



## LSE position on generative AI in assessment 2025/26

The London School of Economics and Political Science recognises that generative artificial intelligence (GenAI) poses both significant opportunities and challenges for higher education. As an institution committed to academic excellence and student-centred education, LSE supports a principles-based approach that balances rigorous academic standards with the need to prepare our community for a world where GenAI is increasingly prevalent.

Considering the rapid development of generative AI tools and the challenge of detecting AI use, the academic year 2025/26 represents a transition year for the School. We must balance two critical imperatives: ensuring the rigour, integrity and value of an LSE degree while equipping our staff and students with essential generative AI skills. This transition may necessitate temporary or permanent changes to summative assessment so that the School, its faculty, staff and students have confidence in our students' degree outcomes.

For 2025/26 we request that departments introduce additional safeguards to strengthen [the three-position framework](#) agreed at Education Committee in May 2024 (prohibition; limited; and full use of GenAI). This involves combining observed assessment with thoughtful integration of generative AI technologies, tailored appropriately to each discipline at the programme or course level. It is important that we clearly communicate to students that observed assessments are being introduced on all programmes to provide assurance that the School is proactively upholding the value of LSE awards and validating effective learning. Assessments need to be designed to ensure that no students can obtain an unfair competitive advantage over others.

**This paper outlines the required revised approach to assuring the integrity of our degree outcomes through the use of observed assessment.**

**The deadline for submitting assessment changes to TQARO is July 28.** Further information on revised deadlines is included in the appendix to this paper. Additional guidance outlining the support available from central services for staff and students including on best practice on non-exam options will be circulated in the coming weeks. This revised approach should be seen as an interim position. A longer-term strategy for learning and assessment in an AI age will be considered during the academic year 2025/26.

### 1. Generative AI and assuring our assessments

LSE remains committed to maintaining the highest academic standards while embracing innovation in our education. We recognise that GenAI tools can enhance educational experiences when used appropriately, but also that we must have confidence in the integrity of our degree awards. This includes ensuring that our students are achieving their intended learning outcomes and developing foundational skills and knowledge without overreliance on AI-technologies. For the academic year 2025/26 all programmes should ensure appropriate assessment safeguards are in place.

- At the programme level, departments should use **observed assessment methods** to **verify achievement of programme learning outcomes (PLOs)**.
- This might include:
  - Use of appropriate observed assessment on one or more core courses to verify the achievement of PLOs and/or to provide a benchmark against which to judge student performance in other assessments.
  - Using observed assessment as a proportion of total assessment at either the course or programme level. Current sector practice varies from 25% to 60%.



*Note: Observed assessment encompasses different in-class assessments methods or assessments conducted using technologies that verify the authenticity of students' work, such as edit-tracking technologies. LSE is currently scoping a pilot with Cadmus, which offers comprehensive edit tracking capabilities.*

**Note: Professor Emma McCoy, Pro Vice Chancellor for Education, has requested that all departments upload new or revised programme learning outcomes to Akari by the end of academic year 2025/26. Please refer to this [useful resource](#) and consider contacting your [Eden Centre department adviser](#) for support in this work.**

In reviewing assessment methods, programme directors and course convenors are encouraged to consider which learning outcome(s) each assessment method is designed to test. Departments may consider implementing one or more of the following observed assessment approaches:

- The reintroduction of **closed-book examinations** in the Spring term 2026 exam period though please note there is limited availability.
- The introduction of **oral assessments** – this might include class presentations with Q&A components, class participation marks or oral examinations. Guidelines on introducing oral assessment will be published in the week after the end of Spring Term based on the work of the Department AI Leads sub-group on oral assessment.
- The introduction of other **methods of in-class assessments** (such as quizzes, problem sets, simulations or short answer tests). Attention will have to be given to timetabling and invigilation.
- The use of **technology-enhanced observed assessment** using edit-tracking assessment through platforms like Cadmus, time-limited assessments with submission monitoring and video-recorded individual presentations or explanations.
- **Hybrid assessment approaches** – written assignments followed by in person oral assessment, or staged assessments combining written and oral components.

Other safeguards in the design and conduct of assessment might include:

- Linking **formative activities and assessments directly to summative assessment** thereby allowing faculty to observe student development and authenticate learning. This could be done in several ways:
  - Ensuring that formative activities and assessments are directly linked to summative assessments (such as through essay outlines or abstracts).
  - Changing the assessment format from formative to summative assessment.
  - Designating formative assessment as threshold assessments with a proportionate penalty for non-completion of the formative work applied to the linked summative assessment (further guidance to follow on this early next week).
- **Redesigning assessment tasks** to limit inappropriate use of generative AI (such as through expecting students to engage with course materials, revision of assessment questions to focus as far as possible on the assessment of higher order learning skills, introduction of real-world scenarios that require programme or course-specific knowledge).
- Introduction of **reflective learning logs** that document the student's analytical development over time including their use of generative AI tools as well as submission of chatlogs with reflection when generative AI use is authorised.

In considering new approaches to assessment and academic integrity safeguards, departments are encouraged to ensure assessments remain inclusive and comply with the School's reasonable adjustment policy (currently awaiting final approval).



## Use of selected or random interviews

To help safeguard the integrity of essays and other methods of assessment, departments should consider advising students that 10% of all such assessments would be subject to randomised interviews. Students would be advised in advance that some of them would be selected at random to discuss their work with the course leader in order to check against the unauthorised use of GenAI and that the work submitted was the students' own. The possibility of random interviews will hopefully serve as a deterrent for some students. In addition, selected interviews can be used when misconduct is suspected. Both selected and random interviews are in keeping with current [LSE misconduct regulations](#). In addition, the Department AI Leads sub-group on academic integrity and academic misconduct is developing an AI misconduct investigations guide in advance of the new academic year.

## 2. Proposed mitigations for dissertations at LSE in 2025/26

Concerns have also been raised about assuring the integrity of student dissertations in the context of the rapid development of AI tools. This area will receive priority focus during the upcoming academic year. In the interim, while maintaining the 100% single aggregate grade for dissertations, the following approaches should be considered. While the School acknowledges that these suggestions may increase workloads for both staff and students, this may be necessary to safeguard academic integrity and maintain confidence in our academic standards.

### Oral assessment components

- Introduction of mini-viva examinations to accompany written dissertations.
- Inclusion of formal class presentations of research proposals and/or research findings.
- Guidance on the conduct of oral assessments will be circulated in early 2025.

### Progressive assessment milestones

- Submission of formative or summatively graded written work at different point(s) in the academic year. Options might include annotated dissertation outlines, research prospectuses, introductory chapters, or comprehensive literature reviews.

Colleagues may also want to consider the following approaches to strengthen AI resilience.

### Process documentation and verification

- Mandatory submission of research journals or reflective logs documenting the research journey.
- Inclusion of evidence of primary source engagement (such as interview transcripts, survey data or archival materials).
- Submission of annotated bibliographies with personal reflections on source relevance.

### Enhanced supervision and monitoring

- Increased frequency of supervisor meetings with documented discussion records.
- Peer review sessions where students present work-in-progress to cohorts.
- Mandatory attendance at research methodology workshops with participation records.

## 3. Partnership and transparency

LSE is committed to building a culture of transparency and good faith among staff and students regarding GenAI use. We recognise that effective integration of AI technologies requires modelling effective practice in teaching, open dialogue and collaboration. Departments are expected to ensure:



- Clear communication about authorised and unauthorised GenAI use.
- Transparency from both staff and students about how GenAI is used in teaching and assessment.
- Regular consultation among colleagues, students, employers and PSRBs where relevant as technologies and practices evolve.
- As appropriate, engaging students as partners in the design and review of assessments and GenAI policy.

#### 4. Equity and preparation

LSE is committed to ensuring that all members of our community can access and effectively use GenAI tools, and that our educational approaches prepare students for a world where these technologies are increasingly prevalent. Our position therefore emphasises:

- Equitable access to institutionally approved GenAI tools for all students and staff, as with Co-Pilot and Anthropic Claude for Education.
- Development of critical GenAI literacy alongside traditional academic skills.
- Design of assessment experiences for students that develop disciplinary, transferable and professional skills.
- Support for staff in developing effective disciplinary approaches to AI-assisted teaching and assessment.

#### 5. For further information, please contact:

- Tom Hewlett in TQARO ([tqaro@lse.ac.uk](mailto:tqaro@lse.ac.uk)) for information and questions about making changes to assessment in Akari.
- Claire Gordon in Eden ([c.e.gordon@lse.ac.uk](mailto:c.e.gordon@lse.ac.uk)) on pedagogic, assessment and curriculum (re)design advice.
- Jeni Brown in the Digital Skills Lab ([j.i.brown@lse.ac.uk](mailto:j.i.brown@lse.ac.uk)) on digital skills development for students and staff.

### Appendix

#### Timeline for reporting changes to assessment

Changes to assessment will need to be applied by TQARO to the relevant Akari course record. The deadline for making changes is **Monday 28 July**.

TQARO will write to departments to share Akari assessment data. Departments will be asked to complete two tasks:

- 1) Complete data quality updates to existing assessment data for courses with missing / erroneous data; and
- 2) Report any updates to assessments to increase the proportion of observed assessments for 2025/26. This will include formative and summative data.

#### Things to consider:

- Observed assessments are recorded under two specific Modes of assessment in Akari: Exams and In-class. Each Mode has a set of associated Methods of assessment. Changes in Akari will need to fit within the new assessment terminology and guidance will be shared about this.
- Exam capacity remains a challenge, and the January exam period is currently at capacity. Changes to introduce new exams must select Spring exams unless departments are able to remove an exam from the January exam period under the 1-in-1-out policy.

#### What happens if changes aren't finalised before the July deadline?



- Curriculum data from Akari will be integrated with the student records system (SITS) and the timetable in early August and published to students in mid-August. Students then use this information when considering course selections, with the course selection process opening at the start of September.
- We have set the deadline for making changes as **Monday 28 July**. Making changes after this time creates additional work for staff in departments and central divisions, and increased risk due to Competition and Markets Authority guidance that identifies assessment as 'material information'.
- Once data is published, we need to consider how to keep students notified of changes.
- Once students are registered on courses, although changes remain possible, the in-year change process (considered exceptional) requires written student consultation and majority endorsement of changes from students.