



LSE Position on Generative AI in Assessment 2026/27

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 2026/27 continues to be 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 2026/27 we request that departments ensure safeguards are in place 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 articulate to students that observed assessments have been introduced on all programmes to safeguard their learning 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 other students.

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

The School's current position on the authorised use of AI in assessment will be reviewed in the academic year 2026/27.

1. Generative AI and Assuring our Assessments

LSE is 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, ensure that our students are achieving their intended learning outcomes and developing foundational skills and knowledge without overreliance on AI-technologies. We request that for the academic year 2026/27 all programmes include assessment safeguards.

- At the programme level, departments should introduce **observed assessment methods to verify achievement of programme learning outcomes (PLOs)**
- This might include:
 - Introduction 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,
 - Introduce 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 continues to pilot Cadmus, which offers comprehensive edit tracking capabilities.



In considering 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** though please note there is limited room capacity.
- The introduction of **oral assessments** – this might include class presentations with Q&A components, class participation marks, oral examinations. Guidelines on introducing oral assessment based on the work of the Department AI Leads sub-group on oral assessment are available [here](#).
- The use of other **methods of in-class assessments** (such as quizzes, problem sets, simulations, short answer test, etc). Attention will have to be given to timetabling, invigilation, and the appropriate application of adjustments for students who require them.
- The use of **technology-enhanced observed assessment** using edit-tracking assessment using platforms such as 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.
- **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](#). Colleagues may also find this resource on [How to Build AI Resilience in Assessment](#) developed by the by the School's working group on AI and Academic Integrity.

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 have developed [AI misconduct investigations guidance](#).

2. Proposed mitigations for dissertations at LSE in 2026/27



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
- See [guidance on the conduct of oral assessments](#)

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, 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
- Guidelines on the use of assisted GenAI in marking and feedback will be released in early July drawing on work of LSE-KCL-Southampton joint project
- Regular consultation among colleagues, students, employers and PSRBs as appropriate 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.
- 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) for information and questions about making changes to assessment in Akari.
- Claire Gordon in Eden (c.e.gordon@lse.ac.uk) on assessment and curriculum (re)design advice.
- Jeni Brown in the Digital Skills Lab (j.l.brown@lse.ac.uk) on digital skills development for students and staff.
- The Disability and Mental Health Service (disability-wellbeing@lse.ac.uk) for advice on reasonable adjustments.

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