Guidelines on the use of generative AI in education for the academic year 2024/25
Approved by Education Committee, 22 May 2024 and modified in September 2024[1]

1. From the start of the new academic year, the School-wide prohibition will be removed. In line with this, in advance of the academic year 2024/25, 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.

We acknowledge that some colleagues are exploring the use of generative AI in teaching and learning, and the School is continuously reviewing this area. The current policy is focused on the authorised and unauthorised use of generative AI in assessments.

*Unless your Department or course convenor indicates otherwise, the use of AI tools for grammar and spell-checking is not included in the full prohibition under Position 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 make use of the dedicated space** on Moodle (established by the Eden Digital team) or other **clearly accessible space** on Moodle and use the recommended template to communicate to their students 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 Microsoft Copilot due to its enhanced data privacy and security protections. Unlike other generative AI tools, Copilot does not record prompting or conversation history; these can, however, be exported to a word or PDF file. (See guidance)

7. Programme directors and course convenors **are strongly advised** to review the School 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.

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 LIFE 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 from LSE case studies, information about upcoming workshops and links to the latest research.