



LSHTM Statement on using Artificial Intelligence (AI) in Assessments

Version 1.2 (Updated September 2026)

Summary

- LSHTM recognises the potential for artificial intelligence (AI) to transform the way that students learn and the skills they need to succeed in their future careers.
- LSHTM is committed to critically exploring how AI can be used to enhance education.
- AI capabilities are changing rapidly, and as with all universities, we are building our understanding of AI and its impact on education. This guidance is subject to regular review and updating. This document sets out guidance on how students can use AI in their education and assessments and is subject to regular review and updating.
- You may use AI tools when producing assessments unless specific guidance is given otherwise. Details of permissible use can be found in your Module Assessment Guidance. We expect all staff and students to use AI in ways that are consistent with the principles of academic integrity, professional responsibility and data security, preferably using LSHTM approved tools; MS Copilot and Google Gemini for Education.
- You must clearly state how generative AI tools such as MS Copilot, Google Gemini, ChatGPT and Claude AI have been used
- Direct quotes from any AI generated output must be referenced.
- LSHTM's Academic Regulations clarify that submitting assessments that have not been produced by you is an assessment irregularity and may be investigated to determine whether academic misconduct has occurred.
- Any specific queries about AI use in assessments should be directed to the Module Organiser.

Introduction

LSHTM recognises that artificial intelligence (AI) tools have the potential to significantly change our learning, teaching, assessment and research practices. We recognise that as AI tools become ubiquitous in society, our graduates need to be equipped with the skills to use AI effectively, critically and ethically. As with all higher education institutions, we seek to pursue this ambition in a way that is consistent with the fundamental principle of academic integrity.

AI is developing rapidly. The higher education sector is in a period of change as it seeks to understand the impact of AI. As with all universities, our position on AI is subject to ongoing review and update. We welcome continuing input from the LSHTM community about how AI can positively influence our learning, teaching and assessment practices.

What is AI?

AI generally refers to the use of statistical algorithms to draw inferences from human data, often to generate output that resembles something a human has produced. A wide range of AI tools have been developed that are able to apply these algorithms to different tasks, such as



generating text, searching and summarising literature, producing images, writing software code and analysing data, among other tasks. This type of AI tool (for example Google Gemini, ChatGPT, Microsoft Co-Pilot and Claude AI) is known as ‘generative AI’ because it can generate outputs such as text, code and images in response to user-provided prompts.

AI is also present in a variety of tools such as Grammarly, web browsers, editor tools in Microsoft Office and Quillbot that support and enhance writing – they do not themselves generate outputs, but make text editing and paraphrasing suggestions (e.g. spelling, grammar and style) based on what has been written. Whilst using tools such as these to polish or tidy your language is in accordance with LSHTM regulations, should these tools be used to generate original content and articulation of ideas and concepts, then they should be referenced appropriately.

AI and academic integrity

We expect our academic community to act with honesty and integrity when completing assessments and undertaking summer projects in line with LSHTM Academic Regulations ([Chapter 7: General Academic Regulations](#)). These require, for example, that the work you produce is your own, and that you acknowledge the contributions of others (including generative AI tools) through accurate referencing. Work presented as your own, but instead produced by a generative AI tool, is considered fraudulent in professional situations. We all have a responsibility to ensure that generative AI tools are used in the learning process in a way that upholds academic and professional integrity. Maintaining this integrity requires careful human control and decision making over when and how generative AI is used.

Data management and AI

Across the many emerging generative AI platforms there are a variety of different terms of service including how any data or prompts that you provide are used and/or retained, and how these may be used to train future iterations of the models. In all interactions with AI tools, students should be mindful of these risks to confidentiality and data protection, and you should ensure that you remain compliant with best practices of data protection including UK GDPR legislation, and general good practice relating to intellectual property and copyright.

You should never input teaching materials produced by LSHTM, personal data or sensitive information into any external AI platform. You should be aware that content created by others, for example academic papers, may be subject to copyright restrictions that prohibit you from entering them into an AI platform. If you need to upload LSHTM teaching materials or learning resources to an AI platform, please only do so using Google Gemini or Microsoft Copilot accessed via your LSHTM single sign-on login credentials. Both these tools are equipped with enterprise grade protection as part of our licensing arrangements and therefore documents uploaded will not be used to train AI models.

Can I use AI to help complete assessments?

You can use AI to help complete assessments unless it is specifically stated otherwise in the module assessment guidance form or additional information you are given about assessments.

When using AI tools, **you must do so in a way that upholds academic integrity**. The work you submit **must be your own**. It is important to remember that you, as the author, are responsible for the work you produce. Using AI effectively in your work is reliant on you taking a critical approach (see [‘Using](#)



[AI critically in your studies](#)' guidance document), and carefully reviewing the accuracy and appropriateness of any AI generated content or suggested changes to your content.

In general, **presenting work taken from other sources (i.e. copied directly or lightly paraphrased without acknowledgement) is personation and a form of academic misconduct**. This would be the case for presenting, without acknowledgment, work that has been generated for you using AI tools. Personation is:

the creation or modification of academic work, either fully or partially, using unauthorised or undisclosed help. This could be from people (e.g. family, proofreaders, essay mills) or technology (e.g. generative AI tools, translation software) without approval and/or acknowledgement.

[Chapter 7: 7.2.4.5](#) in the LSHTM Academic Manual

If AI tools are used to such an extent that you can no longer be considered the primary author of the work submitted for assessment, then this would be treated as academic misconduct in line with LSHTM regulations. Guidance on how to reference the use of AI tools is given below.

The use of non-generative AI (i.e. AI tools that are built into software and make editing suggestions to help improve the quality of the text; see 'What is AI?' above), **do not** need to be explicitly referenced or acknowledged. However, it is important to maintain a critical approach when responding to editing suggestions. Remember that you are responsible for the work you produce.

Approaches to acknowledging AI in assessments

If generative AI is used to support the completion of an assessment, we expect you to acknowledge how AI was used. This can be when directly quoting output from AI (although this is strongly discouraged, see 'Referencing AI sources' section below), or a general statement that recognises how AI has contributed to the assignment. If you have used AI tools to assist you in your research, you must explicitly state this in the methods section and/or include a disclosure of how AI tools were used on the Moodle or AMS/EMS declaration form. LSHTM may use technologies to review your work and to check for AI-generated content to detect misuse.

There are two ways to demonstrate that you have used AI in a responsible way in your assessments:

- i. Include references to direct quotes taken from AI, including links to AI prompts and responses;
- ii. Add a statement clarifying how AI has been used in your assessment.

Referencing AI sources

If you are quoting directly from AI-generated output, or paraphrasing content produced by a generative AI tool, you must cite it in the text. You should also include a link to the prompts. This example is based on the APA referencing guidelines¹:

¹ McAdoo, T, et al, (09 Sep 2025) [Citing generative AI in APA Style: Part 1—Reference formats](#)



- **Reference list:** Google (2026) *Gemini* (Gemini 3.5 Flash version).
<https://gemini.google.com/app> [Link to your prompts: <https://g.co/gemini/share/.....>]
- **In text:** 'Google (2026)' or 'Google, 2026'

Whilst it may occasionally be appropriate to cite AI tools if you are including direct quotes or are using a graphic or image generated by it, using indirect sources as references in support of factual statements is discouraged in academic writing. AI tools are not primary sources of information. You are expected to find primary sources, even if using AI tools to identify them, and to then verify their accuracy and cite the primary sources directly. More information about academic writing and referencing can be found in the LSHTM [Academic Writing Handbook](#).

Statement to acknowledge AI use

If you have used AI to help with your assessments, a statement must be added at the end of the assessment, immediately before the reference list, to acknowledge how you have used it. Most assignments will also ask you to disclose your AI usage as part of the submission process. If you do not transparently acknowledge use, this may lead to an academic misconduct investigation.

An example of how you must acknowledge the use of AI to help produce an assessment:

I used Google (Gemini, 2026) to generate high-level ideas about the structure and content of this report. I asked Google to provide definitions of 'cellular immunological mechanisms' and 'humoral immunological mechanisms', confirmed the accuracy of these statements with an independent search of the academic literature, and used this to guide the content included in Section 2.

If working in accordance with these guidelines, your assessments will not breach academic integrity guidance for the use of generative AI. The main principle is that you should be able to claim responsibility for the text produced, clearly acknowledging how generative AI has been used to support your work. The exact statement you write will depend on how you have used AI. You should ensure that your acknowledgement accurately reflects the extent of your AI use. LSHTM may investigate cases where there is reason to believe that AI has been used more extensively than acknowledged, or where AI appears to have been used without acknowledgement (see section above 'Can I use AI to help complete assessments'). If you are in any doubt, we encourage you to discuss this with your Module Organiser and / or Personal Tutor.