



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



A Student Manifesto for Assessment in the Age of AI

2024/25



A collaboration between LSE Students' Union and LSE Eden Centre for Education Enhancement 2024/2025.

This Student Manifesto for Assessment in the Age of AI is the outcome of dialogue, feedback and reflection among a diverse group of students at undergraduate and postgraduate levels as well as general course students, across multiple departments, both qualitative and quantitative, at LSE. As Generative AI (GenAI) continues to shape education and learning, we aim to articulate our values, concerns, and aspirations for its responsible integration into teaching and assessments, culminating in the ten principles and the calls to action we present below. Our goal is to ensure that GenAI is used as a tool to enhance learning, rather than undermine academic integrity, critical thinking or meaningful skills development.

Assessment is a fundamental pillar of our academic experience. It should serve as a meaningful opportunity for deep learning, reflection, and skills development and at appropriate times an opportunity for testing the knowledge and skills we have developed, rather than as a checkpoint for academic integrity. Exams and coursework must be designed to measure genuine comprehension, analytical engagement, and intellectual growth, rather than act as a policing mechanism against GenAI use. We embrace a balanced approach to assessments that integrates AI in a way that pursues academic integrity, creativity, and innovation.

We view GenAI as a democratising tool that can help to overcome individual limitations, support diverse approaches to learning, and create more inclusive academic environments. However, GenAI should not replace human creativity, critical reasoning, or intellectual independence. We commit to using GenAI to enhance our academic work while maintaining personal authenticity and ethical responsibility.

Principles for Assessment in the Age of AI

1. Embrace Critical Thinking as Our Core Value

We are committed to using Generative AI (GenAI) as a tool for learning, not a replacement for intellectual engagement. Our essays and other methods of assessment should prioritise original analysis, deep conceptual understanding and personal critical reflection that demonstrates genuine comprehension beyond surface-level engagement and production.

2. Assessments as Meaningful and Transformative Learning Experiences

Assessments should serve as meaningful opportunities for deep learning, critical and analytical understanding and personal growth, enabling us to engage thoughtfully with the knowledge and skills we are developing. Formative and summative assessment should provide meaningful feedback and opportunities for dialogue with our teachers enabling us to improve our work.

3. Transparency and Ethical AI Collaboration

We pledge to be transparent about GenAI assistance, including clear declarations of how and where GenAI has been used in our academic work. We support using GenAI as a collaborative research assistant, not as a ghostwriter or substitute for our work. We are committed to maintaining academic integrity at all times. This aligns with fostering a transparent culture at LSE in which staff and the School approach students with trust and good faith regarding the use of GenAI, rather than viewing them through a deficit lens. We expect the same transparency from our teachers.

4. Personal Voice and Originality

We commit to using GenAI as a supportive tool that enhances our writing, not as a replacement for our unique perspectives and creative voices. Our essays and other assessments will always contain substantial personal input, original insights, and critical analysis based on our personal learning and viewpoints.

5. Skill Development over Knowledge Reproduction

Our assessments should prioritise the development of transferable skills transcending routine or repetitive knowledge reproduction. We want assessment methods that bridge academic learning with the development of real-world professional skills, incorporating problem-solving, analytical thinking, collaborative projects, and evaluative pieces that prepare us for future work environments where GenAI is integrated.

6. Adaptive and Flexible Assessment Approaches

We value diverse assessment methods tailored to our disciplines, while remaining adaptable to technological changes. This could include more frequent, smaller writing assignments, presentation-based assessments, and project-based learning that involves practical knowledge application. As part of our programmes of study, we should have the opportunity to choose between alternative methods of assessment.

7. Clear Guidance and AI Literacy for Responsible AI Use

We support institutional efforts to develop clear, department- and disciplinary-specific guidelines for responsible GenAI use. We recognise the importance of developing AI literacy alongside traditional academic skills. We need to learn how to effectively prompt, critique, and collaborate with AI tools while maintaining our intellectual independence. We believe in mandatory workshops during the early weeks of our programmes to teach the ethical, effective and strategic uses of GenAI.

8. Ensuring Equitable Access

The School needs to ensure that it does all it can to ensure equitable access for all students to GenAI tools. Currently some GenAI is free and accessible to all, however, as it develops further and increasingly moves to subscription models, the School should ensure that baseline access to GenAI is in keeping with the advancement of GenAI.

9. Championing Staff-Student Partnership and Co-Design

Departments should work collaboratively with students on the design, review and redesign of assessments and on the ongoing review and development of their AI policies.

We call on the School

- 1.** To recognise that students will use AI irrespective of any restrictions imposed. Therefore, any restrictions placed on the use of GenAI should be thoughtfully considered with a clear explanation of the rationale behind such restrictions. We acknowledge that GenAI is fallible, with Large Language Models (LLMs) primarily drawing knowledge from the Global North, so its use or importance should not be overstated.
- 2.** To work jointly to create a culture of transparency and good faith among staff and students about the use of GenAI across the School. As AI progresses, we need to learn together. Both staff and students should be open about their use of GenAI and take a collaborative approach to developing policies for its use.
- 3.** To do all it can to ensure equitable access to a suite of GenAI tools to prevent amplifying inequalities. Additionally, there needs to be consistency across departments to avoid inconsistencies and disparities.
- 4.** We call on teachers not to choose exams as their preferred method of assessment simply because it seems to be the easiest option. Instead, choose exams only when they make sense. In-person exams can be stressful and create anxiety, especially if mitigations for mental health support are already lacking. Adding pressure through in-person examination will not help. Use exams only if there is clear disciplinary and learning justification for this form of assessment. We think it is best practice for every programme to offer a variety of assessments.

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