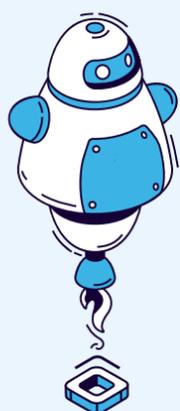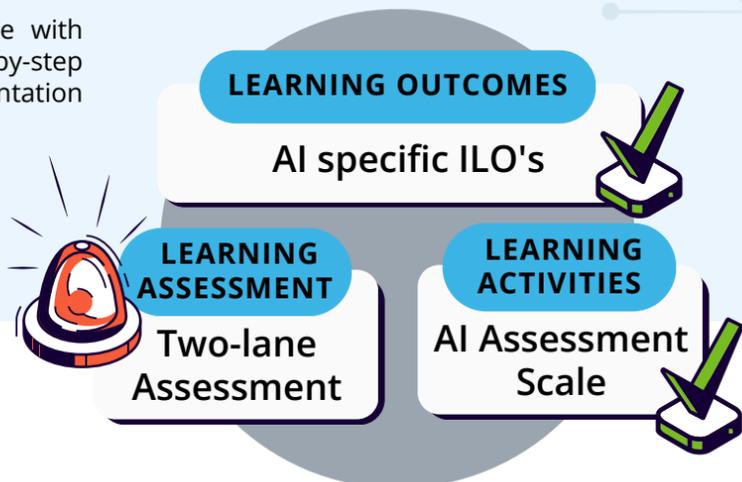# AI-integrated and AI-proof assessment

AI has transformed how students can complete assignments, making traditional assessment approaches insufficient for validating genuine competence. This framework addresses assessment validity in an AI-enabled world while preparing students to work effectively with AI in their professional practice.

This document provides programme directors and curriculum teams with a systematic approach to redesigning assessment programmes. It builds on existing BUas curriculum practices while addressing the urgent need to ensure that degrees represent authentic student capability.

A comprehensive implementation guide with detailed examples, templates, and step-by-step guidance to support deeper implementation needs is available.

> How can we confidently state that our graduates possess the competencies their degree promises?

LEARNING OUTCOMES
AI specific ILO's

LEARNING ASSESSMENT
Two-lane Assessment

LEARNING ACTIVITIES
AI Assessment Scale

Programme Level ILOs

Y4 · Unit ILOs · Unit ILOs · Unit ILOs · Unit ILOs
Y3 · Unit ILOs · Unit ILOs · Unit ILOs · Unit ILOs — 3
Y2 · Unit ILOs · Unit ILOs · Unit ILOs · Unit ILOs — 2
Y1 · Unit ILOs · Unit ILOs · Unit ILOs · Unit ILOs — 1

IMPLEMENTATION ACTIONS

PROGRAMME LEVEL

Step 1 — Mapping
Action: Map where your ILOs are currently being assessed.
This means reviewing your existing curriulum blueprint/coverage matrix to identify which unit ILOs exist and where they are tested.
Output: Assessment landscape (testing framework) overview - you can see the whole picture.

Step 2 — Lane determination
Action: For each indicator or phase, determine:
Is this Lane 1 (must be done without AI) or Lane 2 (can/should be done with AI)?
Output: Strategic lane allocation - you know which unit ILOs require independent demonstration.

Step 3 — Design
Action: Create your ideal assessment architecture. Design what *should* exist, not just what already does.
Where do Lane 1 and Lane 2 belong in your programme?
Output: Target state model - your vision of how assessment should work.

Step 4 — Gap Analysis (if needed)
Action: Compare your current situation (as is) with your ideal situation (to be).
Identify where gaps exist and what needs to change.
Output: Implementation priorities - you know what to tackle first.

UNIT LEVEL

Step 5 — Concrete design
Action: Lecturers work together within their 15 ECTS-credit unit to design the actual Lane 1 and Lane 2 assessments. This is where strategy becomes concrete reality.
Output: Assessment specifications - actual assessments designed per unit.

Step 6 — Transparency
Action: Document and communicate clearly: What AI use is permitted, prohibited, and required in each assessment? Make this transparent for both students *and* lecturers.
Output: Transparency framework - everyone knows the rules.

Step 7 — Team alignment
Action: Ensure all lecturers within a unit work together to maintain consistent lane choices and standards. This cannot be done by individual lecturers working alone.
Output: Shared standards - consistent approach across the unit.

January, 2026

For any questions,
contact themeAI@buas.nl

AI ILOs & Two-lane approach explained

AI-specific Learning Outcomes

AI ILOs — Developing professional AI competence
Alongside domain-specific competencies, students must develop two essential AI capabilities that are integrated across the curriculum.

● ILO 1 Comprehensive Application of AI with Usability Assessment

BASIC LEVEL	INTERMEDIATE LEVEL	END LEVEL
Identify basic AI tools relevant to their domain, **demonstrating** and **understanding** their functions and potential applications in simple, well-defined tasks.	**Select** appropriate AI tools to solve practical, well-defined problems within their domain, demonstrating a deeper understanding of the tools' capabilities and limitations, and **evaluating their suitability** for tasks in different contexts.	**Apply** AI tools and techniques within their domain, **demonstrating** and understanding the current capabilities and limitations of these tools while **assessing** their usability and effectiveness in real-world scenarios.

● ILO 2 Ethical AI Utilisation

BASIC LEVEL	INTERMEDIATE LEVEL	END LEVEL
Describe responsible AI practices and **explain** ethical considerations when applying basic AI tools within their domain.	**Utilise** AI solutions within their domain, **identifying** and **addressing** of ethical and societal considerations and **evaluating** the responsible use of AI in practical applications.	**Implement** AI in a responsible and ethical manner by **critically evaluating** the societal, ethical, and legal implications of AI applications, and **making informed decisions** that ensure compliance with regulations, respect data privacy, and foster transparency and trust within their domain.

Two-lane approach

The 'Two-lane approach' is a programme-level assessment framework that balances two essential capabilities:

Lane 1 (secured/AI-controlled):
Validates that students can demonstrate competencies independently, without AI assistance. These assessments ensure degree validity by confirming authentic student capability.
Purpose: Can this student demonstrate this capability independently?

Lane 2 (open/AI-integrated):
Develops students' ability to work effectively with AI as they will in professional practice. These assessments teach responsible AI collaboration and evaluate decision-making on AI use.
Purpose: Can this student learn and work effectively in an AI-enabled professional environment?

Both lanes are essential across the curriculum. **Lane 1** ensures competence, **lane 2** ensures professional readiness. Programmes strategically balance these lanes, so each unit may not need both lanes.

Category	Lane 1	Lane 2
Role of assessment	Assessment of learning.	Assessment **for and while** learning.
Level of operation	Mainly at program level.	Mainly at unit level.
Assessment security	Secured, in person.	'Open' / unsecured.
Role of generative AI	May or may not be allowed by examiner.	As relevant, use of AI is scaffolded and supported.
TEQSA alignment	**Principle 2 –** forming trustworthy judgements of student learning.	**Principle 1 –** equipping students to participate ethically and actively in an AI-permeated society.
Examples	In-person interactive oral assessments; viva voce exams; contemporaneous in-class assessments and skill development; tests and exams.	AI to provoke reflection, suggest structure, brainstorm ideas, summarise literature, make content, suggest counterarguments, improve clarity, provide formative feedback, etc.

Lane 1 — Works well for the practical demonstration of skills or physical simulations of work environment practices.

Lane 2 — Works well with holistic assessment practices and inquiry-based, student-led learning such as PBL.

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