



TaLAI Policy Guidelines for assessment in the context of GenAI in higher education



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These assessment guidelines for educators represent an ongoing and evolving framework aimed at addressing the challenges and opportunities presented by Generative AI (GenAI) in higher education. They are not intended to provide a singular, definitive solution but should rather be combined and adapted based on context, discipline, and pedagogical needs. Higher education institutions should consider investing in the development of expert groups or consortia to continually brainstorm and imagine alternative approaches to keep institutions up to date and prepared for sudden new, fast technological developments.

Core Principles:

1. **No Single Solution** – Effective assessment in the era of GenAI requires a multi-faceted approach that integrates various strategies rather than relying on any single method. The most suitable format of assessment will depend on the nature of the subject, learning objectives, and institutional policies.
2. **Human Oversight in Grading** – The final decision on grades in any assessment where GenAI tools have been utilised must always remain the responsibility of human educators. While AI can assist in evaluation processes, human judgment is irreplaceable in ensuring fairness, accuracy, and academic integrity.
3. **Quality Control of AI-Generated Content** – Any content, feedback, or analysis produced by GenAI must be critically examined for accuracy, relevance, and alignment with learning objectives before being applied in assessment practices.
4. **Alignment with Learning Objectives and Outcomes** – Any new assessment initiatives, particularly those integrating GenAI tools, must be aligned with clearly defined learning outcomes to ensure that they maintain pedagogical validity and uphold academic standards.
5. **Revision of Existing Policies** – The integration of GenAI into assessment practices may necessitate revisions to existing assessment policies to ensure consistency, academic rigor, and adherence to institutional and ethical guidelines.
6. **Transparent Communication of Grading Criteria** – Clear and explicit grading rubrics must be communicated to students to ensure they understand the assessment criteria, expectations, and the role GenAI may play in evaluation processes.
7. **Transparency in GenAI Utilization** – If GenAI tools are incorporated into assessment design, evaluation, or feedback mechanisms, students must be informed about how these technologies are used, their limitations, and their impact on the assessment process.

These principles serve as a foundation for refining assessment practices in an GenAI-influenced academic landscape. As AI technologies continue to evolve, so too must our approaches to assessment, ensuring that they remain fair, transparent, and pedagogically sound. It follows the recommendations for assessment in higher education:

Guidelines:

1. Providing students with clear but flexible guidelines on the structure of academic assignments, allowing room for critical thinking and independent interpretation
2. Demonstrating high levels of transparency and accountability through good practices or exemplifying own use of GenAI
3. Ensuring teachers are innovative and holistic in their teaching and that the assessment modes are diversified
4. Focusing on process, on formative as well as authentic assessment, on self-reflection combined with discussion and reflection on the outcomes of GenAI, rather than on summative assessment
5. Redesigning assignment structures to promote creativity, critical thinking, and real-world applications, fostering a mistake-friendly culture where assessments authentically reflect student learning
6. Considering a competence-oriented assessment and a grading contract to concentrate on individual growth and development
7. Emphasizing constructive feedback and self-reflection as essential components of the evaluation process
8. Ensuring students are able to generate original content even when using GenAI without engaging in dishonest behaviour that compromises academic integrity
9. Evaluating assignments based on its accuracy, quality, and critical depth, whether created by the student or with GenAI assistance
10. Developing new mechanisms to identify whether there is a violation of academic integrity
11. Creating assessments where students deliver self-reflection, presentations, activities during class, and other digital forms, including webpages, videos, and animations
12. Moving towards oral examinations, handwritten assignments or quizzes on their own written work in the classroom when academic integrity is at stake.
13. Creating formative assessment initiatives with the support of GenAI to measure effort
14. Utilizing a combination of traditional assessment methods and GenAI evaluation techniques in a supporting role.

And condensed after TaLAI coffee talk in March 2025:

1. **Design flexible, transparent, and innovative assessments:**
Provide clear but adaptable assignment guidelines, use diverse modes of assessment, and model good GenAI practices with transparency.
2. **Focus on formative, authentic, and competence-oriented evaluation:**
Prioritize process, creativity, critical thinking, real-world applications, and individual growth over purely summative assessments.
3. **Emphasize self-reflection, constructive feedback, and academic integrity:**
Foster a culture of honest, mistake-friendly learning, ensuring students can use GenAI responsibly without compromising originality.
4. **Diversify assessment formats to enhance engagement and integrity:**
Include oral exams, handwritten work, class activities, digital projects (webpages, videos, animations), and quizzes based on students' own writing.

5. **Integrate GenAI supportively while safeguarding academic standards:**

Combine traditional methods with GenAI tools for formative purposes and develop mechanisms to detect and address integrity violations.