ALTC26 · PARTICIPANT RESOURCE

Five Disciplinary Ethical-Judgement Scenario Cards

01 CHEMISTRY

Framework stage in focus: ANALYSE. The same stage is used in both assessments below. The ethical judgement changes because the assessed competence changes.

ASSESSMENT A | Student-first competence

Interpret anomalous laboratory results

What the assessment measures

Student must independently identify anomalies, evaluate experimental uncertainty and justify interpretation.

AI use that may be ethical (subject to assessment rules)

Student first records an independent interpretation; AI may then critique the reasoning, with claims checked against raw data.

AI use that would bypass the assessment

AI supplies the initial interpretation of the results; this replaces the assessed analytical competence.

ASSESSMENT B | Analysis supports a different assessed competence

Design a safe follow-up experiment using a supplied dataset

What the assessment measures

Student must select controls, justify experimental design and explain safety and feasibility; interpreting the dataset is preparatory, not the assessed skill.

AI use that may be ethical (subject to assessment rules)

AI may perform an initial analysis of the supplied dataset to identify patterns for experimental planning, provided the student checks its accuracy and independently designs the experiment.

AI use that would bypass the assessment

AI selects the experimental design, controls or safety decisions that the student is required to justify.

CLASSROOM DEMONSTRATION

Compare an assessment of independent data interpretation with an assessment of experimental design. Ask why AI doing the initial analysis changes ethical status.

DISCUSSION / WORKSHEET PROMPT

For both assessments, name the intellectual work being assessed. Identify the precise AI action that is permitted or prohibited, and explain why. Transfer one assessment to Sections A–E of the Teaching and Assessment Application Worksheet.

DOCUMENT: Students should record the stage, sequence (what they did before AI), AI contribution, verification, and their subsequent decisions. Disclosure does not make otherwise prohibited assistance ethical.

Illustrative teaching case — not empirical evidence or a universal permission rule. Local assessment instructions and institutional rules still apply.

02 HISTORY

Framework stage in focus: SYNTHESIZE. The same stage is used in both assessments below. The ethical judgement changes because the assessed competence changes.

ASSESSMENT A | Student-first competence

Develop an original argument from primary sources

What the assessment measures

Student independently integrates evidence, weighs conflicting sources and constructs a defensible historical interpretation.

AI use that may be ethical (subject to assessment rules)

After a written student-first synthesis, AI may raise counter-interpretations for the student to verify against sources.

AI use that would bypass the assessment

AI writes the first synthesis or selects and integrates the argument on the student's behalf.

ASSESSMENT B | Synthesis supports a different assessed competence

Design and justify a museum exhibition for a specified audience

What the assessment measures

Student must select exhibits, develop an educational narrative and justify curatorial choices for the audience; synthesising background literature is not the assessed competence.

AI use that may be ethical (subject to assessment rules)

AI may synthesise background historical scholarship as preparatory research, with the student verifying sources and independently making all curatorial and interpretive choices assessed.

AI use that would bypass the assessment

AI decides which exhibits to select, determines the exhibition narrative or supplies the student's curatorial justification.

CLASSROOM DEMONSTRATION

Contrast independently synthesising primary sources with using an AI-assisted background synthesis to support independently justified curatorial decisions.

DISCUSSION / WORKSHEET PROMPT

For both assessments, name the intellectual work being assessed. Identify the precise AI action that is permitted or prohibited, and explain why. Transfer one assessment to Sections A–E of the Teaching and Assessment Application Worksheet.

DOCUMENT: Students should record the stage, sequence (what they did before AI), AI contribution, verification, and their subsequent decisions. Disclosure does not make otherwise prohibited assistance ethical.

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03 MUSIC

Framework stage in focus: CREATE. The same stage is used in both assessments below. The ethical judgement changes because the assessed competence changes.

ASSESSMENT A | Student-first competence

Compose an original melodic motif

What the assessment measures

Student must demonstrate original musical decisions about melody, rhythm and structure.

AI use that may be ethical (subject to assessment rules)

AI may offer non-compositional feedback on a student-composed motif, if allowed; student retains compositional decisions.

AI use that would bypass the assessment

AI composes the motif; this bypasses the assessed creative competence.

ASSESSMENT B | Creation supports a different assessed competence

Produce and justify an arrangement of an existing student-written motif using digital tools

What the assessment measures

Student must demonstrate arranging judgement, explain tool choices and critically revise outputs.

AI use that may be ethical (subject to assessment rules)

AI-assisted orchestration suggestions may be allowed when the assessment measures arrangement decisions rather than original motif composition.

AI use that would bypass the assessment

Allowing AI to make the arranging decisions when those decisions are themselves the assessed skill.

CLASSROOM DEMONSTRATION

Contrast an original-composition assessment with a tool-assisted arranging assessment; identify exactly which creative decisions must remain human.

DISCUSSION / WORKSHEET PROMPT

For both assessments, name the intellectual work being assessed. Identify the precise AI action that is permitted or prohibited, and explain why. Transfer one assessment to Sections A–E of the Teaching and Assessment Application Worksheet.

DOCUMENT: Students should record the stage, sequence (what they did before AI), AI contribution, verification, and their subsequent decisions. Disclosure does not make otherwise prohibited assistance ethical.

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04 BUSINESS STUDIES

Framework stage in focus: ANALYSE. The same stage is used in both assessments below. The ethical judgement changes because the assessed competence changes.

ASSESSMENT A | Student-first competence

Independently analyse a business case and recommend a course of action

What the assessment measures

Student must choose criteria, interpret evidence, assess trade-offs and defend a recommendation.

AI use that may be ethical (subject to assessment rules)

AI may challenge a completed student-built decision matrix, revealing possible missing risks.

AI use that would bypass the assessment

AI generates the initial decision matrix and recommendation, replacing assessed case analysis.

ASSESSMENT B | Analysis supports a different assessed competence

Develop and justify a stakeholder communication plan for a supplied business case

What the assessment measures

Student must identify stakeholders, select communication channels, design messages and justify their communication strategy; initial financial analysis is supporting information.

AI use that may be ethical (subject to assessment rules)

AI may analyse the case's financial figures to provide preparatory context, subject to verification, while the student independently develops and justifies the communication plan.

AI use that would bypass the assessment

AI selects stakeholder priorities, drafts the assessed communication strategy or supplies its justification.

CLASSROOM DEMONSTRATION

Contrast independent business-case analysis with a communication-planning assessment where AI may supply verified background analysis but not the assessed decisions.

DISCUSSION / WORKSHEET PROMPT

For both assessments, name the intellectual work being assessed. Identify the precise AI action that is permitted or prohibited, and explain why. Transfer one assessment to Sections A–E of the Teaching and Assessment Application Worksheet.

DOCUMENT: Students should record the stage, sequence (what they did before AI), AI contribution, verification, and their subsequent decisions. Disclosure does not make otherwise prohibited assistance ethical.

Illustrative teaching case — not empirical evidence or a universal permission rule. Local assessment instructions and institutional rules still apply.

05 SOCIOLOGY

Framework stage in focus: SYNTHESIZE. The same stage is used in both assessments below. The ethical judgement changes because the assessed competence changes.

ASSESSMENT A | Student-first competence

Independently derive themes from interview excerpts

What the assessment measures

Student must interpret qualitative material, code evidence and construct themes grounded in quotations.

AI use that may be ethical (subject to assessment rules)

AI may critique a student's independently drafted thematic synthesis, prompting re-checking of excerpts.

AI use that would bypass the assessment

AI generates the themes and synthesis first, replacing the assessed interpretive work.

ASSESSMENT B | Synthesis supports a different assessed competence

Design and justify a community-engagement intervention

What the assessment measures

Student must develop an ethically appropriate engagement plan, justify participation methods and address safeguarding; synthesising existing literature is background work.

AI use that may be ethical (subject to assessment rules)

AI may synthesise published background research on engagement approaches, provided the student checks sources and independently designs and justifies the intervention.

AI use that would bypass the assessment

AI determines the intervention design, makes ethical judgements or supplies the assessed justification.

CLASSROOM DEMONSTRATION

Contrast independent thematic synthesis with a planning assessment where AI may synthesise background literature but the student must make the assessed intervention decisions.

DISCUSSION / WORKSHEET PROMPT

For both assessments, name the intellectual work being assessed. Identify the precise AI action that is permitted or prohibited, and explain why. Transfer one assessment to Sections A–E of the Teaching and Assessment Application Worksheet.

DOCUMENT: Students should record the stage, sequence (what they did before AI), AI contribution, verification, and their subsequent decisions. Disclosure does not make otherwise prohibited assistance ethical.

Illustrative teaching case — not empirical evidence or a universal permission rule. Local assessment instructions and institutional rules still apply.

CROSS-DISCIPLINARY COMPARISON | FACILITATOR AND PARTICIPANTS

At every Framework stage, ethical judgement depends on the assessed competence. AI may carry out an activity when that activity is not what the student is being assessed on, provided the student retains the

assessed intellectual responsibility and the use is permitted and documented.

Contrast 1 | ANALYSE across Chemistry and Business Studies

Contrast Chemistry A and Business Studies A, where AI performing the initial analysis bypasses assessed analytical competence, with Chemistry B and Business Studies B, where verified AI analysis may support experimental design or stakeholder communication—different competences assessed.

Contrast 2 | SYNTHESIZE across History and Sociology

In History A and Sociology A, AI producing the first synthesis bypasses assessed integration of evidence. In History B and Sociology B, verified AI synthesis of background research may support museum curation or community-engagement design, provided students independently perform the assessed judgement.

Contrast 3 | CREATE in Music

AI composing a motif is inappropriate where original composition is assessed. Limited AI assistance may be appropriate in a separate arranging task if the assessment measures the student's arranging judgement and AI does not replace that judgement.

Three questions for every scenario

1. What knowledge or competence is this particular assessment measuring? 2. Would this specific AI contribution perform that assessed work instead of the student? 3. What student-first evidence and stage-based documentation would make the boundary observable?

Important qualification

These are context-dependent illustrative decisions, not blanket permissions for a discipline or stage. At each stage, ask what is assessed and whether the proposed AI contribution substitutes for it. Where independent ANALYSE or SYNTHESIZE is assessed, the student must do that work before any permitted AI critique. Where that activity is merely preparatory to a different assessed competence, AI assistance may be permissible under the assessment rules.

ALTC26 · Cardiff · 21 October 2026 · 12:10–13:10 · Room 2