

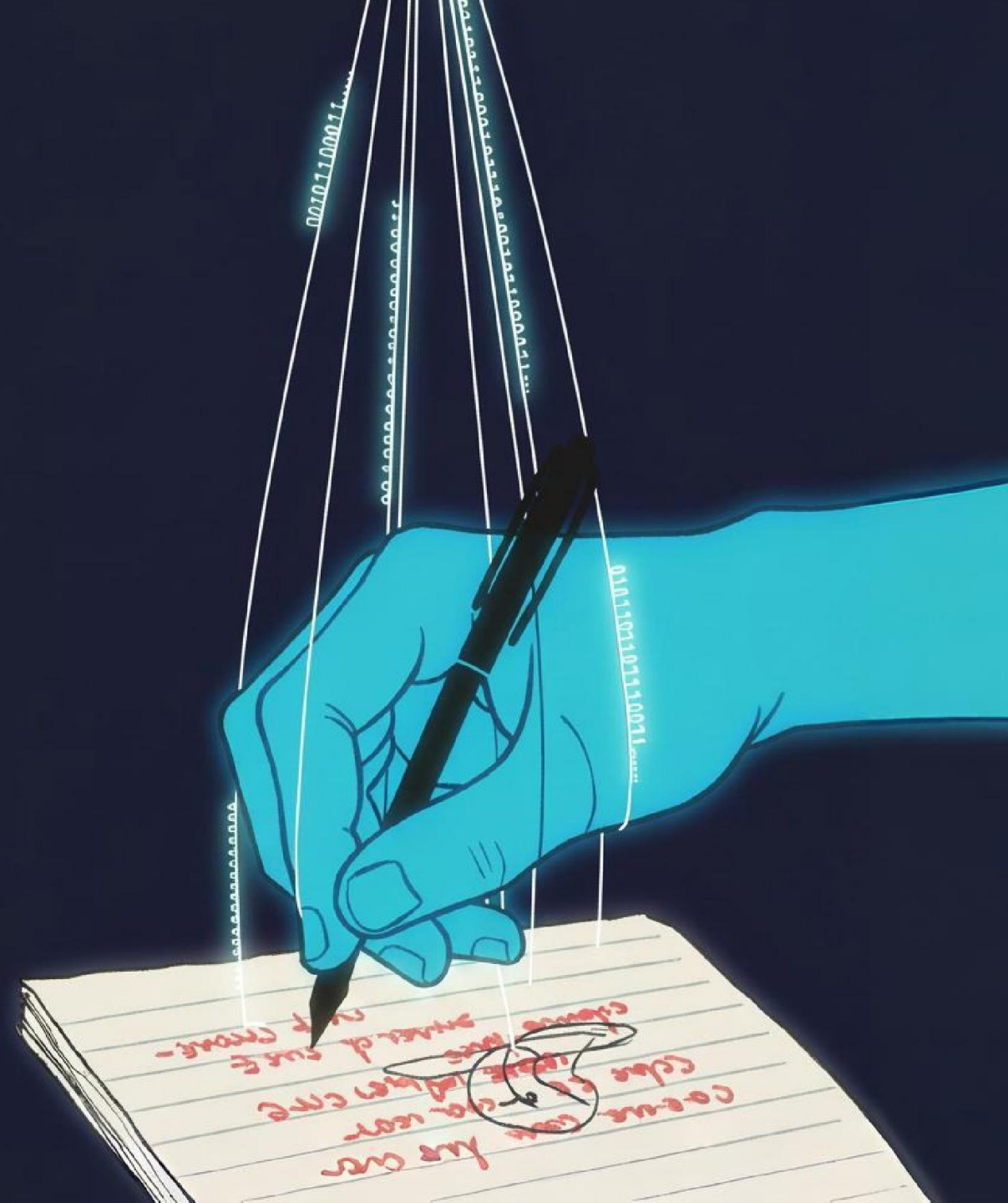
FAIR EDUCATIONAL ASSESSMENT IN THE AGE OF GENERATIVE AI

Advisory report following the
Leiden Deliberative Assembly
on GenAI Use in Assessment

Presentation by Praneet Khandal & Eden Lutz
Project FAIR-ASSESS
18 June 2026



Universiteit
Leiden



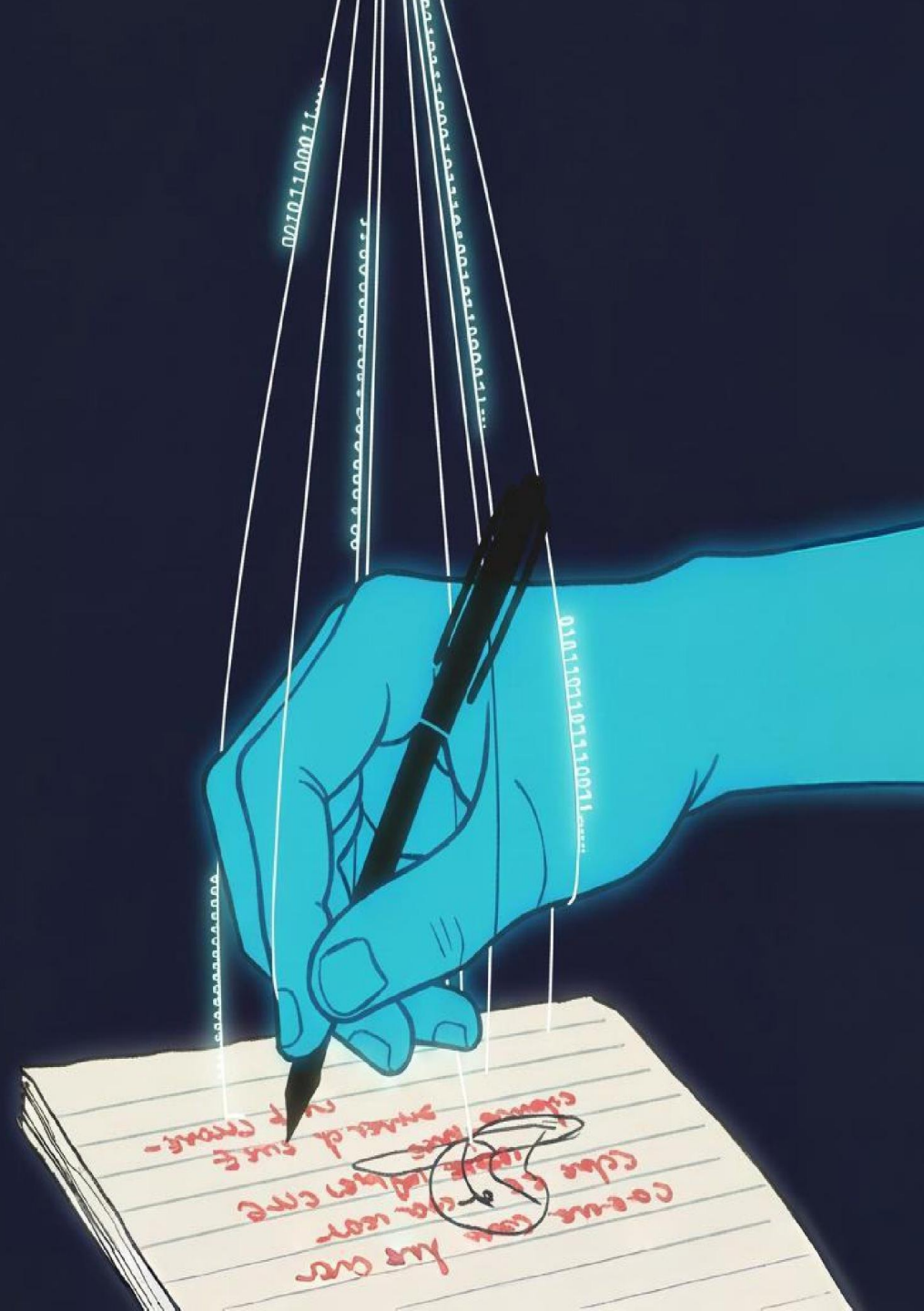
Praneet Khandal
ICT & Education Officer



Eden Lutz
Education Policy Officer



Universiteit
Leiden



This presentation

1. Background
 - Distinguishing GenAI uses in higher-education assessment
 - Conceptualising fairness in assessment
2. Deliberative assembly
 - Deliberative assembly participants
 - Deliberative assembly process
3. Outcome
 - 32 rules for GenAI use in higher-education assessment (few examples)
 - Recommendations about GenAI and assessment (few examples)
4. Room for questions and discussion

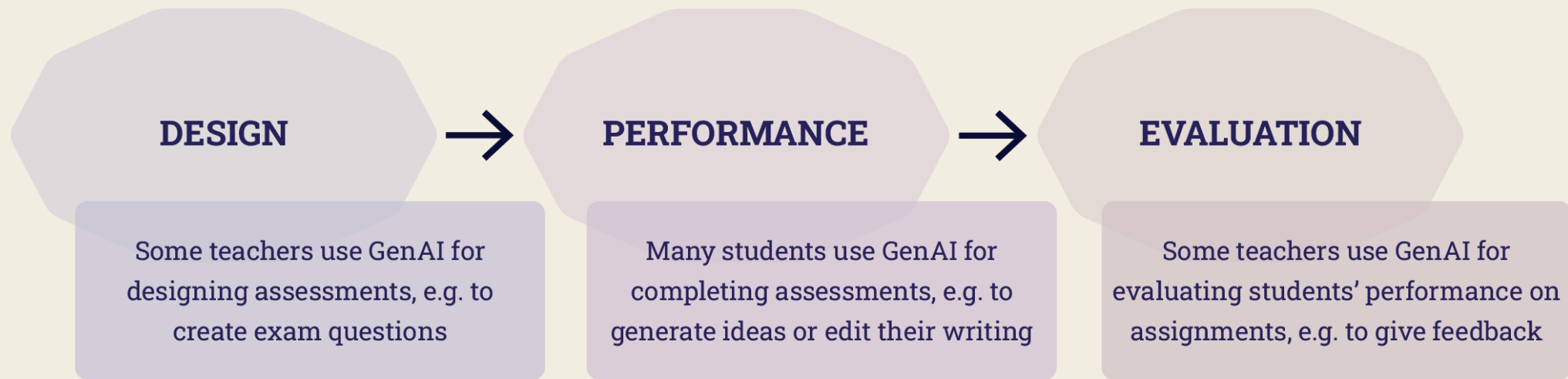


The FAIR-ASSESS project

- How can we keep (or make) assessment fair now that students and teachers have access to Generative AI technologies?
- Project *Fair Educational Assessment in the Age of AI* (FAIR-ASSESS)
 - 20 scholars from 5 Leiden University faculties
 - Funded by Faculty of Governance and Global Affairs (FGGA)
 - Paper *Uses of GenAI in higher education assessment practices: a scoping review and typology*
 - Paper *Higher-education assessment in the age of GenAI: a fairness framework*
 - Deliberative assembly on GenAI use in assessment at Leiden University, resulting in an advisory report ← **focus of this presentation**

GenAI use in higher-education assessment

- Not all students and teachers make use of Generative AI (GenAI), but uses can be found in various stages of the assessment process

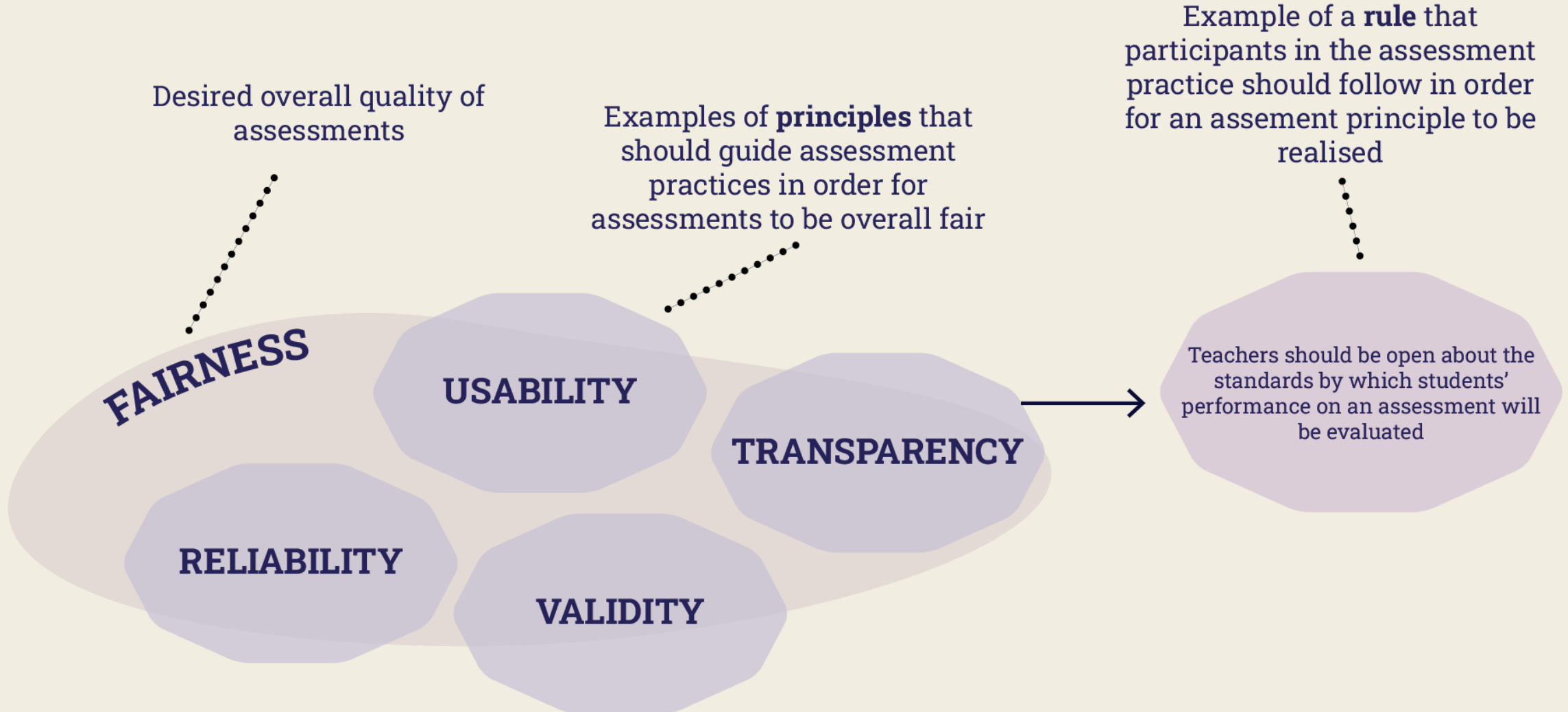


- GenAI is getting so widespread that higher-education institutions face an urgent need to guide and constrain its use

Fairness in assessment

- A core concern when regulating GenAI use in higher-education assessment practices is fairness
- An assessment can be considered fair if it is guided by principles that cannot reasonably be rejected by those who participate in assessment practices – most notably, students and teachers
- Basic assessment principles at Leiden University:
 - Validity
 - Reliability
 - Transparency
 - Usability
- For abstract principles such as these to be achieved in practice, we need rules to indicate what teachers and students can and cannot do

Fairness in assessment



Regulating GenAI use to keep assessment fair

- What rules do we need about GenAI use by students and teachers to safeguard key assessment principles, and keep / make assessment fair, at Leiden University and beyond?
- There are various ways to formulate an answer to this question
- Our choice: a deliberative assembly

A deliberative assembly?

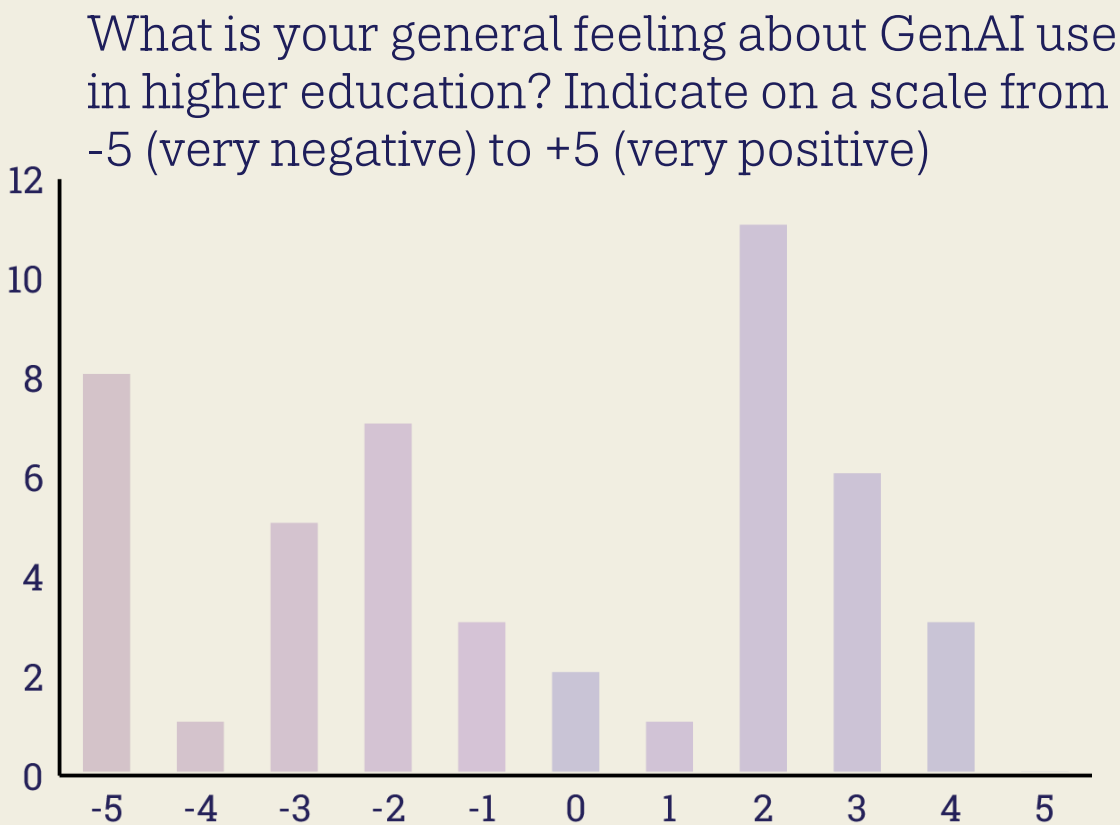
- A gathering of a diverse group of people who discuss a complex problem and develop ideas and solutions for tackling it
- Reasons for such a bottom-up approach:
 - Epistemic: benefits of drawing on perspectives of those directly involved
 - Moral: those who are subject to a rule should have a say about it
 - Practical: enhancing commitment and support
- Leiden Deliberative Assembly on GenAI Use in Assessment 2026
 - How can we make higher-education assessments more fair in the age of GenAI?

Deliberative assembly participants

- 135 applications → 47 participants
- Optimal diversity in terms of:
 - Faculty
 - Department
 - For students, study level (bachelor/master)
 - For teachers, career stage (instructor, PhD student, postdoc, assistant professor, associate professor, full professor)
 - Nationality
 - Gender
 - Attitude towards GenAI

Deliberative assembly participants

Faculty	Teachers	Students	Total
Archaeology (FdA)	0	2	2
Governance and Global Affairs (FGGA)	5	4	9
Humanities (FGW)	4	4	8
Law (FdR)	2	4	6
Medicine (LUMC)	2	3	5
Science (FWN)	3	4	7
Social and Behavioural Sciences (FSW)	5	5	10
Total	21	26	47

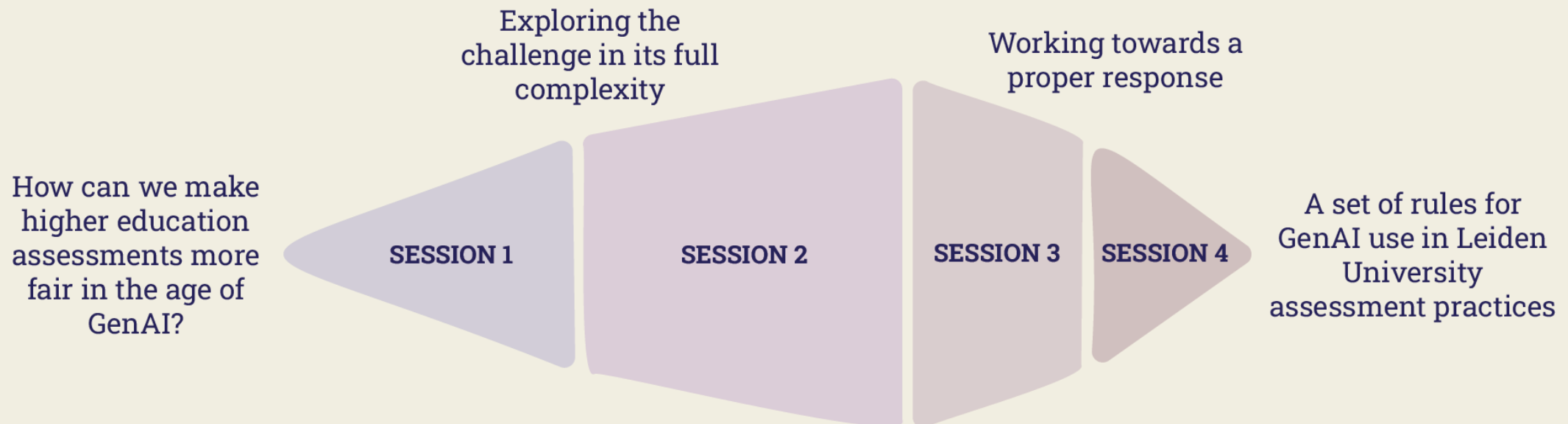


Deliberative assembly participants



Deliberative assembly process

- Before the start of the assembly, participants received a handbook with background information and instructions
- The assembly spanned four sessions of five hours each, guided by a professional facilitator from *dembrane*



Deliberative assembly process

- **Session 1:** expert presentations on GenAI, fairness and assessment; discussing and (re)defining assessment principles
- **Session 2:** in faculty groups, discussing hypothetical GenAI use cases; reflecting on benefits and burdens for students and teachers
- **Session 3:** prioritising issues for regulation; formulating a first set of rules for GenAI use; presenting rules and taking questions and feedback
- **Session 4:** revising rules; first voting round; discussing most controversial rules; final voting round; writing recommendations



The result: 32 rules for GenAI use in assessment

- The report lists edited versions of the rules submitted at the end of the assembly; original rules are listed in the Appendix
- The rules are not an expression of unanimous agreement: all rules obtained moderate to substantial support from participants, but not every participant finds their ideas and opinions reflected in every single rule
- Each rule is connected to one or more corresponding assessment principle(s): validity, reliability, transparency, usability, trust, responsibility, accountability, equality, authenticity

Highlighting 3 themes – fundamental skills

#2: If a study programme chooses to incorporate assignments permitting the use of GenAI, it should implement a curricular plan to ensure that students continue to attain the fundamental skills and learning objectives of the programme without relying on GenAI.

Corresponding principle(s): validity

[Excerpt from section with edited rules]

[Excerpt from appendix with original rules]

These are the 32 rules put forward by the deliberative assembly participants.

See Appendix I

Rule	Corresponding principle(s)	Original rule
1. Teachers should design their assessments in such a way that these assessments accurately measure the extent to which students have achieved the learning objectives of the course or degree programme, without the measurement being distorted by (possible) GenAI use by students.	validity	22
2. If a study programme chooses to incorporate assignments permitting the use of GenAI, it should implement a curricular plan to ensure that students continue to attain the fundamental skills and learning objectives of the programme without relying on GenAI.	validity	32
3. Educational directors should ensure that a study programme's curriculum includes obligatory checkpoints to assess whether students have attained the transferable skills essential to the discipline and can apply these skills without relying on GenAI.	validity, authenticity	40
4. Teachers should ensure that at least 50% of the grade for each course is based on assessment components that students complete in conditions where they have no access to GenAI, and students have to pass these components to pass the course. The rule does not apply if developing students' GenAI literacy is the course objective.	validity, reliability	48

Rank	Unedited rule	Score	Score distribution	Faculty	Edited rule
29	If GenAI use in assessment is allowed at a faculty, learning about the risks and best practices of GenAI use should be included in the program as a mandatory course	140		FWN	32.
30	The faculty should provide a standardized format for AI disclosure--including both the kind of use as well as the rationale for it	138		LUMC	13.
31	AI use disclosure must include how GenAI was used (structure, grammar, etc.), which model was used and what, if any, verification...	135		FWN	30.
32	If a programme chooses to integrate assessments permitting the use of gen-AI, it must implement a curricular plan to ensure the fundamental skills and learning objectives are substantively taught and addressed throughout without gen-AI	132		FGW	2.

Highlighting 3 themes - GenAI opt-out

#8: Students should not be obligated to use GenAI systems in their assessments.

Corresponding principle(s): equality

Highlighting 3 themes - transparency about GenAI use

#10: For all assessments in which they used GenAI, students should explicitly mention in a statement which specific GenAI tools, models and/or platforms they used, how they used them, and whether GenAI output was verified.

Corresponding principle(s): transparency, trust

#11: For all assessments in which they used GenAI, teachers should explicitly mention in a statement which specific GenAI tools, models and/or platforms they used, how they used them, and whether GenAI output was verified.

Corresponding principle(s): transparency, trust

Recommendations on GenAI and assessment

- Participants wrote recommendations individually, so they do not reflect any group position and are not necessarily consistent
- Rules tend to be about the *don'ts*; recommendations about the *do's*

Highlighting 4 themes, 1 recommendation per theme

Assessment & GenAI governance

The university should set up ongoing and/or periodic workshops where GenAI implications for teaching and assessment practices can be discussed.

Cooperation and costs

The university should try to minimise any dependence on commercial AI providers, such as providers of GenAI, cloud services or campus licenses for office applications.

Student protections

The university should pay attention to the inequalities that AI can create among members of our teaching and student community.

Teacher development

An AI literacy module should become a mandatory element in the BKO training and be taken by teachers who already hold a BKO or equivalent qualification.

What's next?

- The rules and recommendations following from the deliberative assembly provide useful mileposts for students, teachers and administrators navigating assessment practices currently
- As AI develops further, room for follow-up assemblies?

Thank you for your attention!

Read our report here:



Questions, comments, suggestions?