



LSE department and course communications to students on the use of generative AI in formative and summative assessment: Good practice guide

Introduction

In line with the School position on the authorised use of generative AI in assessments, Departments are expected to clearly communicate to their students information about the authorised use of generative AI in formative and summative assessments including making this information clearly visible on department and course Moodle sites.

This guidance is designed to support departmental and course leaders in developing up to date communications to students regarding the use of generative AI in assessment. Drawing on exemplar statements from departments policies on the use of generative AI in assessment for the academic year 2024/25, it provides example texts to help course and programme leaders articulate the specific positions they are adopting in their courses to support students in answering: *What am I allowed to do? How do I do it properly? What happens if I get it wrong?* Our aim is to promote greater consistency across courses and reduce workload for staff by providing summaries of texts, (with acknowledgments to departments) that can be tailored to local departmental contexts and teaching approaches. The appendices contain (a) exemplar departmental statements, (b) a template for communications that you might wish to adapt, and (c) resources for information and reuse.

We would encourage departmental and course guidance to provide information to their students about department or course's positions with accompanying rationales with reference to [LSE's position on generative AI](#); students' responsibilities; authorised and prohibited uses: acknowledgment and documentation requirements: guidance of use of GenAI tools: support and resources; and academic integrity principles.

	Position 1: No Authorised Use of Generative AI	Position 2: Limited Authorised Use of Generative AI in Assessment	Position 3: Full Authorised Use of Generative AI in Assessment
Outline statement of department or course	<p>[insert Department name] prohibits the unauthorised use of generative AI tools for any part of formative or summative assessments in the 2025/26 academic year. The use of generative AI tools (such as Claude, MS co-pilot, ChatGPT, Google</p>	<p>[insert Department name] adopts a "Limited authorised use of generative AI in assessment" policy. Generative AI tools may be used for the 2025/26 academic year to support your learning and research process, for example for literature searches, clarifying concepts, or refining grammar and spelling. However, it is strictly forbidden to use any AI-generated text in your</p>	<p>[insert Department name] adopts Position 3: Full authorised use of generative AI in assessments across all its courses for the 2025/26 academic year. We allow you significant freedom in using AI tools, as long as you abide by our guidelines for responsible</p>

	<p>Gemini, or others) for any aspect of formative or summative assessment is strictly prohibited. All submitted work must be entirely your own original creation. Unauthorized use of generative AI will be treated as academic misconduct in accordance with LSE policy. Reasonable exceptions may apply, for example the use of grammar assistance in your writing. If you are unsure, please ask.</p>	<p>submitted assessments, whether formative or summative.</p>	<p>engagement.</p>
Mixed positions i.e. where courses adopt a different position to their department	<p>The permitted use of Generative AI in teaching and learning varies between courses according to the aims and approach of the course. <i>[name of department]</i> courses (insert code prefix XXX) normally follow Position 1 (No Authorised Use of Generative AI in formative or summative assessment), with the exception of the following courses:</p> <ul style="list-style-type: none"> - <i>[insert course codes]</i> <p>Please refer to the individual course Moodle pages for specific details on what use of generative AI is allowed. This information will also be provided to you by the course convenor and/or seminar/class teachers.</p> <p>The individual position for each IRXXX course is also provided on each course Moodle page.</p> <p><i>ex. Department of International Relations (IR)</i></p>		
Rationale	<p>This department is committed to helping students develop essential academic and professional skills—such as critical thinking, independent analysis, and ethical reasoning—that are central to success, both during and after their studies. While AI tools are increasingly part of everyday academic life, assessments are designed to evaluate your own understanding, judgement, and ability</p>	<p>This policy aims to support students in developing critical thinking, analytical skills, and ethical awareness education, while also recognising the practical value of AI tools in academic and professional contexts.</p> <p>The policy acknowledges that these tools are now part of the academic landscape. Their use must be balanced with ethical considerations and a commitment to academic integrity.</p> <p>Students are encouraged to use AI tools thoughtfully and sparingly—to support, not replace, their own intellectual work. Over-reliance on generative AI may hinder deeper</p>	<p>This policy aims to support students in developing critical thinking, analytical skills, and ethical awareness education, while also recognising the practical value of AI tools in academic and professional contexts.</p> <p>The policy acknowledges that these tools are now part of the academic landscape. Their use must be balanced with ethical considerations and a commitment to academic integrity.</p> <p>Students are encouraged to use AI tools thoughtfully</p>

	<p>to engage deeply with complex ideas. Allowing generative AI in assessments risks undermining this purpose by replacing rather than supporting your intellectual effort. Generative AI tools can produce content that appears polished but may be inaccurate, incomplete, or biased. Relying on them can limit your ability to engage meaningfully with course material, develop original insights, and build the confidence needed to apply your knowledge in real-world contexts. For these reasons, the use of generative AI in assessments is not permitted. This ensures that all students are assessed fairly and that the work submitted reflects their own learning and capabilities</p>	<p>learning and critical engagement. Additionally, students should be aware of the broader ethical issues associated with these tools, including:</p> <ul style="list-style-type: none"> • Environmental impact • Use of copyrighted material • Labour practices in AI development • Unequal access to paid vs. free tools. <p>Ultimately, students are expected to reflect critically on their use of AI and ensure that their work demonstrates original thought, ethical awareness, and academic integrity (ex. Media and Comms)</p>	<p>and sparingly—to support, not replace, their own intellectual work. Over-reliance on generative AI may hinder deeper learning and critical engagement. Additionally, students should be aware of the broader ethical issues associated with these tools, including:</p> <ul style="list-style-type: none"> • Environmental impact • Use of copyrighted material • Labour practices in AI development • Unequal access to paid vs. free tools. <p>Ultimately, students are expected to reflect critically on their use of AI and ensure that their work demonstrates original thought, ethical awareness, and academic integrity (ex. Media and Comms)</p>
<p>Student Responsibility</p>	<p>Using generative AI to assist with or fully complete your coursework is not allowed and will be treated as academic misconduct. Penalties will apply.</p> <p>If there is any suspicion of unauthorised AI use, you may be asked to attend an interview to discuss your work.</p>	<p>Generative AI is allowed in specific parts of this course. You must carefully review the course outline and assignment instructions to understand where its use is permitted.</p> <p>As a student, it is your responsibility to know when, where, and how you are allowed to use generative AI. If you use it in any part of your work, you must clearly cite it. Failure to do so will be treated as academic misconduct.</p> <p>Using generative AI in any part of your work where it is not explicitly permitted will also be considered academic misconduct. If there is any suspicion of unauthorised AI use, you may be required to attend an interview. (ex. Management)</p>	<p>While generative AI can be a useful tool, students should be aware that its outputs may contain errors, be incomplete, or reflect bias.</p> <p>It is your responsibility to verify the accuracy and reliability of any AI-generated content that informs your coursework. You should not rely on AI outputs without critical evaluation and fact-checking.</p>

Permitted and Prohibited Uses: Provide clear boundaries with concrete examples.	<p>Generative AI tools should not be used to alter or improve the content of draft texts or argumentation.</p>	<p>Generative AI may be used in specific components of assessment for this course. You must follow the guidance provided for each component. Permitted uses may include:</p> <ul style="list-style-type: none"> • Basic tools: Use of grammar and spell checkers. <p>Limited support: Using generative AI for tasks such as:</p> <ul style="list-style-type: none"> • Brainstorming and idea generation • Concept checking • Suggesting structures • Summarising your own or others' ideas • Creating illustrative images or media. <p>Tracked use: No specific restrictions, but you must:</p> <ul style="list-style-type: none"> • Document key stages and tools used • Reference any generative AI tools applied • Share your search or prompt history <p>Integrated use: Generative AI is a required part of the assessment, such as:</p> <ul style="list-style-type: none"> • Comparing and critiquing AI-generated outputs • Using named tools to achieve specific outcomes • Developing or error-checking code. <p>You must refer to the course outline or assignment brief to confirm what is permitted. Misuse or failure to follow these guidelines may be considered academic misconduct (ex - management).</p> <p>Students should be aware that AI-generated content may contain factual errors, omit important information, or include irrelevant material.</p> <p>Answers that rely solely on AI-generated text and show little original thought or critical engagement are unlikely to receive high marks. (ex. Finance)</p>	<p>You are free to use generative AI tools to support your learning including for writing and coding tasks. However, using these tools effectively requires skill and judgement.</p> <p>If you choose to use generative AI, you are expected to do so responsibly and thoughtfully, as a way to enhance - not replace - your own learning and development. Simply asking an AI tool to generate answers for you is unlikely to help you grow academically.</p>
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Acknowledgment and Documentation Requirements:		<p>You may use generative AI tools to support your assessment, but any AI-generated content must be clearly identified and properly <u>cited</u>.</p> <p>In your submission, you must include an appendix that details:</p> <ul style="list-style-type: none"> • The AI tool(s) used • The exact prompts or inputs provided. <p>Additionally, you are required to critically evaluate the AI-generated output. This means:</p> <ul style="list-style-type: none"> • Explaining how the AI content informed your work • Demonstrating your own understanding and analysis of the subject matter. <p>Submissions that rely too heavily on AI without showing sufficient original thought and critical engagement will be penalised.</p> <p>See PBS Cover sheet disclosure form (appendix A)</p>	<p>You are required to acknowledge all instances of AI use in your submissions by clearly stating which AI tools were used, how they were applied, and to what extent they contributed to your work. For tools that provide chat histories, providing a link to the relevant chat log is an acceptable form of documentation. Remember that you are ultimately responsible for the accuracy and originality of your submitted work. (ex. Data Science Institute, LSE LIFE)</p>
Use of genAI tools: Guide students toward appropriate, secure and ethical tools provided by LSE.		<p>We encourage you to use institutionally provided tools such as <u>Claude</u> (Anthropic) or <u>MS co-pilot</u>. Content in these tools is not shared outside of LSE. Anthropic is available to all students designed with a focus on ethical behaviour and has been set up to be a positive influence on society using principles that draw upon the Universal Declaration of Human Rights.</p> <p>In our position of limited authorised use, we recognise two types of AI tools:</p> <ul style="list-style-type: none"> • AI-powered tools: These support academic tasks such as writing, research, and referencing. Examples include typing assistants, search engines, and citation generators. They typically use machine learning to produce predictable, rule-based outputs. • Generative and Agentic AI tools: These use deep learning and large language models (LLMs) to generate content that mimics 	<p>Whilst we encourage you to use institutionally provided tools such as <u>Claude</u> (Anthropic) or MS co-pilot. You can also use generative AI tools such as ChatGPT, Google Gemini, Claude, Notebook LM, GitHub Copilot, Grammarly AI, DALL-E, Midjourney, Microsoft Designer or similar for assessments.</p>

		human thought and expression. Students may use these tools for tasks like summarising content, exploring literature, or simplifying complex ideas.	
Support and Resources : provide details of contacts and help	Students are advised to enhance their AI skills through the ' <u>Generative AI: developing your literacy</u> ' Moodle course and resources from the Digital Skills Lab, LSE LIFE, and LSE Library [(ex. Finance, PBS) or seek help from their personal or academic tutor	Students are advised to enhance their AI skills through the ' <u>Generative AI: developing your literacy</u> ' Moodle course and resources from the Digital Skills Lab, LSE LIFE, and LSE Library [(ex. Finance, PBS) or seek help from their personal or academic mentor	Students are advised to enhance their AI skills through the ' <u>Generative AI: developing your literacy</u> ' Moodle course and resources from the Digital Skills Lab, LSE LIFE, and LSE Library [(ex. Finance, PBS) or seek help from their personal or academic mentor tutor
Academic Integrity penalties for non-compliance.	All written work for assessment must be entirely your own. Using AI to generate or significantly alter assessment content will be considered a breach of academic integrity. LSE's assessment offences <u>policy</u> states "The use of Artificial Intelligence software to help with any part of a student's assessment is strictly prohibited unless some use is explicitly permitted as defined by the Department responsible for the assessment". In addition, <u>Random interviews</u> may be used in courses in which the summative assignment does not explicitly require you to use Generative AI as part of the assignment task. " <i>The interviews will not be triggered by a suspicion of academic misconduct on the part of the selected students; rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable students to demonstrate, by their answers, that the use of Generative AI that they disclosed on their cover sheet matches their knowledge</i> ". (ex. PBS <i>"The interviews will not be triggered by a suspicion of academic misconduct on the part of the selected students; rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable</i>	You must acknowledge the use of generative AI tools in your submission. This should identify the tool(s) and describe what you used it for and to what extent. LSE's assessment offences <u>policy</u> states "The use of Artificial Intelligence software to help with any part of a student's assessment is strictly prohibited unless some use is explicitly permitted as defined by the Department responsible for the assessment". In addition, <u>Random interviews</u> may be used in courses in which the summative assignment does not explicitly require you to use Generative AI as part of the assignment task. " <i>The interviews will not be triggered by a suspicion of academic misconduct on the part of the selected students; rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable students to demonstrate, by their answers, that the use of Generative AI that they disclosed on their cover sheet matches their knowledge</i> ". (ex. PBS <i>"The interviews will not be triggered by a suspicion of academic misconduct on the part of the selected students; rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable</i>	You must acknowledge the use of generative AI tools in your submission. This should identify the tool(s) and describe what you used it for and to what extent. LSE's assessment offences <u>policy</u> states "The use of Artificial Intelligence software to help with any part of a student's assessment is strictly prohibited unless some use is explicitly permitted as defined by the Department responsible for the assessment". In addition, <u>Random interviews</u> may be used in courses in which the summative assignment does not explicitly require you to use Generative AI as part of the assignment task. " <i>The interviews will not be triggered by a suspicion of academic misconduct on the part of the selected students; rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable students to demonstrate, by their answers, that the use of Generative AI that they disclosed on their cover sheet matches their knowledge</i> ". (ex. PBS <i>"The interviews will not be triggered by a suspicion of academic misconduct on the part of the selected students; rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable</i>

<p><i>rather, they will involve interviewing a random sample of a course cohort. The aim will be to enable students to demonstrate, by their answers, that the use of Generative AI that they disclosed on their cover sheet matches their knowledge". (PBS:4)</i></p>		<p><i>students to demonstrate, by their answers, that the use of Generative AI that they disclosed on their cover sheet matches their knowledge". (ex. PBS</i></p>
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References:

1. PBS (2024-25 updated) Policy on the Use of Generative AI in Teaching, Learning and Assessment 2024-25
2. Department of Anthropology (2024), LSE Statement on Academic Integrity and Generative AI
3. Data Science Institute (2024) [Generative AI Policy](#)
4. Finance (2024-25) Guidance
5. Department of International Relations (2024-25) Using generative AI at LSE: guidance for Department of International Relations
6. Department of Management (2024-25) [Department of Management Policy on AI in Assessment FOR STAFF](#)
7. Department of Media and Communications (2024-25) Policy on the use of AI Tools in Learning and Assessment

Appendix A

Psychological and Behavioural Science (page 6) Cover sheet disclosure form:

Disclosure of Generative AI use

Did you use Generative AI in working on this summative assignment? Yes/No

If Yes, did you use it for (please tick all that apply):

- Scoping the literature/field
- Finding sources
- Summarising aspects of the literature (e.g., papers, theories, methods, findings)
- Defining concepts
- Finding arguments
- Planning or structuring the over-all argument of your assignment
- Developing a critical perspective on an aspect of the literature
- Developing a novel or creative interpretation or argument
- Finding a conclusion to a debate
- Formulating research questions/hypotheses
- Designing or checking your research instrument (e.g., interview topic guide, survey questionnaire, experiment stimuli)
- Writing or checking R code or Stata syntax for data analysis
- Interpreting R or Stata output
- Interpreting your empirical results
- Discussing your empirical results
- Finding or constructing an image or diagram included in your assignment
- Drafting your prose
- Checking the appropriate writing style for your assignment
- Checking your spelling and grammar
- Checking your referencing style
- Any other aspect: please indicate here: _____

Please be aware that you may be randomly selected to be interviewed about the content of your summative assignment. If you are selected, this is not triggered by a suspicion of academic misconduct on your part. The aim of these interviews is to enable you to demonstrate, by your answers, that the use of Generative AI that you disclosed above matches your knowledge. Your grade will not be altered as a result of such an interview.

Appendix B

Standard template to assist in departments and courses in providing consistent communications

Suggested headings	Position 1: No Authorised Use of Generative AI	Position 2: Limited Authorised Use of Generative AI in Assessment	Position 3: Full Authorised Use of Generative AI in Assessment	Mixed position i.e where courses adopt a different position to their department
Outline statement of department or course				
Rationale				
Student Responsibility				
Permitted and Prohibited Uses: Provide clear boundaries with concrete examples.	.		.	
Acknowledgment and Documentation Requirements:				
Use of GenAI tools: Guide students toward appropriate, secure and ethical tools provided by LSE.				
Support and Resources: provide details of contacts and help				
Academic Integrity penalties for non-compliance.				

Appendix C

Additional reading

JISC's National Centre for AI has collated [guidelines](#) from institutions across the sector --

LSE Students' Union (2025): [A Student Manifesto for Assessment in the Age of AI](#)

[Russell Group Principles](#) (2023) on the use of generative AI in education