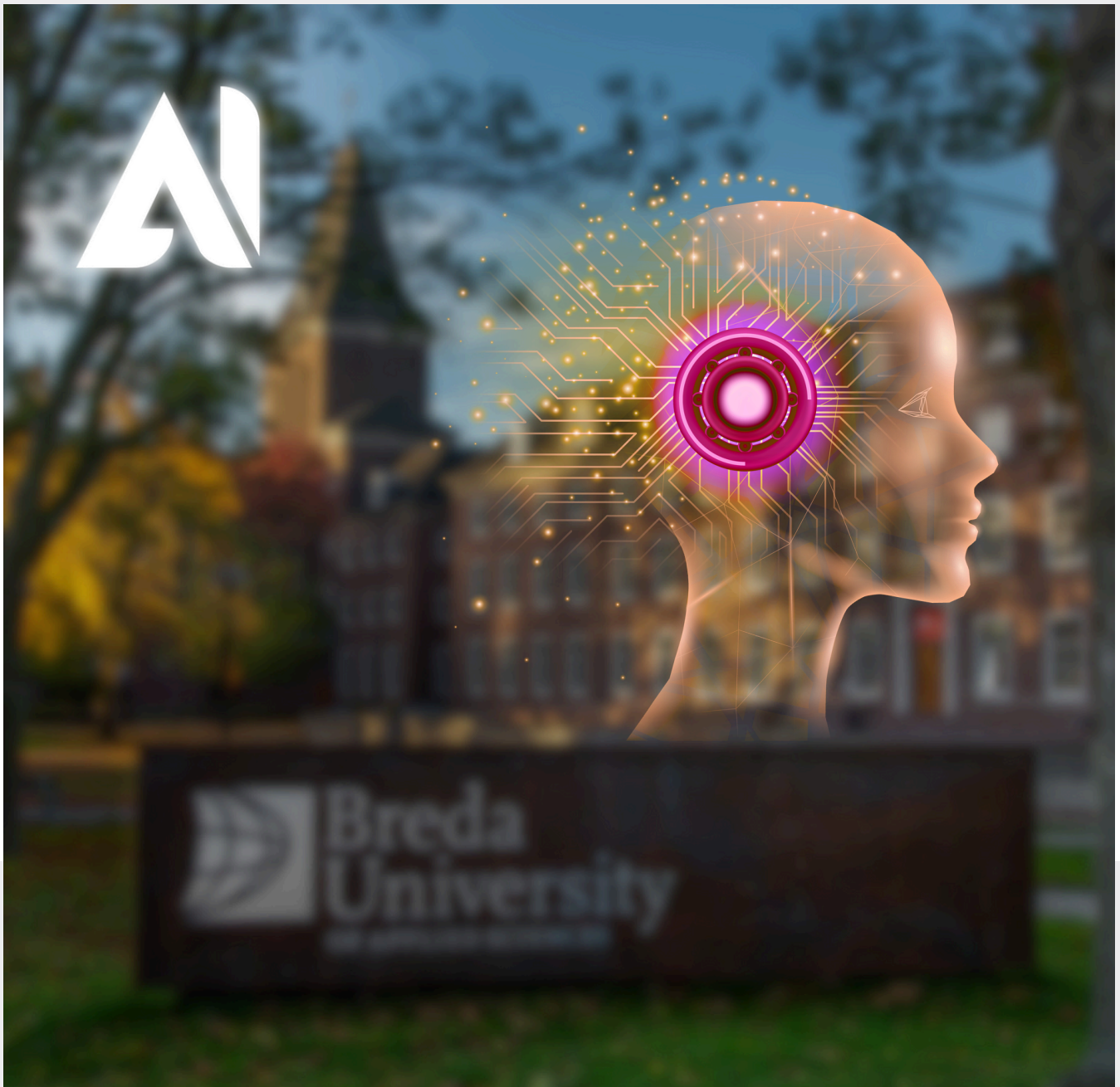


BUas Student Guide AI

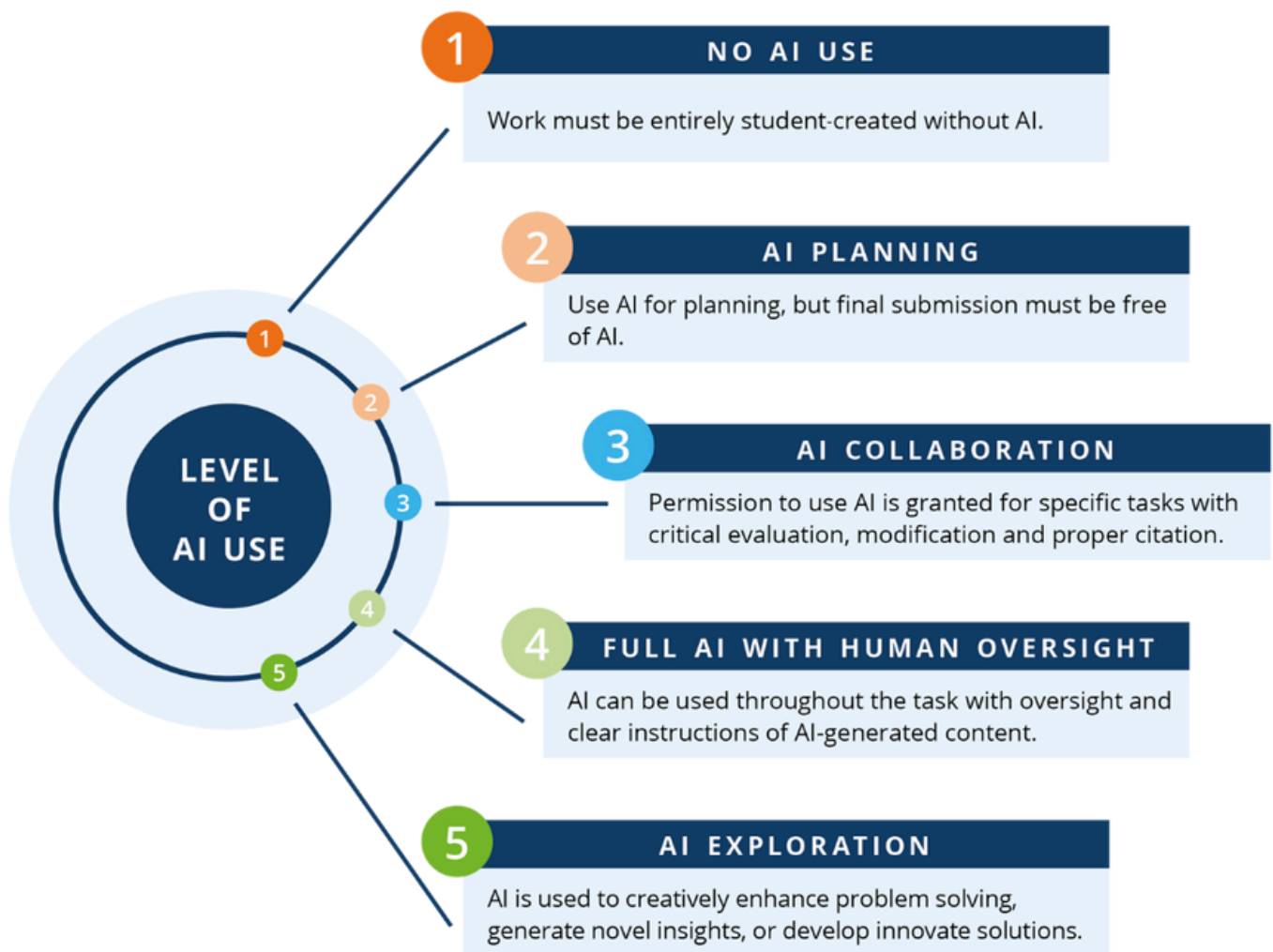
2025 - 2026



CREATING MEANINGFUL EXPERIENCES

Meaningful AI Endeavours programme
August 2025

Levels of AI Use



This scale is based on AIAS (AI in Assessment Scale) as could be found on www.leonfurze.com



Level 1 | NO AI USE

Work must be entirely student-created without AI.

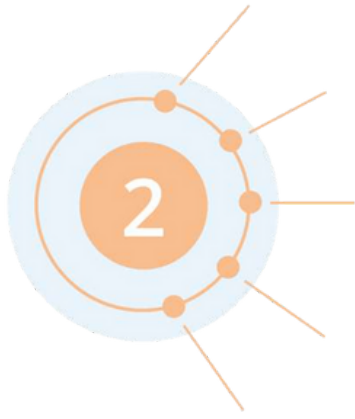
For students

- Complete the work by themselves without using AI.
- Confirm that they did not use AI.
- Make sure everything they do is based on what they know and can do themselves, this ensures that they rely solely on their own knowledge and skills.

For lecturers

AI must not be used at any point during learning activities

- Students complete learning activities without any use of AI.
- This may be for practical reasons, for example, a practical task with no electronic devices which precludes the use of AI or for security purposes, for example, invigilated, technology-free examinations.
- Tasks at this level may be discussions, debates, or technology-free group activities, where the use of AI would either not be beneficial to the students' learning or would disguise whether learning objectives were being met.



Level 2 | AI PLANNING

Use AI for planning, but final submission must be free of AI.

For students

- Make sure that the final submission does not contain any content created by AI.
- Use AI to brainstorm, plan their work, improve their work, but **ONLY** before they finish the final submission.
- Write a statement explaining how they used AI in the learning activity.
- Include the AI chat log to show how it supported their process.

PLEASE NOTE

- All data remains secure when using **Claude** through our institutional license, which ensures compliance with educational privacy standards.
- You can log in with your BUas credentials.

For lecturers

No AI is allowed in the final submission

- AI is used for brainstorming and working with ideas or notes. However, the final submission must be free of any AI-generated content.
- The task may permit, for example, the use of AI to convert notes into outlines, or to contribute to brainstorming or suggestions for improvement on work already created.
- Image generation technologies might be used to generate starting points for designs in art or design-based subjects or tools used to explore possibilities to produce software in computer science subjects.
- However, no AI-created content can be included in the final submissions.



Level 3 | AI COLLABORATION

Permission to use AI is granted for specific tasks with critical evaluation, modification and proper citation.

For students

- You may use AI to assist with specific tasks such as idea generation, drafting, feedback and refinement as instructed by your lecturer.
- You must critically evaluate and modify any AI-generated content you use.
- You may be asked to provide a statement of AI use, your AI chat log or an appendix (written in English or Dutch) showing the development of your work and your critical evaluation of your AI use.
- Any AI created content must be cited. Use APA7 referencing style.

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For lecturers

AI can be used for both drafting and composition tasks

- There is emphasis on the development of critical evaluation skills and the maintenance of student voice. Instead of enforcing limitations on AI use the emphasis is on helping students understand the capabilities and limitations of individual tools.
- Supporting students at this level involves guiding them to integrate AI-generated content with their own insights and understanding, identifying potential errors or biases, and ensuring that their own voice is retained.
- This level is beneficial for lecturers explicitly teaching how to use AI tools in their subject area and requires assessment to include evaluation of AI outputs.



Level 4 | **FULL AI WITH HUMAN OVERSIGHT**

AI can be used throughout the task with oversight and clear instructions of AI-generated content.

For students

- Use AI to assist with the learning activity in ways they think are needed, right and fair, in order to improve their creative ideas.
- Make sure they check the output generated and carefully consider everything that the AI assists them with in completing the learning activity.
- Use AI as an 'assistant' in order to meet the requirements of the learning activity, allowing for a collaborative approach with AI and enhancing creativity.
- Include the AI chat log to show how it supported their process.

Useful links

- [AI-based Learning Activities](#)
- [BUas AI Ethics Policy](#)

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For lecturers

AI may be used throughout their entire learning activity to support their own work, provided that they specify precisely which content is AI generated

- AI is used throughout the learning activity with the need to specifically acknowledge any AI-generated content. At this level, the use of AI is permitted for the completion of the task or required to be used to score highly.
- For example, requiring students to use AI avatars in the production of video content, or to write responses using AI text editing alongside their written work.
- This level is particularly suitable when one of the learning outcomes is related to the use of AI, but it may be integrated into any learning activity with the recognition that students will be expected to use this tools alongside their own work in future work environments.
- This level denotes the stage of achievement at which a student, as a young professional, can engage with AI in a critical and responsible manner upon their graduation from BUas. However, these levels are **assessment options**, not a mandatory progression. You choose the appropriate level based on what skills you want to assess.



Level 5 | AI EXPLORATION

AI is used to creatively enhance problem solving, generate novel insights, or develop innovative solutions.

For students

- Use AI extensively throughout student work as you see fit and may include co-construction with lecturer.
- Conceptualise and implement new AI applications that go beyond existing templates and straightforward multimodal generation.
- Refer to the BUas AI Ethics Policy when designing new AI tools or creating innovative solutions.
- Any AI created content must be cited. Use APA7 referencing style.

Useful links

- [BUas AI Ethics Policy](#)

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For lecturers

A forward-looking vision of assessment design

- Level 5 represents a forward-looking vision of assessment design, centred not simply on incorporating AI tools, but on using them to reimagine what academic tasks can entail.
- The role of lecturer changes, moving from an authority that defines the parameters of the task to a collaborator that shares ownership of the learning process.
- For example, students and lecturer might explore the use of machine learning to create procedurally generated lighting and effects which map to a VR actors movement.
- Assessments at this level might respond to the evolving state of AI, acknowledging that as AI and other technologies develop, traditional assessment methods or even conventional understanding of “authentic” tasks may become ineffective.



Games



Leisure & Events



Tourism



Media



Data Science & AI



Hotel



Logistics



Built Environment



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