, September 2026.

1. All academic departments **must** agree their policy on the use (authorised or unauthorised) of generative AI by their students in assessment (both formative and summative) located within one of the following broad positions:

   Position 1: No authorised use of generative AI in assessment*,
   Position 2: Limited authorised use of generative AI in assessment,
   Position 3: Full authorised use of generative AI in assessment.

   All Departments must incorporate observed assessment methods to verify achievement of programme learning outcomes (PLOs). This might include the use of appropriate observed assessment on one or more compulsory courses to provide a benchmark against which to judge student performance in other assessments or the use of observed assessment as a proportion of total assessment at either the course or programme level.

   * Departments or course convenors must indicate whether the use of AI tools for grammar and spell-checking is included in the full prohibition under Position 1 bearing in mind that these tools now often have in-built AI capabilities.[1]

2. When a department has different rules for different courses, individual course convenors must agree to one of the three positions. Academic staff are encouraged to discuss the ethical use of generative AI tools with students as related to their course.

3. Departments **must clearly communicate** their policy and provide clear guidance to students on the authorised and unauthorised use of generative AI in assessment such as through Programme Handbooks, course convenors engaging their students at the start of new units and in advance of assessment points as well as through Moodle.

4. Departments/course convenors **must indicate on a clearly accessible space** on Moodle the position on the authorised use of generative AI in assessments on their courses.

5. Departments/course convenors, who allow the use of Generative AI (position 2 or 3), are expected to communicate their referencing and citation requirements to students. This includes specifying how students should acknowledge the use of generative AI in their assessments. You may want to draw on this helpful guidance from LSE Library.

6. When the use of generative AI is permitted in assessments, academic staff are advised to encourage their students to use Claude and Co-Pilot due to their enhanced data privacy and security protections.

7. Programme directors and course convenors **are strongly advised** to review LSE's misconduct policy and guidance around suspected misconduct in the case of the use of generative AI. In the case of suspected misconducted on summative work, School regulations and guidance rather than local approaches need to be applied.

[1] Please note that Office for Students Conditions of Registration (B4) require academic regulations to be designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course.

8. If students use generative AI according to authorised departmental guidelines, their work should be marked using the same marking criteria applied to all students. Departments are encouraged to develop course-specific or method-specific marking criteria for courses or assessments involving generative AI that help to clarify its authorised use. If generative AI tools are used in ways that breach academic integrity, LSE misconduct regulations will apply

9. Departments **are encouraged** to acquaint their students with the 'Generative AI: developing your literacy' Moodle course as well as to further develop their skills, as appropriate, through engaging with relevant offerings from the Digital Skills Lab, LSE Learning Lab and LSE Library.

10. Staff are also encouraged to consult the Eden Centre website on generative AI and education which is regularly updated with new resources, examples of effective practice, information about upcoming workshops and links to the latest research.

Last up*dated September 2026*