Principles for the use of Generative AI: collection of examples

Supplementary document

Council of Deans of Health

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Collection of examples

This collection of examples illustrates how principles for the use of generative AI are currently being used in higher education settings across the UK. The 19 examples are organised across the eight principles.

Principle 1: Professionally accountable

Example 1

Institution	Aston University
Title	Harnessing AI powered simulations to quality assure and provide equitable professional experiences
Overall objective	To increase quality experiential learning for MPharm students in line with revised standards for the initial education and training of pharmacists across multiple sectors with multiple partners.
Activity	The Professional Experiences Implementation Group (PEIG) worked with SimConverse (AI communication training platform) to implement a suite of AI scenarios alongside campus simulations to train students on key skills and tasks before their block placement. This aimed to reduce the training burden on placement partners and quality assure the training by providing equity of experience. Placement partners were consulted on plans and scenario content to ensure that training represented needs of all sectors. In the first phase (2023-24) 59 AI scenarios were authored and launched for use. These scenarios formed a significant part of the student's preparation; however all placement readiness activities were also reviewed in this project.
Key impact	Streams of work across placement expansion and simulated experience/training enabled a significant increase in professional experience provision to students – a 731.7% increase from baseline. This enabled a transformation of pedagogical approach and student experience. Students have been extremely responsive to AI simulation and an average improvement of 46.9% has been seen between scenario attempts (based on analysis of test scores). This is due to the immediate tailored feedback generated by the AI system for each student. Submitted student reflections on AI scenarios have highlighted improvements in communication skills, decision making, and self-evaluation. Students see how AI consultations are aligned to practice due to the collaboration with placement partners.
Future plans	There has been an expansion of partners, and many partners have increased offers to host students which has further increased practice experiences. We built a week of AI simulated patient triaging for students that would not be possible to deliver in practice with the same volume of students and worked to develop AI automated feedback for written communication in simulated medical notes. Following the success in Pharmacy and the cost efficiency considering NHS tariff, the use of SimConverse has been successfully rolled out to Medicine and Nursing programmes and piloted in Optometry. To allow other pharmacy schools a head start, a proportion of the Aston pharmacy AI SimConverse library has been made available to new users. The PEIG team have also passed on guidance to other institutions to implement SimConverse in their programmes.
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Example 2

Institution	Edge Hill University
Title	Embedding Virtual Ward Simulation to Enhance Midwifery Education
Overall objective	The main objective was to provide a psychologically safe but authentic learning environment where students could practise decision-making and teamwork under pressure. The simulation was designed to build confidence, enhance critical non-technical skills, and encourage reflective discussion, while being flexible enough to be adapted to different levels of study within the midwifery programme.
Activity	Students participate in small groups to manage a simulated postnatal ward. Bed-space cards present routine care needs, psychosocial complexities, and emergent clinical concerns. Timed "alarm calls" simulate urgency, requiring rapid prioritisation, escalation, and delegation. The activity has been tailored across levels: • Level 4 (Year 1): students complete a basic ward simulation, focusing on recognising needs and planning care. • Level 5 (Year 2): a shift leader role is introduced. The leader allocates limited "resources" in response to requests from the team, replicating the constraints of staffing and specialist input in real practice. Additional challenges, such as postnatal psychosis or neonatal collapse, require the team to respond collaboratively. AI tools supported the rapid generation of realistic, diverse case studies and patient profiles with layered clinical and psychosocial complexity. It also helped create structured facilitator notes and debrief prompts aligned to learning outcomes and professional standards. AI made it possible to scale the simulation across levels of study, embed emergent themes such as safety and equity, and experiment with new ways of simulating urgency and fun. This accelerated development, reduced staff workload, and freed educators to focus on refinement, clinical accuracy, and integration into curricula.
Key impact	• Students have overwhelmingly reported that the simulation supports their development by improving confidence, teamwork, and the ability to apply theory to practice. The activity has provided a psychologically safe way to explore leadership and communication without the anxiety of high-stakes observation. • Facilitators have noted that the simulation sparks richer discussions during debrief, with students making clear links to professional standards, governance, and holistic care. The addition of sudden emergencies has been particularly valuable in encouraging collaborative thinking and reinforcing escalation pathways. • For educators, the use of AI has spurred new creativity in designing learning activities, opening up fresh possibilities for embedding non-technical skills. The approach has also inspired innovation in assessment design. Lessons learned from this simulation are now being applied to refine assessment activities, ensuring closer integration with real practice and a more student-centred focus.
Future plans	Future development will scale the intervention into a Virtual Maternity Unit within the skills centre. The positive reception of the Virtual Ward Simulation has reinforced the value of AI as a creative partner in education. Future simulations and assessments will continue to use AI-supported design to ensure activities remain innovative, responsive, and scalable. This approach not only enriches student learning but also contributes to embedding leadership, teamwork, and safety at the heart of midwifery education.
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Principle 2: Sustainable

Example 3

Institution	University of Plymouth
Title	AI virtual patient chatbots for dietetic education
Overall objective	To provide dietetic students with authentic, interactive practice opportunities in patient communication and clinical reasoning. By engaging with AI-powered virtual patients, learners are able to encounter diverse communication styles, health conditions, and psychosocial contexts. This helps build confidence, develop motivational interviewing skills, and improve decision-making prior to engaging with real patients. The long-term objective is to embed the virtual patients as a sustainable, flexible teaching tool that enhances clinical education across the curriculum, and other healthcare professions.
Activity	- Prototype AI driven virtual patients have been designed to represent nine different patient profiles. - Students can engage with the virtual patients by typing or by voice, with the virtual patient 'talking' back as well as producing a text version. - There will be the ability for students to download a copy of the chat 'transcript' which can be used for reflection purposes, shared with a peer as part of peer-assisted learning, or shared with a dietetic practice educator or academic tutor for feedback.
Key impact	A Masters level research project is exploring the usability and educational value of AI virtual patients in dietetic training, identifying their strengths, challenges, and ethical considerations. It aims to provide recommendations for effective integration into education and to support the development of improved training methods for future dietitians.
Future plans	• Evidence mapping: Conduct a scoping review to synthesise current evidence on the use of AI chatbots in dietetic and allied health education, examining tools, methods, outcomes, and reported impacts on student learning and communication. This will provide a foundation for best practice and highlight gaps for future research. • Evaluation of efficacy and acceptability: Undertake a small-scale empirical study to explore how students and placement educators perceive and use the virtual patients. This will assess its role in developing consultation skills, its relevance to placement preparation, and the guidance required for effective integration into training. • Ethical and professional alignment: Explore ethical considerations around AI use in education and co-develop guidance with stakeholders for responsible adoption. • Expansion and integration: Findings will inform iterative development of the virtual patients, enabling integration into the broader dietetic curriculum and potential scaling across allied health education.
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Example 4

Institution	University of Roehampton
Title	Integrating the use of virtual reality computerised simulation scenarios to support learning in nursing students
Overall objective	• Support and increase students' confidence and learning in preparation for OSCE in A-E assessment and care of acutely unwell patients, practising clinical skills without fear of causing harm. • Support students learning to achieve clinical practice hours, providing optimal learning with virtual patients. • To determine if individual student accounts are cost effective, impactful on learning and sustainable. • To demonstrate inclusivity e.g. audiovisual learners.
Activity	Oxford Medical System (OMS) is an AI computerised software programme; used in a computer format or with virtual reality headsets. The University of Roehampton has licences with sporadic use. It was deemed a small nursing student cohort, mix of adult and child field, would be granted individual use to explore its benefits in supporting learning in preparation for an OSCE and as part of their SPLP. They had previously used OMS so had experience with the software. The individual account group used OMS remotely, guided on which scenario to use and given time to complete, followed by an individual self-guided debrief prior to attending an online facilitated debrief session. A second group undertook the same OMS scenarios in a classroom with 2 students undertaking the simulation with peers observing, followed by a facilitator led debrief. Most challenging aspects of the intervention: • Student access due to laptops or internet connection they had not supporting OMS software. • University classroom technology issues with access when using with the group together during the SPLP.
Key impact	• Students liked individual access to enhance learning and development, allowing use at times preferable to them. • Students perceived OMS as beneficial to their learning, stating they felt more confident and prepared. They in particular found repeating scenarios multiple times useful. • Less resource and staff intensive for the SPLP, positively welcomed by staff. • Lecturers were able to monitor individual student's progress via accounts, supporting struggling students. Suggestions for others: • Early student and staff preparation and training to assist with laptop/internet/connection issues and increase confidence in using OMS • Integrate more into modules throughout curriculums • Provide a definitive process for students who don't have access to internet and laptops to use OMS software remotely
Future plans	• Training healthcare faculty staff in OMS and encourage use across curriculums. • Prepare a business case for all nursing students to have individual accounts or a computer room/space to enable use of OMS with more student groups. • Continue to develop OMS use in SPLP's. The benefits of OMS being less resource and staff intensive is a positive impacting factor for universities facing placement capacity challenges.
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Principle 3: Innovative

Example 5

Institution	Northumbria University
Title	Using AI generated information as assessment 'trigger prompts' for midwifery care planning
Overall objective	• To enable students to develop public health and universal care knowledge, and articulate their findings, and produce a succinct midwifery plan. • Promote engagement with a wider range of available materials for application and analysis in midwifery learning.
Activity	Development of scenarios to be used as assessment triggers: Use of Google search to find information about M-Pox, GBS screening in pregnancy, infectious disease screening in pregnancy – results marked as 'developed through generative AI' were specifically chosen as triggers for the assessment brief. The assessment brief asked students to apply their knowledge and understanding of the concepts taught in the module to the case triggered by the generative AI information. Agreement of assessment methodology: Critical friend discussion with a peer academic occurred as part of the required internal assessment moderation process; the trigger prompts were confirmed as likely to enabling the students to respond in a way that covered all of the learning outcomes whilst requiring level 5 academic skills. Random allocation of scenarios with no swapping allowed, was felt to mimic midwifery practice particularly in community-based antenatal care. This discussion was visible to the external moderator of the assessment, who agreed this was an authentic and interesting assessment. Preparation of students: Anticipating that students would find this approach to an assignment brief 'different', students were guided through the use of a 'thinking tool' at three points during the module, and encouraged to use this to identify their current knowledge and make a plan for enhancing it.
Key impact	Deliberately asking students to consider generative AI content helped raised student awareness of the need to critically consider information available through AI. Previous iterations of this Year 2 assessment showed that when asked to respond to a case study, students gave a largely descriptive account, 'telling' the assessor everything they 'knew' about a particular topic; yet not addressing the learning outcomes at level 5; revising the case study brief by using AI generated trigger prompts led to increased scores in the application and analysis sections of the marking rubric in 2024. Internal and external moderation comments suggested that students responded well to the trigger prompts; a small number failed to consider all elements because they formulated their response solely on their perceived accuracy of the AI generated trigger, rather than considering how the prompt would influence their midwifery practice and subsequent plan.
Future plans	• Encouraging students to use organisationally provided generative AI platforms • Develop a Socratic Questioning series of prompts to demonstrate its use to students so that they themselves can use this tool to explore their learning in the module.
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Example 6

Institution	Edge Hill University
Title	Bridging Expectations and Experiences: Digital Learning Technologies and AI Use Among International Students and Lecturers in Level 7 Master's degree
Overall objective	The primary objective is to evaluate how digital and AI tools are used, perceived and supported within master's level programmes, and to identify areas of convergence and divergence between student and lecturer expectations. The findings are intended to inform inclusive, evidence-based teaching practice and contribute to faculty-level conversations about responsible adoption of AI in healthcare education.
Activity	The project adopts a qualitative case study design, which is well suited to capturing subjective perspectives. • Participants: 4–6 international postgraduate students and 2–3 academic staff. • Data collection: Semi-structured interviews will begin in October 2025 and will explore experiences of digital platforms (e.g., Blackboard, Panopto, Teams) and AI tools (e.g., ChatGPT, Grammarly). • Analysis: Data will be analysed thematically using Braun and Clarke's six-step framework, with interpretation supported by the Technology Acceptance Model (TAM) and the Community of Inquiry (CoI) framework. • Reflexivity: A reflective journal is being maintained to document methodological decisions and reduce researcher bias. • Ethical approval: The study has received approval at the programme level for Postgraduate Certificate in Teaching in Higher Education.
Key impact	Although the project is ongoing, several anticipated impacts and early reflections have emerged from the preparatory stages: • Students**:** It is expected that international students will report both opportunities and challenges in using AI tools, with some valuing support for language and understanding, and others expressing concern about reliability and academic integrity. • Lecturers**:** Early informal discussions suggest that staff value the flexibility of digital platforms but are uncertain about how to manage AI use in assessment and teaching. • Practice**:** Engagement with the Postgraduate Certificate in Teaching in Higher Education project has already influenced the researcher's teaching practice, encouraging more responsive and culturally sensitive strategies and prompting critical reflection on how AI can be introduced in ways that enhance inclusivity.
Future plans	Data collection and analysis will take place between October and November 2025, after which findings will be disseminated through faculty seminars, workshops and informal discussions. Future plans include piloting AI-supported teaching activities across modules, contributing to institutional guidance on responsible AI use, and preparing scholarly outputs based on the study's outcomes. This ongoing project demonstrates how small-scale research conducted as part of PGCTHE can both enhance individual teaching practice and contribute to institutional dialogue about the role of AI in healthcare education.
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Principle 4: Ethical

Example 7

Institution	University of Hertfordshire
Title	Use of Generative Artificial Intelligence in Academic Writing
Overall objective	For students to learn how to use generative AI to enhance their academic writing and learn the pitfalls of its use.
Activity	This intervention is undertaken as part of a level 7 written assignment on a MSc Paramedic Science (Pre-Registration) programme. Students are taught how to use generative AI safely, ethically and responsibly within academic writing which is centred around the clinical care of a patient encountered during clinical practice. Students are taught to be critical of its outputs and especially cautious of its ability to 'hallucinate' and provide false references. Students are taught how to cite, reference and declare their use of generative AI within academic writing. Students were provided with an education package on the safe and ethical use of generative AI and were taught about misinformation, risk of confidentiality breaches and issues surrounding academic integrity. Students were then tasked with writing a 2500word piece that discussed cognitive bias and clinical reasoning or professionalism, that related to a patient encountered in practice. Students were required to find, critique and synthesis existing literature to discuss this topic. Students were asked to reference the generative AI tool used in their written assignment and also declare exactly how it had been used in their assignment (planning, literature searching, proof reading or text generation etc) listing all prompts used.
Key impact	• More input with regards to how to search for relevant literature and structure this into an assignment. It was apparent that students had retrospectively found literature to support the points generated by AI which meant it lacked relevance to UK clinical practice. • A clearer process for investigating use of generative AI. • Separating academic misconduct from identifying a learning need with regards to proper use of GenAI was difficult.
Future plans	To share the findings of the primary research examining paramedic science student perceptions to permissive generative AI use in written assignments.
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Example 8

Institution	University of Roehampton
Title	Integrating AI revision Chatbots to Enhance Learning in Life and Health Sciences Modules
Overall objective	• Improve students' digital literacy and critical thinking skills by providing guided, module-specific AI support. • Support academic preparedness and independent learning through timely, accessible, and personalised revision tools. • Foster clinical reasoning and evidence-based decision-making by embedding links to credible sources. • Promote ethical and responsible AI use among both students and staff through targeted training aligned with institutional policies and sector standards. • Inform future assessment design and academic integrity policies in response to emerging challenges associated with generative AI use in education.
Activity	AI-driven revision chatbots were developed and carefully trained using module-specific content, including PowerPoint lectures, assessment guidance, and links to university-approved resources. Through prompt engineering, ethical safeguards were embedded to restrict misuse and redirect off-scope queries to appropriate support services. The chatbots were tested and refined with academic input, improving response accuracy to over 95% prior to deployment. Implementation was led collaboratively by module leaders, and digital learning specialists within the school, with support from the university's AI-Development and Integration Group. This targeted intervention aligned with institutional priorities around employability, digital inclusion, and academic preparedness, and responded to the growing demand for personalised and accessible learning tools. The pilot provided critical insights and lessons: • AI literacy should be embedded early at Level 4 - so students gain not only functional skills but also critical awareness of AI's capabilities and limitations. • Academics play a vital role in modelling how to engage critically with AI-generated content. In-class discussions using chatbot responses as prompts enhances student critical engagement and helps develop help reflective judgment/practice. • One of the most challenging aspects of the intervention was addressing varying levels of digital literacy among students and staff. • Concerns around academic integrity emerged when a minority attempted to misuse the tool for assignment generation.
Key impact	Initial data and feedback indicate enhanced student confidence, academic performance, inclusion, and support for diverse learning needs. Students valued timely access to academic guidance, particularly during placements. Academics reported better-quality drafts and reflections, noting improved assessment preparedness. However, they emphasised the need for training to prevent over-reliance on AI. Engagement was highest when chatbots were introduced in live sessions, with usage peaking around assessments.
Future plans	Building on the pilot's success, the next phase aims to scale chatbot integration across the school, aligning content with learning outcomes and professional standards. The expansion will prioritise support for diverse learners, including those with additional needs and on placement. Continued staff training is planned via academic development programmes. Evaluation remains central, with upcoming publications based on student and staff feedback. To ensure sustainability and ethical oversight, the university is exploring cost-effective licensing or in-house chatbot development, embedding AI innovation into programme revalidation and future institutional strategy.
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Example 9

Institution	Edge Hill University
Title	Ethical Integration of AI in Practice Assessment for Healthcare Learners
Overall objective	To promote genuine reflective practice among healthcare learners while acknowledging the evolving role of AI in education and clinical settings. The objective was to ensure learners, educators, supervisors, and assessors understand the limitations and ethical boundaries of AI-generated content, particularly in relation to personal reflections and evidence of learning in practice.
Activity	The Cheshire and Merseyside (C&M) Consortium, and their practice learning partners, identified a growing trend in the use of generative AI tools by healthcare learners to produce personal reflective content within Practice Assessment Documents (PADs). This raised concerns about the authenticity of reflections, academic integrity, and the ethical implications of AI use in professional education. The intervention focused on establishing clear guidance to support ethical and responsible AI use in reflective practice across healthcare education programmes. The Consortium developed a comprehensive position statement outlining: • The risks of using AI to generate personal reflections, including lack of emotional insight and critical thinking. • The ethical concerns around academic dishonesty and data privacy. • The role of educators, practice supervisors and practice assessors in authenticating learner reflections through targeted questioning. • A classification of AI types and their appropriate use in clinical education (e.g., generative, assistive, predictive AI). • A practical "Do's and Don'ts" guide for learners considering AI tools to support their learning.
Key impact	• Raised Awareness: The guidance aims to increase awareness among learners and educators about the ethical use of AI in education. • Improved Practice Assessment: Educators are now better equipped to identify and challenge AI-generated reflections, ensuring authenticity in learner submissions. However, training around AI in general for educators in practice is still a need. • Enhanced AI Literacy: Learners are encouraged to engage critically with AI tools, using them to support, not replace, their learning. • Sector Alignment: The position statement endeavoured to align with national standards and contributes to a UK-wide conversation on AI in healthcare education. This landscape is an ever changing one so keeping up to date is difficult.
Future plans	• Finalise document. • Roll out to as a Cheshire & Merseyside HEI Consortium and our practice partners. • Encourage other universities to develop their own AI usage policies tailored to their programmes and learners. This includes consideration of assessment in practice. • Support the embedding of AI literacy and ethical considerations into healthcare curricula. • Push forward the consideration around the inclusion of ethical AI use in all training for educators, supervisors and assessors to evaluate AI-generated content and support learners in responsible AI use. • Monitor the impact of AI on learner engagement, academic integrity, and professional development, contributing to future research and policy refinement.
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Principle 5: Lawful

Example 10

Institution	University of Brighton
Title	AI in placement settings: policy and education approach
Overall objective	To establish a policy framework and targeted workshop training to ensure responsible, ethical, and context-sensitive use of generative AI in practice-based education. It aims to protect academic integrity, uphold professional standards, and equip learners and staff with the awareness and skills needed to use AI appropriately in real-world practice settings.
Activity	The development of a practice-based generative AI policy, tailored for educators and students engaged in placement settings in early 2025. The policy provides clear, context-sensitive guidance to support responsible and ethical use of AI tools in real-world learning environments. The policy goes beyond general-purpose tools such as ChatGPT or Microsoft Copilot. It also addresses the use of specialised AI technologies that may be encountered in placement contexts, including GenAI scribing tools like Heidi or TORTUS, ensuring alignment with the governance frameworks, data protection standards, and placement operational policies.Discipline-specific workshops have been developed to equip students with the knowledge, confidence, and practical skills needed to use generative AI effectively during placements and academic studies, in line with professional standards and academic requirements.
Key impact	This intervention has initiated important cultural and practical shifts in how generative AI is understood and used within placement-based education. By embedding clear policy and tailored training, students now report increased confidence in navigating AI tools responsibly, both in academic and clinical settings. Early feedback suggests that the policy and workshops have helped reduce uncertainty and inconsistency in practice, while prompting meaningful conversations between students and practice educators about data governance, tool appropriateness, and ethical boundaries. The inclusion of both general-purpose and specialised AI tools in the guidance has been particularly impactful, highlighting the real-world complexity of AI in professional environments. It has also supported practice sites and educators to better understand how they can guide students in the use of AI during placements, ensuring alignment with their own professional standards and responsibilities.
Future plans	One key area of focus will be the integration of AI ethics and practical guidance into current teaching sessions on record-keeping, digital health, and information governance, ensuring that students understand the importance of confidentiality and accuracy, and how AI tools may support or compromise these standards. Regular communication and feedback loops with placement partners will be established to ensure the policy remains responsive to emerging technologies, sector-specific tools, and evolving professional standards. The intervention will be reviewed and refined in collaboration with stakeholders to maintain alignment with PSRB expectations, institutional governance, and real-world practices.
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Example 11

Institution	Aston University
Title	Co-creating in the third space to support students' AI use and Academic Integrity
Overall objective	To develop a user-friendly, flexible learning resource that helps students understand the university's expectations, as outlined in the institutional guidelines on the ethical use of AI in academic practice and beyond.
Activity	Internal surveys revealed a clear gap in student understanding and confidence regarding the use of AI in academic contexts. Students expressed a wide range of questions and concerns, highlighting the need for targeted support. In response, this project adopted a co-creation approach, involving students as collaborators in the design and development of a solution. Over a four-month period, in partnership with colleagues from the Library and Learning Services team, we developed an asynchronous, online, interactive learning resource titled Using Artificial Intelligence for Study and Assessment. The resource covers: • An introduction to AI and its capabilities • University guidelines and expectations • Academic integrity and assessment criteria • Practical guidance on using AI across different stages of study and assessment • Signposting to further resources and support The resource was disseminated via University-wide self-access digital spaces and through embedding into specific modules in some programmes. Key challenges included managing delivery timelines amidst competing priorities, keeping pace with the rapidly evolving AI landscape, and ensuring the content was accessible and relevant to a diverse student audience.
Key impact	The resource has been actively used by both staff and students. Feedback from academic colleagues led to the inclusion of additional examples and content on AI image generation. The involvement of students throughout the development process ensured the final product was engaging, relatable, and user-centred. However, as engagement with the resource was voluntary, its impact varied. Some students benefited more than others, particularly in disciplines where AI integration into teaching and assessment was already underway. The timing of the launch coincided with uneven adoption of AI practices across programmes, which influenced uptake and perceived relevance.
Future plans	In 2025–26, the resource will form the foundation of the Aston Power Skill on Digital and AI—one of four compulsory Power Skills embedded across all undergraduate programmes at Aston University. This integration will ensure that all students engage with the content as part of their core curriculum. To support this transition, academic staff, particularly within the College of Health and Life Sciences, have received guidance on incorporating AI into teaching and assessment. This is expected to lead to broader adoption of AI-enabled assessments, with clear parameters provided to students on appropriate and ethical use.
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Principle 6: Continuous upskilling

Example 12

Institution	Kings College London
Title	Developing staff capacity for using AI in their own work and with students
Overall objective	One of the challenges faced by institutions with the rapid developments in GenAI is how can staff be upskilled to use AI in both their own work and with students (Simms, 2025). Evidence suggests that the use of GenAI is widespread amongst students and educators need to be able to keep pace with students (Chadha et al 2025). King's College London has committed to ensuring that staff are upskilled to be able to use AI to facilitate their own work and that of their students.
Activity	The team at King's Academy (the university teaching and learning hub) have developed a number of different supportive interventions for staff. King's has also established the King's Institute for Artificial Intelligence that draws together all streams of work related to AI in the university with a focus on research. Key pillars of the staff support available are: ▪ A three week Future Learn course which all staff can access freely to develop their knowledge and skills in using AI in education. ▪ Staff resources to support the use of AI in education and also guidance about its use in assessment ▪ Funding for education focused projects to develop understanding and evaluate the use of AI in different educational contexts. Projects funded include: the use of AI in assessment feedback. Simulated learning and to facilitate reflective practice. ▪ Tailored support at programme level to develop guidance about how students can use Generative AI in their work and in particular assessment.
Key impact	This suite of resources aims to provide developmental opportunities for staff to ensure they feel equipped to use and facilitate the use of generative AI in education. The impact of these interventions is yet to be fully seen as like many institutions King's is at the beginning of a full integration of AI into all aspects of education.
Future plans	Agreement at programme level as to how students can use generative AI in assessment across a whole programme so that opportunities for different levels of use are permitted. Opportunities for staff to share and discuss challenges through symposia focused on education.
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Example 13

Institution	Oxford Brookes University
Title	Using Co-Pilot as an Article Reading Assistant
Overall objective	To make research articles more accessible for learners, encouraging engagement with the literature, critique and application to academic or practice contexts. This is also a method to support teaching staff to more confidently utilise dense or technical research articles.
Activity	Implemented in an online module entitled 'Advancing clinical decision making' as part of exploring ethical decision making. Microsoft Co-Pilot was used with learners in a step-by-step approach to help them to better access a technical research article. Using a prompt sheet for support and a live demonstration, learners were able to follow an example of how to use AI effectively as a reading assistant. Prompts to put into the AI tool and suggestions of ways to adapt its use were given alongside the importance of considering its output critically. The most challenging aspect of the intervention was overcoming the hesitance of those learners who had not previously used such tools.
Key impact	Learners expressed better understanding of the article and a greater willingness to engage with the detail of the article methodology and its application to practice. Learners were keen to use this to help access other articles on the reading list that they had struggled to fully understand. Learner feedback statement: "This is the first time I have used AI, so helpful, why didn't someone tell me about this earlier." It is suggested this is implemented using the option for learners to either watch or follow along as an in-class activity (either online or in-person) accompanied by a prompt sheet with step-by-step instructions.
Future plans	'Advancing clinical decision making' has recently become a compulsory module in the first year of the MSc Advanced Clinical Practice at Oxford Brookes. Inclusion of AI in this module ensures equitable access for all learners on the programme to be introduced to using AI effectively for their studies. Use of AI is integrated throughout this module and has grown over time. It is likely to continue to grow with an emphasis on its critical use. Some staff lack confidence in using these tools, so it is essential to ensure that staff training and confidence are not overlooked when asking staff to integrate the use of AI tools and facilitate such learning. Healthcare and healthcare education requires that clinicians be engaged in technological advancements, adopting both an openness to change and healthy scepticism towards their application. The integration of such activities in education is an essential way to practically upskill learners to level the playing field for the future and to encourage critical thinking.
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Principle 7: Collaborative and inclusive

Example 14

Institution	Edge Hill University
Title	RadBytes "Cubey": a generative-AI radiology tutor delivering personalised feedback on X-ray cases
Overall objective	To improve the quality, consistency, and accessibility of radiology education by combining a web-based DICOM viewer with a generative-AI tutor. Cubey provides structured feedback aligned with FRCR short-case criteria, enabling trainees to practise reporting, build confidence, and access a wide variety of abnormal cases without being limited by educator availability.
Activity	RadBytes currently hosts 200 anonymised abnormal X-ray cases, curated to reflect FRCR-style short cases and real-world radiology practice. • Learner workflow: A trainee opens a case in the integrated DICOM viewer, submits a structured report and receives instant, personalised AI feedback. • Feedback design: Feedback mirrors FRCR domains. Cubey scores reports against the FRCR short-case marking scheme, providing transparent and structured evaluation. • Governance: All images are fully anonymised and contain no identifiable information. • Deployment: The platform is currently available for direct-to-learner use, with individual trainees subscribing independently.
Key impact	In post-use surveys, 97% of users reported that Cubey improved their short-case reporting. Trainees describe higher confidence tackling challenging cases when feedback is immediate and non-judgemental, as well as clearer structuring of reports and improved recognition of pathological findings. Educators spend less time on repetitive error correction and more on advanced discussion. Standardised cases help ensure consistent exposure across cohorts. The platform supports asynchronous practice, which is particularly valuable for shift-working trainees. Challenges: • Ongoing refinement is required to improve the accuracy of educational feedback. • Mobile/tablet usability remains less optimal than desktop or laptop use. • Institutional adoption may require additional information-governance processes, although standardised DPIA/IG documentation is already available. • Cubey is designed as an AI-assisted tutor, not a replacement for supervision. Feedback is transparent, and all outputs are clearly framed as educational.
Future plans	• Finalise and roll out tailored Cubey personas so that feedback is adapted to the learner's profession and knowledge level. • Extend beyond X-rays to CT. There is also scope to add normal cases to help learners build confidence in recognising when not to overcall pathology. • Develop segmentation overlays, error-spotting exercises, and "teach-back" prompts to strengthen active learning. • Conduct a prospective study of educational impact, measuring both objective and subjective outcomes, to validate Cubey as an AI radiology learning tool. • Collaborate with universities and imaging academies to integrate RadBytes into structured curricula, enabling broader institutional adoption.
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Example 15

Institution	Edge Hill University
Title	Interprofessional Education Simulated Patient
Overall objective	This intervention effectively utilises artificial intelligence to generate a simulated patient to support student's perceptions and exposure to the patients' healthcare journey such as living conditions, economic status and lifestyle. It aims to provide a safe and inclusive learning environment for students to explore in sensitive scenarios.
Activity	The simulated activity is situated within a Problem Based Learning (PBL) approach, delivered as part of an Interprofessional Education Day attended by 1000 students from across multiple undergraduate and postgraduate health and care courses. For this activity, 200 students at a time were split into interprofessional PBL groups of 10-15 students per group, with 3 facilitators supporting the learning event. Students participated in: • Pre-brief where learning outcomes were explored • Active engagement in small multiprofessional groups as they built an understanding of the simulated patient and their journey • Individualised debrief that followed the diamond model in a large group.
Key impact	• Students and professionals who participated in the session provide positive feedback and appreciate the PBL methodology used during the session, reporting enhanced realism and student and staff engagement. • Students report that learning with simulated AI patients gives the scenario an added layer of authenticity which enhances their perception and realism of the scenario, positively impacting their learning. • Due to the specific and emotive nature of the case, the AI generated simulated patient overcame potential issues around the use of a service user or a person with lived experience. • The AI simulation provided a safe and respectful alternative for exploring sensitive scenarios. • Student and staff were provided with the opportunity to explore perspectives on AI-based assessments and how these have supported their learning and enhanced their ability to critically evaluate AI-driven educational tools. • Successful implementation of PBL requires well-designed cases, academic staff trained in facilitative guidance, and strategic technology integration (application of AI).
Future plans	The ongoing exploration and development of this activity is helping to advance the use of AI-generated videos and images of simulated patients within our health education simulation. This approach has already enhanced the creation of ward-based and patient-focused simulation sessions, particularly where multiple simulated patients are required. Students consistently report that learning with AI-simulated patients adds an extra layer of authenticity to scenarios which is brilliant. This heightened realism positively influences student and staff engagement and deepens their learning experience.
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Example 16

Institution	Cardiff University
Title	DIY AI – 'Self-building' accessible AI patients and scenarios to enhance learning
Overall objective	Using generative AI in teaching to create interactive case studies and simulation for students to develop an awareness of person-centred practice when communicating with patients in clinical settings.
Activity	Having become became increasingly aware of the raft of possibilities AI possessed, the Occupational Therapy team explored the possibility of AI 'acting' roles to enable simulated interactions. Over a 6-9 month period of exploration the approach was refined and created a functioning tool or 'seed' based within Word. These 'seed' documents could be simply dragged and dropped into an AI engine and prompt student interaction with a character. As they are based in Word the 'seeds' could be easily and quickly adjusted and refocussed for specific scenarios and needs. Whilst the development process was conducted without direct input from IT or specialists, the team consulted with AI experts in the University prior to launch. The AI tool used is provided with Enterprise Data Protection to ensure that there is no risk to student data, retaining inputted data within the Cardiff University System. The tools were launched in two pilots in the Autumn Semester 2025 to bring case studies to life for BSc OT and Physiotherapy students were also introduced to an AI patient in a communication exercise. Following this, colleagues in nursing adapted the 'seeds' for the General, Child and Mental Health Nursing programmes as part of their teaching on communication.
Key impact	The tools are simple, functional and enjoyable to use. They provide an additional tool to promote person centred care and core skill development prior to students meeting patients in real life. The open-access nature of these resources also enables students to repeatedly and asynchronously practice skills throughout the programme to support ongoing professional development. The tools can be adapted at ground level by teaching teams without requiring a great degree of technical skills or expertise. The tools will be evaluated fully in the 2025/2026 academic year. Initial feedback and evaluation have been positive. 89.9% of students found the use of the AI triggers Very Enjoyable or Enjoyable. 100% of the first years found it more engaging than a written case study. 97% of students felt the AI patient helped them understand the person they were working with. There were a range of positive and constructive student comments indicating areas for future development: *"It was really useful at bringing the case study to life! Definitely enjoyed and felt like I was able to be a "proper OT"; "It was a more engaging way of learning"; "I really enjoyed it I find it really useful for my learning, however maybe consider the environmental factors that AI use causes such as water waste."*
Future plans	Evaluation will continue over the coming academic year. The tools will continue to be refined based on evaluation and experience. Members of the wider school team are considering new ways to adapt to different needs and contexts such as combining with Virtual Reality Simulation. All of these experiences could feed into discussions and funding for more complex or formal AI based tools.
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Principle 8: Transparent

Example 17

Institution	Queen Margaret University
Title	Critical Review of GenAI Output
Overall objective	• To develop awareness and understanding of the strengths and limitations of GenAI. • To develop AI literacy that will inform future use in academic or professional settings.
Activity	Students are required to ask a paramedicine-relevant question of generative AI, and subsequently analyse the output given using evidence to support arguments and conclusions. They are required to include considerations of ethical principles, as well as validity and accuracy of AI conclusions, and the relevance and robustness of provided references. By doing this, students are developing a range of analytical skills, as well as engaging with a range of clinical and research-based literature and search methods. The activity is presented as an undergraduate pre-registration, summative assignment across the School of Health Sciences, including Physiotherapy, Radiography, and Paramedic Science. It was initially developed by 2023-24 and since its introduction, the greatest challenge in the Paramedic context has been the encouraging criticality in the review of generative AI outputs, rather than simply following HCPC standards. In addition, students have found it challenging to engage with the generative AI output as a source, rather than, for example, a journal article, often trying to shoehorn conventional evaluation approaches that are not appropriate for generative AI outputs.
Key impact	The new assignment is well received by both students and staff, with many students finding that their previously unwavering confidence in AI was replaced with cautious criticality, and a realisation that it has its uses and faults. Students have also demonstrated greater awareness of potential ethical issues associated with the use of GenAI, particularly in the healthcare setting. Staff have also observed a greater engagement with the assignment in itself.
Future plans	Under recent programme revalidation, the BSc Paramedic Science Programme will be adopting the current assignment with some adjustments to support delivery based on student feedback. These include additional preparatory sessions centred around AI, its capability and flaws, and what critical review of outputs may look like, that will progress from day one throughout the course to support transparent, ethical and professional use of AI by students.
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Example 18

Institution	Northumbria University
Title	Beginning the journey for responsible student use of AI
Overall objective	Seeing the use of Generative AI in the first undergraduate year of a midwifery programme as a desirable skillset, rather than a risk of academic misconduct.
Activity	Integration of AI in facilitating learning and formative assessment in a Year 1, Level 4 professional and academic skills module. Students are asked to generate a mind map of the relationships between values and professional practice as a midwife using generative AI. The mind map is used to inform the approach to linking of 4 'mini-written works' of around 200 words, each linking to learning outcomes of the module. Online Peer review will give formative peer-peer feedback to iteratively develop the series of mini-pieces onwards. The mini-pieces are then 'stitched' together at the end of the module to form a coherent whole that meets the assessment brief. The development for successful 'stitching' will be informed by the students engagement with feedback; this is provided by peers throughout the module, and by the individual student themselves as they use Generative AI Socratic Questioning to take forward comments from their work in Semester one modules and use it to inform their assessment skills for the Academic and Professional Practice module summative assessment.
Key impact	The inclusion of Generative AI in the skills for Professional and Academic Practice Year 1 module was already underway and can be supported through the features currently available in the learning platform (BlackBoard Ultra). Online peer review functionality is also already in place. The continuous formative assessment approaches are planned to develop intellectual curiosity, responsiveness to feedback and resilience. It is anticipated that students' assessment literacy will also be improved and that a more long-range approach to completing assessments emerges for many students, lessening the risk of overwhelm and the need for short extensions and enhancing student confidence in academic skills.
Future plans	There is organisational procurement of a Generative AI platform which will be available to staff and students from September 2025. The training and development to engage staff with this will support the curriculum teaching team to be ready to implement the Year 1 Professional and Academic Practice module for the curriculum's Sept 2026 start. This will enable staff to feel confident themselves with Generative AI before using it to facilitate learning and teaching.
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Example 19

Institution	Edge Hill University
Title	A critical review of AI-written case reports in human genetics education for biomedical science students
Overall objective	To collect students' feedback and perception on a new AI-based assessment in our human genetics' module.
Activity	Implemented the active use of an AI-tool for the completion of a "case report" human genetics module assessment, followed by a critical review of the AI-generated case report. Followed by JISC online survey seeking students' perception on learning and assessment. For each cohort of students, we are • Seeking students feedback and perception on the use of AI in assessments (positive, negative, neutral) • Seeking students' perception of learnt knowledge and their perception on their career planning/progression abilities which might have arisen from this new AI-based assessment. • Seeking students' feedback on training requirements: Do students feel more AI tool training would be required prior to tackling an AI-based assessment? Data from the JISC online survey will be matched with demographic data from Edge Hill University's Academic Registry and publicly available TEF data to evaluate differences in AI acceptance and proficiency across our student body by gender, age, postcode/level of deprivation, overall study success and case report marks. Case report marks will be carefully evaluated to understand gaps in IT learning or needs for AI-tools education.
Key impact	• Collecting feedback and (critical) comments from students on their AI-based level 5 assessment. • Listening to students' perception of an AI-based assessment and how this has aided their learning and critical evaluation of AI-based resources. • Seeking students feedback in knowledge and training gaps in relation to an *artificial intelligence* tool in a scientific, academic application. • Understanding differences in our student cohort in the perception, application and implementation of AI tools depending on their academic skills and/or background.
Future plans	This intervention was rolled out in academic year 2024-2025 (data from the JISC online survey not yet fully analysed); following full data analysis, we might amend assessment briefs and rubrics (considered feedback and comments) – the principle of the invention will not change for academic year 2025-2026.
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