



Advanced Certificate in Market & Social Research Practice

A guide to AI in the Indicative Content

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1. How to use this guide

This guide translates the supplied AI material into structured support for the Advanced Certificate syllabus. It is designed for syllabus authors, tutors, training providers, assessors and candidates, and can be used alongside the formal syllabus rather than as a replacement for it.

NOTE

This guide maps the AI support material directly to the Updated syllabus. It preserves the syllabus learning outcomes and assessment requirements while expanding teaching support for the updated indicative content.

The guide provides

- A practical interpretation of where AI fits across the research lifecycle.
- Suggested indicative content that can be inserted into teaching plans and learning materials.
- Practitioner oversight, ethics, data protection and quality-control checkpoints.
- Candidate activities, discussion questions and assessment prompts.
- A compact glossary and tool-category reference.

Recommended teaching position

Teach AI as one input into the research process. Candidates should be able to explain where AI may help, select an appropriate approach, identify limitations and risks, verify outputs, and retain accountability for all research decisions.

CORE PRINCIPLE

AI should enhance professional research expertise, not replace it. Research and insight professionals retain responsibility for purpose, method, evidence, ethics, interpretation and final decisions.

2. Alignment with the updated syllabus

The updated syllabus is effective from the June 2027 assessment round. It does not alter the learning outcomes or assessment requirements. Its purpose is to update the indicative content, rebalance references to traditional methods and include new tools, techniques and digital research approaches.

WHAT THIS MEANS FOR THE MRS ADVANCED CERTIFICATE QUALIFICATION

Candidates should understand how AI-enabled tools, automation and analytical techniques can support research design, data collection, analysis and insight generation, while critically assessing appropriate and ethical use.

Qualification structure

Element	Syllabus topic	Core focus
Element 1: The Research Context	Topic 1: Understanding the research context and planning the research project	Research value and context; problems and objectives; briefs and proposals; resources and project set-up.
Element 1: The Research Context	Topic 2: Guiding Principles	Validity, reliability and qualitative equivalents; ethics; legislation; professional codes; quality assurance.
Element 2: The Research Project	Topic 3: Selecting the Research Design and Planning the Approach	Research design; data sources; methods; collection tools; fieldwork and data collection.
Element 2: The Research Project	Topic 4: Selecting an Appropriate Sample	Sample sources; sampling approaches; sampling plans; recruitment; quality and ethical issues.
Element 2: The Research Project	Topic 5: Analysing and Interpreting Data and Reporting Findings	Preparation; qualitative and quantitative analysis; interpretation; reporting; storytelling and outputs.

How this guide supports the syllabus

- It does not create additional learning outcomes.
- It explains the AI references already embedded in the indicative content.
- It provides practical examples, tutor activities and candidate checks.
- It keeps methodology, validity, reliability, ethics and professional judgement central.
- It treats named tools as illustrative examples rather than required or endorsed products.

3. Topic-by-topic syllabus mapping

This section maps the five AI support documents to the exact topic structure of the updated syllabus and identifies suitable teaching emphasis.

Topic 1: Understanding the research context and planning the research project

Updated indicative content	Suggested teaching support	Candidate must demonstrate
• Adoption and use of technologies across the research sector • AI-driven research, AI tools and related technologies within the scope of research • Manual and automated stages of the research process • Use of AI to clarify business problems, information needs, research problems and objectives • AI and automation within project roles, resources, briefs and proposals	• Use AI to generate alternative problem statements, research questions and hypotheses. • Compare an AI-assisted brief or proposal with the original business need. • Identify people, time, money and technology resources, including review and validation effort.	• Context and stakeholder needs remain decisive. • Candidates should evaluate strengths and limitations and justify choices. • Ethical, legal and MRS Code and best practice considerations apply during planning and set-up.

Topic 2: Guiding Principles

Updated indicative content	Suggested teaching support	Candidate must demonstrate
• Good-quality research • Validity and reliability, and qualitative equivalents such as truth value, consistency and neutrality • Ethical and legislative principles • MRS Code of Conduct, data protection and MRS AI and Related Technologies best practice guidance • Quality assurance and ethical review	• Test AI-assisted outputs for accuracy, bias, relevance, evidence, validity and reliability. • Use hallucination, bias, grounding, explainability and professional practitioner as applied concepts. • Build ethical and quality checkpoints into every AI-assisted workflow.	• Do not treat fluent output as evidence. • Protect participant and commercial confidentiality. • Maintain transparency, accountability and professional practitioner oversight.

Topic 3: Selecting the Research Design and Planning the Approach

Updated indicative content	Suggested teaching support	Candidate must demonstrate
• Structured, semi-structured and unstructured data; passive and synthetic data • Secondary research using AI and other technology • Data mining, analytics, algorithms, machine learning and natural language processing • AI interviewers, bots, automation and AI-organised data gathering • AI support for data collection tools, fieldwork planning, monitoring and storage	• Discuss how AI can be used to help restructure/combine data. • Compare AI-assisted desk research with a source-verified evidence review. • Explore concepts of data mining, analytics, algorithms, machine learning and natural language processing. • Critique AI-generated questionnaires, topic guides and screeners. Explore automated routing, conversational surveys and chatbot interviewing. • Plan data collection using an approved professional practitioner or automated approach.	• Method and tool selection must follow objectives and research design and analysis goals. • Researchers retain responsibility for question quality, participant experience and validity, and data quality and quality of evidence. • Collection, recording, storage, consent and transparency requirements remain in force.

Topic 4: Selecting an Appropriate Sample

Updated indicative content	Suggested teaching support	Candidate must demonstrate
• Use of AI in sampling • AI and related technology for recruitment and finding participants • Use of AI to manage fieldwork and monitor response rates • Quality, sampling and non-sampling error • Consent, transparency, privacy, bias, language, accountability and reporting	• Evaluate how AI may support sample discovery, design, recruitment or response monitoring. • Identify risks of coverage error, hidden bias and inappropriate automated exclusion. • Review AI-generated sampling recommendations against population, frame, size, recruitment and response requirements.	• AI does not remove the need to justify the sample design, the sample source and the sampling technique. • Quality and robustness require critical evaluation of the complete sampling plan. • Professional practitioner review is required for consequential inclusion, exclusion and recruitment decisions.

Topic 5: Analysing and Interpreting Data and Reporting Findings

Updated indicative content	Suggested teaching support	Candidate must demonstrate
- Automation and AI in data discovery, cleaning, editing, reduction, transformation, coding, transcription and translation - AI in summarising, structuring, coding, content analysis, narrative analysis, discourse analysis and sentiment analysis in qualitative research/qualitative data - AI, data mining and analytics for patterns and relationships in quantitative data - AI-assisted interpretation, insight generation, recommendations and reporting - AI tools for visualisation, image generation, video and other deliverables	- Validate AI-generated analysis, themes and findings against raw material and retain contradictory evidence. - Check quantitative analysis and outputs, assumptions, robustness and the difference between association and causation. - Trace every insight and recommendation to evidence. - Review visuals, narrative, labels, caveats and audience adaptation before sign-off.	- Security, privacy and transparency apply however data was generated. - Researchers remain responsible for interpretation, final narrative and recommendations. - Outputs must be usable, accurate, appropriately caveated and aligned with client needs.

4. Learning-outcomes support matrix

AI is an applied context within the existing outcomes. Candidates should use the same evaluation, select, plan, justify and apply behaviours whether a proposed approach is manual, automated or AI-assisted.

Existing outcome area	AI-supported application	Non-negotiable evidence
Define problems, objectives and information needs	Use AI to generate or refine options; verify alignment with the setting and stakeholder need.	AI cannot supply organisational context or decide the final research need.
Plan or evaluate briefs and proposals	Use AI as a drafting or challenge tool; assess completeness, feasibility and rationale.	Candidate must explain and justify the resulting plan.
Plan resources	Include technology, licenses, skills, validation, security and professional practitioner review within resource thinking.	AI use may change tasks, roles and review effort, but not accountability.
Apply validity, reliability and qualitative equivalents	Assess whether AI-assisted design and analysis measure and represent what is intended consistently and credibly.	Analysis and outputs must be checked against data, method and research purpose.
Apply ethical principles	Address transparency, privacy, consent, bias, security, accountability and professional codes.	Approved tools and proportionate oversight are essential.
Evaluate and select research designs and data sources	Compare AI-enabled approaches with alternatives for fitness, strengths and limitations.	Technology is one selection factor, not the starting point.
Plan collection tools and fieldwork	Use AI for first drafts, routing, monitoring and/or interviewing where suitable.	Researcher retains responsibility for participant experience and quality.
Evaluate and plan sampling	Critique AI-supported planning, design, recruitment, frames, products and monitoring.	Explain implications for representation, error, bias and robustness.
Plan analysis and interpretation	Use AI for preparation, organisation, coding, themes, patterns and first-pass synthesis.	Validate outputs and distinguish evidence, interpretation and recommendation.
Evaluate and select reporting approaches	Use AI to support visualisation, development of narrative and audience adaptation.	Final outputs require accuracy, caveats, ethical review and professional sign-off.

5. Integrated Assignment and AI

The syllabus permits AI tools as part of a proposed research solution where the underlying methodology is explained, and the choice is justified against alternatives. Candidates should demonstrate critical thinking and awareness of limitations, risks and potential biases.

Permitted proposal content

- AI may be proposed within the research process where appropriate to the problem and objectives.
- The candidate should explain the methodological process, not merely name a product.
- The candidate should justify the choice against other suitable methods.
- The proposal should address resources, quality, ethics, legal requirements and professional standards.
- The proposal should describe professional practitioner review, validation and accountability.

Independent work and acknowledgement

- The IA must demonstrate the candidate's own knowledge, skills, understanding and independent thinking.
- The final submission must be the candidate's own work in the candidate's own words.
- AI use as an information source or reference must be acknowledged.
- Copying or paraphrasing AI-generated responses so that the submission is no longer the candidate's own work is misuse.
- Using AI to complete analysis, evaluation or recommendations in place of the candidate's work is misuse.
- Incomplete or misleading references or bibliographies are misuse.

TUTOR

There is a difference between proposing AI as part of a research solution and using AI to produce assessed work. Tutors should teach both the methodological requirements and the assessment requirements.

IA review questions

- ☐ Is AI relevant to the research problem and objectives?
- ☐ What methodology sits behind the tool or process?
- ☐ Why is it preferable to non-AI or alternative approaches?
- ☐ What data will enter the system, under what permissions and safeguards?
- ☐ How will outputs be validated for accuracy, bias, validity and reliability?
- ☐ Where will qualified practitioner review and final accountability sit?
- ☐ Does the submitted text demonstrate the candidate's own independent thinking?
- ☐ Has any permitted AI use been acknowledged appropriately?

6. Examination preparation

The examination assesses practical application. Candidates should be prepared to evaluate AI-enabled options within a scenario, make informed choices, justify those choices and identify relevant ethical, legal and regulatory issues.

Likely demand	Candidate response should include
Methodology task	Compare AI-assisted and other methods; select an approach; explain fitness for objectives, data and participants.
Sampling task	Assess AI-supported sample sourcing, recruitment or monitoring; identify bias, error and quality implications.
Applied problem task	Recommend a proportionate response that includes validation, governance and professional practitioner oversight.
Knowledge and understanding	Define relevant AI concepts accurately and connect them to research principles.
Evaluation	Explain strengths, limitations, risks, alternatives and conditions for responsible use.
Examples	Use realistic research examples without relying on a particular brand or unsupported capability claim.

ANSWER DISCIPLINE

A strong answer does not assume that AI is automatically the best option. It shows method knowledge, context-sensitive selection, clear rationale and awareness of ethical, legal, quality and practical implications.

7. AI capability framework for the Advanced Certificate

AI-related indicative content is most useful when candidates develop capability in four connected areas. The framework below can be applied to every syllabus topic, method and stage of the research process.

Capability	Candidate should be able to
Understand	Explain relevant AI concepts, common applications and limitations using research terminology.
Apply	Use or critique AI support for defined research tasks, with appropriate prompts, inputs and tool choices.
Evaluate	Check accuracy, evidence, bias, validity, reliability, relevance and methodological fitness.
Govern	Protect participants and data, document AI use, maintain transparency and ensure accountable professional practitioner review.

Cross-cutting principles

Principle	Teaching emphasis
Professional practitioner accountability	Researchers remain responsible for problem definition, objectives, research design, methods, interpretation, outputs and decisions.
Evidence before fluency	Plausible or polished wording is not evidence. Claims must be checked against source data and trusted references.
Fitness for purpose	Tool choice should follow the research question, design, method, data, risk and organisational rules.
Transparency	Material AI assistance should be documented clearly enough for review and challenge.
Data	Confidentiality, permissions, security, storage and processing requirements apply throughout.
Inclusion and fairness	Researchers should consider whose data and perspectives are represented, and how bias may affect outcomes.

8. AI across the research lifecycle

The following map provides a concise overview. Detailed teaching guidance follows in Section 9.

Research stage	Possible AI contribution	Essential professional practitioner checks and responsibilities
1. Problem definition	Help to identify the business problem, help to define and refine the research problem, clarify objectives, research questions and hypotheses; surface knowledge gaps.	Understand and confirm context, strategic relevance and stakeholder priorities.
2. Research design	Help to decide on the structure of the research, the type of data, method of data collection, draft questionnaires, discussion guides, screeners and alternative wording; prompt bias checks.	Check design and method fit, validity, clarity, accessibility and participant experience.
3. Desk research	Retrieve, summarise and compare sources; extract themes and connect knowledge.	Verify provenance, currency, citations, evidence trail and missing perspectives.
4. Sampling and data collection	Help to identify and define the population of interest, recommend sampling design or approach or sampling plan, support recruitment, survey routing, chatbots, participant support and fieldwork monitoring.	Check sample design, review coverage, bias, consent, transparency, welfare, accessibility and escalation.
5. Data quality	Flag duplicates, suspicious patterns, speeding, fraud indicators and inconsistencies.	Treat flags as indicators; apply documented rules and review false positives before exclusion.
6. Qualitative data analysis	Support transcription, coding, theme extraction, sentiment and topic detection.	Preserve context, nuance, contradictions and minority views; validate against raw data.
7. Quantitative data analysis	Support pattern recognition, segmentation, forecasting and predictive modelling.	Check assumptions, statistical robustness, uncertainty and interpretability.
8. Insight generation	Draft summaries, findings, conclusions, opportunities, risks and recommendations.	Trace every claim to evidence; separate findings from interpretation and challenge conclusions.
9. Reporting	Draft reports, narratives, presentations and audience-specific versions.	Check narrative, numbers, labels, caveats, sources, disclosure, final story and sign-off.
10. Knowledge management	Search archives, retrieve prior work and connect evidence across projects.	Confirm permissions, provenance, relevance and appropriate reuse.

9. Detailed teaching guide by research stage

Defining the research problem

Possible AI support	Essential practitioner checks and responsibilities
- Clarifying the business problem and translating it into a researchable problem - Generating alternative objectives, research questions and hypotheses - Surfacing assumptions, knowledge gaps and possible stakeholder perspectives - Helping candidates compare broad, vague and tightly scoped problem statements	- Confirm the strategic context, decision to be informed and stakeholder priorities. - Ensure the final problem statement is feasible, ethical and answerable through research. - Check that AI has not introduced unsupported assumptions or narrowed the framing too early. - Keep accountability for the brief with the professional practitioner, not the tool.

Candidate activities: Give candidates a weak business brief and ask them to use AI to produce three possible research problem statements. They should then select and improve the strongest version, explaining which AI suggestions are relevant, unsupported, out of scope or ethically risky.

Research design

Possible AI support	Essential practitioner checks and responsibilities
- Structuring the research approach and comparing possible methods - Suggesting what type of data is needed and how it could be collected - Drafting questionnaires, discussion guides, screeners and stimulus ideas - Flagging leading wording, missing constructs and potential measurement bias	- Retain responsibility for design logic, method choice and suitability for the research problem. - Check validity, clarity, accessibility, respondent burden and participant experience. - Ensure generated questions measure the intended construct and are not simply well-written. - Review data protection, consent and ethical implications before fieldwork.

Candidate activities: Ask candidates to prompt AI for two alternative designs for the same research problem. They should critique the proposed method, data type, instrument draft and bias risks, then justify the final design in professional terms

Secondary and desk research

Possible AI support	Essential practitioner checks and responsibilities
- Summarising long documents - Comparing/combining multiple sources - Extracting themes and producing literature-review drafts - Searching approved internal knowledge sources	- Verify every important claim and citation. - Distinguish supplied evidence from generated synthesis. - Check provenance, relevance, date, duplication and missing perspectives.

Candidate activities: Provide three short sources and ask candidates to create an evidence table before writing a synthesis. Ask candidates to mark statements as directly supported, inferred or unsupported.

Sampling and Data collection

Possible AI support	Essential practitioner checks and responsibilities
- Identifying and defining the population of interest - Suggesting sampling approaches, quota structures and recruitment wording - Supporting survey routing, conversational interviewing, participant communications and fieldwork monitoring - Highlighting possible coverage gaps, response-quality issues and adaptive follow-up options	- Check sample design, representativeness, coverage and exclusion risks. - Protect informed participation, consent, confidentiality, welfare and accessibility. - Explain material AI involvement in recruitment or data collection where it affects the participant experience. - Monitor fieldwork quality, escalation routes and any bias introduced by automated interactions.

Candidate activities: Ask candidates to use AI to draft a sampling plan and participant communication for a given brief. They should identify population definition issues, quota or recruitment risks, ethical concerns and quality-control checks before approving fieldwork.

Data cleaning and quality control

Possible AI support	Essential practitioner checks and responsibilities
- Data cleaning (e.g., missing data counts, recoding) - Duplicate detection - Suspicious-pattern and bot flags - Speeding and inconsistency checks - Data-quality monitoring	- Monitor data cleaning quality. - Treat flags as indicators rather than automatic proof. - Apply pre-agreed, consistent exclusion rules. - Review false positives and document final decisions.

Candidate activities: Ask candidates to decide which records require review, exclusion or retention and justify each decision. Compare AI-assisted checks with manual quality rules.

Qualitative analysis

Possible AI support	Essential practitioner checks and responsibilities
• Transcript summarisation • Initial coding and categorisation • Theme and topic extraction • Sentiment analysis	• Preserve context, minority views, nuance, contradiction and participant language. • Check whether coding reflects the research question and analytic approach. • Validate themes against raw material and retain an audit trail.

Candidate activities: Compare AI-generated themes with a manual code frame. Find missing nuance, over-generalisation and unsupported sentiment labels.

Quantitative analysis

Possible AI support	Essential practitioner checks and responsibilities
• Demonstrating relationships between variables • Testing for differences between groups • Assistance with analytical workflows	• Check data quality, assumptions and statistical robustness. • Avoid confusing association with causation. • Require interpretable outputs and review uneven performance across groups.

Candidate activities: Critique an AI-generated claim from a table of results. Ask candidates to state what additional evidence is needed before making a recommendation.

Insight generation

Possible AI support	Essential practitioner checks and responsibilities
• Drafting executive summaries and conclusions • Extracting key findings • Suggesting opportunities, risks and recommendations	• Trace every insight to evidence. • Separate findings, interpretation and recommendation. • Challenge novelty, materiality, feasibility and stakeholder context.

Candidate activities: Use a claim-evidence-implication template to review an AI draft. Ask candidates to remove conclusions not supported by the dataset.

Reporting and storytelling

Possible AI support	Essential practitioner checks and responsibilities
- Preparing first drafts and presentation content - Adapting detail and tone for different audiences - Generating chart narratives and executive summaries	- Select the final narrative and level of certainty. - Check numbers, labels, caveats and source references. - Disclose material AI assistance according to policy or client agreement.

Candidate activities: Transform one set of findings for technical and senior audiences, then compare what must remain unchanged. Edit a fluent but overstated AI summary.

Knowledge management and retrieval

Possible AI support	Essential practitioner checks and responsibilities
- Searching archives and retrieving previous reports - Summarising historical findings - Connecting evidence across projects - Using retrieval-augmented generation with trusted collections	- Confirm access rights and permissions. - Inspect returned sources rather than trusting the generated answer alone. - Check whether past evidence remains relevant to the current question.

Candidate activities: Design a source-checking checklist. Ask candidates to distinguish between text taken from repository documents and text generated by an AI summary.

10. Prompting as a research skill

Prompting should be taught as structured briefing, not as a substitute for research design. A useful prompt makes the task, context, evidence, constraints and review criteria explicit.

Prompt component	What to include
Role and context	State the research setting, audience and relevant background.
Task	Describe the exact output required.
Evidence boundary	Specify which data or sources may be used and require unsupported claims to be identified.
Method or criteria	Name the framework, coding approach or quality criteria to apply.
Output format	Request a table, code frame, checklist, summary or other usable structure.
Challenge step	Ask the tool to list uncertainties, missing evidence, bias risks and alternative interpretations.

EXAMPLE LEARNING PROMPT

Using only the supplied interview extracts, propose a first-pass code frame. For each code, provide a short definition and supporting extract reference. Identify contradictory evidence and do not infer participant characteristics or motivations. Mark any uncertainty for researcher review.

Prompt review checklist

- ☐ Is the research objective clear?
- ☐ Is the evidence boundary explicit?
- ☐ Does the task match the method and data?
- ☐ Are confidentiality and approved-tool requirements satisfied?
- ☐ Is the expected output easy to inspect?
- ☐ Does the prompt require uncertainty and unsupported claims to be surfaced?
- ☐ Is a professional practitioner validation step planned?

11. Ethics, governance and responsible practice

Responsible AI content should not sit in a single standalone lesson. It should appear within every practical example and assessment activity.

Risk	What it means in practice	Teaching and mitigation emphasis
Hallucination	Plausible but inaccurate or fabricated information	Require evidence, inspect sources, verify facts and calculations.
Bias	Systematic distortion in data, models or processes	Review representation, language, outcomes and differential effects.
Over-reliance	Acceptance of outputs without sufficient challenge	Use defined professional practitioner checkpoints and compare with source material.
Privacy or confidentiality breach	Sensitive data entered into an inappropriate environment	Use approved tools, minimise data, be aware of and follow permissions and policies.
Loss of context	Nuance or minority perspectives flattened during synthesis	Review raw material, contradictions and outliers.
Weak transparency	Inability to explain how an output was produced	Record purpose, tool, inputs, prompt or method, checks and changes.
Automation error	Flags or classifications treated as final decisions	Retain accountable review and appeal or correction routes.

Minimum governance questions

- Which tools are approved for this data and task?
- What information can be shared, and under what permissions?
- Where will data and outputs be stored and processed?
- Be especially cautious if using Customer databases, Interview transcripts, Client information, Proprietary reports - i.e., analysis should always be done on a closed system.
- Which decisions require professional practitioner review?
- How will accuracy, bias, validity and reliability be checked?
- How will AI be used and material changes be documented?
- What happens if the output is unsafe, unsupported or inappropriate?

12. Assessment support

Assessment should test professional reasoning, not mere familiarity with brand names. Candidates should demonstrate that they can place AI within a valid, ethical and evidence-led research process.

Suggested assessment criteria

Criterion	Evidence expected
Research fit	Connects AI use to a defined objective, method, audience and evidence base.
Technical understanding	Uses core terminology accurately and recognises relevant limitations.
Critical evaluation	Checks outputs for accuracy, bias, relevance, validity, reliability and evidential support.
Ethics and governance	Addresses confidentiality, transparency, permissions, participant welfare and accountability.
Professional practitioner oversight	Identifies clear checkpoints and retains responsibility for final decisions.
Communication	Explains AI use, caveats and conclusions clearly for the intended audience.

Sample assessment prompts

Assessment type	Illustrative task
Scenario critique	An AI tool has generated a questionnaire and recommends immediate fieldwork. Identify the checks required before launch and revise the workflow.
Analysis validation	Review an AI-generated theme summary against source extracts. Identify supported, overstated, missing and contradictory findings.
Governance plan	Propose a proportionate governance approach for using an approved AI tool with confidential research material.
Method comparison	Compare an AI-assisted and a non-AI approach to one research task, considering quality, efficiency, transparency and risk.
Reporting edit	Correct an AI-generated executive summary that contains unsupported claims and inadequate caveats.
Reflective rationale	Explain why AI was or was not appropriate for a chosen stage of a research project.

ASSESSOR NOTE

Do not reward tool use by itself. Reward defensible decisions, traceable evidence, proportionate safeguards and clear articulation of the candidate's continuing responsibility.

13. Tool categories for teaching examples

Tools should be presented as examples rather than syllabus-endorsed products. Capability, terms, data handling and organisational approval can change. Tutors should verify current features before delivery.

Category	Examples	Typical use
General AI assistants	Microsoft Copilot, ChatGPT, Claude, Gemini, Perplexity	Planning, drafting, summarisation, synthesis and first-pass analysis
Survey and research platforms	Qualtrics XM, SurveyMonkey, Genius, QuestionPro, Typeform, Forsta	Survey design, programming, routing, collection and automated insight
Qualitative and text analytics	Thematic, NVivo, Caplena, MeaningCloud	Coding, themes, sentiment, topics and open-ended analysis
Analysis and visualisation	Power BI, Tableau, Q, SPSS, Python	Statistical analysis, dashboards, segmentation and reporting
Data quality	Research Defender, Imperium, Forsta quality tools, Qualtrics quality features	Fraud, bots, duplicate responses, speeding and monitoring
Consumer and social intelligence	Brandwatch, Talkwalker, Meltwater, Sprinklr, Synthesio	Online conversation, media and customer perception analysis
Knowledge management	Stravito AI, Microsoft Copilot, Glean, Guru	Research retrieval, repository search and organisational learning
Automation and advanced development	Power Automate, Zapier AI, OpenAI API, Azure OpenAI, Hugging Face	Workflow automation and bespoke research applications

Product names above are illustrative examples. Inclusion should not be read as endorsement or approval for use with research data.

14. Tutor planning template

Use this template to integrate AI into an existing session without allowing it to displace the underlying research knowledge and skills.

Planning field	Tutor notes
Syllabus topic	
Learning outcome	
Research task or decision	
Possible AI contribution	
Evidence or data boundary	
Methodological checks	
Ethical and governance checks	
Professional practitioner review point	
Candidate activity	
Assessment evidence	

Session close: five questions for candidates

- What did AI contribute?
- What could it not determine?
- What evidence supports the output?
- What checks and safeguards were applied?
- Who remains accountable for the final research decision?

15. Implementation checklist

Check	Ready when...
Coverage	AI examples appear across relevant lifecycle stages, not only in a technology section.
Balance	Benefits are paired with limitations, risks and accountable professional practitioner roles.
Terminology	Core terms are defined consistently and in plain research language.
Assessment	Candidates are assessed on judgement, evidence and ethics rather than access to a particular product.
Tool neutrality	Named products are clearly illustrative and can be updated without changing the learning requirement.
Data protection	Examples avoid encouraging the use of identifiable or confidential data in unapproved tools.
Transparency	Materials model disclosure, source checking and documentation of AI assistance.
Accessibility	Activities allow participation without requiring paid access to a named platform.
Quality assurance	All AI-generated teaching content is checked by a suitably experienced researcher and subject expert.
Version control	Tool examples and guidance are reviewed regularly against approved policy and current capability.