

# Scaffold Building Process Questions.

A framework for scaffolding AI competencies across your course.

This resource guides you through eight categories of design decisions — from course learning outcomes down to individual learning activities. Work through each category in sequence, using the prompts to build a coherent suite of AI-integrated activities across your course. For detailed guidance, examples, and frameworks, visit the full Miro board.

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## METHOD

8 CATEGORIES · SEQUENCED

### 01 CLO Design

*Reviewing or writing Course Learning Outcomes aligned to AI scaffolding.*

- What outcomes are you promising students?
- Do any of your current CLOs align with these outcomes?

### 02 Assessment Design

*The 4P Framework + AI restrictions, used to robustly measure AI competency.*

- What will students produce? (Product) — is it something used in industry?
- How will knowledge and skill be demonstrated in context? (Performance)
- What skills or knowledge will you test? (Principles)
- How will students show proof of work? (reflections, prompt journals, reasoning records)
- Will the assessment have draft or check-in stages?
- What AI restrictions will apply to the assessment?

### 03 AI Outputs

*The artefact types students will produce. Customisation, choice, your own fluency.*

- What artefacts or options will students have available in the assessment?
- Have you considered offering a choice of topics or artefact types?
- Do you know how to use each AI tool and produce each artefact type listed?
- Have you considered the skills and amount of work needed to produce each output?

### 04 Skills Needed

*Unpacking the individual AI skills for each artefact. Vital for accurate scaffolding.*

- What AI skills are needed to produce each artefact type?
- What human skills are needed alongside the AI skills?
- Have you examined what kinds of AI skills are available and relevant?
- Are the required skills appropriate for the level of your course?

### 05 Mechanics & Actions

*The technical or human actions students perform.*

- What is the technical or human action students will be doing?
- What tasks would help students develop each identified skill?
- Does this mechanic actually teach the intended skill or does it miss the mark?

### 06 AI Selection

*Choosing tools, managing access, and a diverse spread. Test them yourself.*

- Are there industry-standard or recommended AI tools for this task?
- Is there a free or demo version available? (No paid services.)
- Have you tested multiple tools and compared their outputs?
- Which tool will you recommend, and have you written instructions for it?
- Have you also made students aware of alternative AI options?
- If an account is required, have you planned how students will access it?

### 07 Learning Activity

*Combining outputs, skills, and mechanics into an activity placed in the course.*

- How complex is the task? Does it require prerequisite skills?
- How much time will students need to complete the activity?
- Will the activity require feedback before the assessment artefact is due?
- Once you know the week(s), can you find a concept or context to extend?

### 08 Reflective / Discussion

*Broader contextual thinking — ethics, accountability, bias, and societal effects.*

- What does it mean that students can now do this with AI? What are the downstream consequences?
- Which realms are relevant: personal accountability; ethics; data security and IP; bias; legal issues; reliability; hallucinations; societal-level effects?
- How will you highlight that knowing how to do something with AI comes with consequences and wider effects?

## INGREDIENTS

4 ITEMS

### Miro Board

*Detailed guidance, examples, frameworks.*  
[AI Scaffolding Process](#)

### RMTI Gen AI Skills Continuum

*Reference for skill levels and progression.*  
<https://aiskillscontinuum.com/>

### The 4Ps Framework

*Fawns, Boud & Dawson (2026), A Framework for practical assessment validation.*  
doi: 10.1080/02602938.2026.2620053

### Learning Designer

*Use your your in-house partner. Bring them in early.*

## FROM THE COOK

*The backwards design approach is key to this process. Start by defining the CLO(s) first and progress through the following stages.*

*The questions in the process map will help prompt key considerations in each area.*

*Couple AI learning activities with a reflection / unpacking activity to connect and build AI usage with responsible practice.*

## ON DEPENDENCIES

When selecting a skill to focus on, take some time to consider dependencies. A intermediate or advanced skill may require a more basic skill first — this will help determine the order, and placement, in your course.

