Using AI in Allied Health Professions:

Curated Resource List (Version 1.0)

This list is intentionally curated to prioritise resources that are:

- High-quality
- Current
- Useful for UK-based AHPs
- Compatible with safe practice (privacy, governance, clinical oversight)

Safety reminder

Do not enter patient-identifiable information into public AI tools (e.g., personal ChatGPT/Copilot/Gemini/Claude accounts). Use only approved, secure/enterprise routes if your organisation has assessed and authorised them.

Always keep a human in the loop: you remain accountable for any AI-assisted outputs used in clinical care, education, or documentation.

Disclaimer

Inclusion of tools, platforms, organisations, or services in this document is for informational purposes only. All tools are listed as examples, not endorsements. Inclusion does not imply recommendation, effectiveness, safety, regulatory approval, or suitability for any specific clinical, educational, or organisational use.

Citation note

This resource list was curated by Rachel Barton and initially developed through manual review. Generative AI (ChatGPT and Claude) is used as an assistive tool to support periodic updating, formatting, and organisation of references. All selections, categorisation, annotations, and final editorial decisions remain the responsibility of the author. Users are encouraged to consult original sources directly and to apply professional judgement, local governance requirements, and current regulatory guidance when interpreting or using any referenced material.

Version information:

• Version: 1.0

• Last updated: December 2025

• This is a living document and will be reviewed and updated periodically as guidance, evidence, and tools evolve.

Recommended citation:

Barton, R. (2025). *Using AI in Allied Health Professions: Curated Resource List* (Version 1.0).

How to use this resource list:

- This is a reference library, not a reading list
- You do not need to read everything - dip in by task, role, or interest
- Use the emoji key to scan quickly by format

Resource key

📘 Guidance / standards – what you need to comply with or follow
🧭 Frameworks / principles – ways of thinking about safe and responsible use
🧪 Research / evidence – academic studies and reviews
🛠️ Tools / platforms – examples of AI tools (governance required)
🎥 Video – recorded talks, explainers or events
🎧 Podcast – audio discussions
📰 Article / blog – accessible commentary or explanation
♿ Accessibility / inclusion – focused on access, equity or disability

- Use the contents below to navigate by task, sector, or area of interest.

Contents

1. Core AI assistants (LLMs)

General-purpose large language model tools commonly used for drafting, ideation, summarisation, and analysis. Governance and data protection apply. Listed as examples, not endorsements.

- 🛠️ ChatGPT (OpenAI) https://chatgpt.com/
- 🛠️ Microsoft Copilot https://copilot.microsoft.com/
- 🛠️ Gemini (Google) https://gemini.google.com/
- 🛠️ Claude (Anthropic) https://claude.ai/
- 🛠️ Perplexity (search + synthesis) https://www.perplexity.ai/

2. Research discovery & evidence support.

Tools designed to help find, summarise, appraise, and work with academic research and evidence.

- 🛠️ Elicit https://elicit.com/
- 🛠️ Consensus https://consensus.app/
- 🛠️ SciSpace https://scispace.com/
- 🛠️ Scholarcy https://www.scholarcy.com/
- 🛠️ NotebookLM https://notebooklm.google/

3. Practical productivity and creativity tools.

*Tools that can support efficiency, creativity, planning, and resource development, including drafting **non-identifiable clinical resources** (content must always be reviewed and signed off by a clinician). Listed as examples, not endorsements.*

- 🛠️ **Napkin AI** – turns text into simple visuals https://www.napkin.ai/
- 🛠️ **Gamma** – quick slide and document creation https://gamma.app/
- 🛠️ **Goblin Tools** – task breakdown, tone checks, and planning support https://goblin.tools/
- 🛠️ **Suno** – create lyrics and music (useful for engagement resources; avoid client data) https://suno.com/
- 🛠️ **Todoist** – task management and organisation https://todoist.com/
- 🛠️ **Motion** – AI scheduling and calendar optimisation https://www.usemotion.com/
- 🛠️ **Reclaim AI** – AI scheduling focused on workload balance and energy management https://reclaim.ai/

🛠️ **Mailbutler** – AI assistant for email management, reminders, and follow-ups https://www.mailbutler.io/

🛠️ **Notion AI** – planning, summarising, drafting, and structuring written content https://www.notion.so/product/ai

Image generation (education, training & clinical resources)

AI tools for creating illustrative images and visuals for presentations, teaching materials, and non-identifiable clinical resources. Images should not be assumed to be anatomically or clinically accurate unless verified.

🛠️ **DALL·E (OpenAI)** – text-to-image generation for illustrative visuals https://openai.com/dall-e

🛠️ **Adobe Firefly** – image generation with stronger IP safeguards (often preferred in organisations) https://www.adobe.com/uk/products/firefly.html

🛠️ **Canva (Magic Media)** – image generation integrated into design workflows https://www.canva.com/ai-image-generator/

Video & avatar tools (education, training & communication)

AI-supported video creation tools for education, training, and communication. Use with caution where realism, identity, or trust could be affected. Clear disclosure is recommended if AI-generated avatars or voices are used.

🛠️ **Pictory** – turns text into short explainer videos https://pictory.ai/

🛠️ **Lumen5** – AI-assisted video creation from text https://lumen5.com/

🛠️ **HeyGen** – avatar creation and video translation tools https://www.heygen.com/

4. Clinical documentation & ambient scribes (UK governance).

AI tools and official guidance relating to clinical note-taking, letters, and ambient documentation, with a UK governance focus.

AI Scribes (examples, not endorsements)

🛠️ Heidi Health – AI medical scribe that drafts clinical notes and letters from consultations for clinician sign-off https://www.heidihealth.com/

🛠️ TORTUS – UK-facing ambient documentation tool that drafts notes/letters/codes from consultation audio for review https://tortus.ai/

UK guidance, governance & regulation

📘 NHS England: Guidance on the use of AI-enabled ambient scribing products in health and care settings (27 Apr 2025) https://www.england.nhs.uk/long-read/guidance-on-the-use-of-ai-enabled-ambient-scribing-products-in-health-and-care-settings/

📘 MHRA Public Access Registration Database (PARD) https://pard.mhra.gov.uk/
📘 ICO: Data Protection Impact Assessments (DPIAs) https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/accountability-and-governance/data-protection-impact-assessments-dpias/

5. SLT-related tools for practice and resource creation

AI-enabled tools and platforms specifically relevant to speech and language therapy practice, planning, and resource generation. Listed as examples, not endorsements. Tools listed here may be designed for adult, paediatric, or mixed populations, and for use in clinical, educational, or self-directed contexts. Clinical judgement, safeguarding considerations, organisational approval, and individual client needs must always guide use.

Therapy delivery, practice, feedback or resource creation

🛠️ **Beautiful Voice** https://beautifulvoice.co.uk/ - AI-powered speech therapy platform providing real-time feedback on voice and speech exercises, with tools for therapists and home practice (UKCA Class I Medical Device)
🛠️ **Cognishine** https://cognishine.com/ - digital intervention platform for SLTs and OTs with ready-to-use activities for cognition, language, speech, and social communication across ages and conditions
🛠️ **EVA Park** (City, University of London – aphasia conversation practice) https://evapark.city.ac.uk/ - virtual world for aphasia conversation practice, developed at City, University of London with evidence for improving functional communication
🛠️ **Say It Labs** (speech practice & feedback) https://www.sayitlabs.com/ - AI-powered game-based speech therapy for children, with speech recognition providing real-time feedback on articulation and fluency
🛠️ **SLPractice** https://www.slpractice.com/ - AI-powered tool for creating personalised, gamified therapy resources from templates, shareable with parents for home practice
🛠️ **WordMango** https://chatgpt.com/g/g-dFOZS78Us-wordmango - vocabulary development tool for teenagers with DLD (under supervision)
🛠️ **AnalogyMango** https://chatgpt.com/g/g-s4rI4L260-analogymango - generates accessible analogies to explain concepts
🛠️ **ConceptMango** https://chatgpt.com/g/g-dKQi9sWlq-conceptmango - supports concept teaching and explanation

Research & sector innovation

📰 City St George's, University of London (29 Oct 2024): Using AI to transform speech therapy https://www.citystgeorges.ac.uk/news-and-events/news/2024/october/ai-transform-speech-therapy - **MARS project** developing AI tools to automate transcription and analysis of spoken discourse in aphasia

6. Accessibility-focused AI & assistive tech

AI tools, platforms, and examples designed to improve access, inclusion, and participation for disabled and neurodivergent users. Listed as examples, not endorsements. Some tools are designed for independent use, others for supported or clinical contexts. Inclusion does not imply clinical suitability, regulatory approval, or appropriateness for all users. Safeguarding, informed consent, accessibility needs, and organisational governance requirements must always be considered.

Speech & communication support

♿ **Voiceitt** – supports understanding of non-standard speech https://voiceitt.com/
🧪 **Project Euphonia** – Google research on atypical speech recognition https://sites.research.google/euphonia/about/
🧪 **Google Project Relate** – atypical speech recognition research https://sites.research.google/relate/
🧪 **Speech Accessibility Project (SAP)** – inclusive speech recognition research https://speechaccessibilityproject.beckman.illinois.edu/
🛠️ **Whispp** – assistive voice technology for people with voice or speech loss https://whispp.com/

Vision support

♿ **Be My Eyes** – visual assistance via volunteers and AI https://www.bemyeyes.com/
♿ **Envision** – app and smart glasses supporting visual access https://www.letsenvision.com/

Reading, writing & cognitive access

♿ **Speechify** – text-to-speech for reading access https://speechify.com/

Translation & multilingual access

🛠️ **Timekettle WT2 Edge** – wearable AI translation earbuds https://www.timekettle.co/

Mobility & physical rehabilitation

🛠️ **Ekso Bionics** – AI-enabled rehabilitation exoskeletons https://eksobionics.com/

Assistive tech Examples

📰 **Moon Hall School Reigate:** Assistive Technology including AI https://www.moonhallschoolreigate.co.uk/school-life/curriculum/assistive-technology-at-
📰 **Leon Furze (18 Jun 2025):** AI and Assistive Technologies – a practical guide https://leonfurze.com/2025/06/18/artificial-intelligence-and-assistive-technologies-a-practical-guide/

7. Voice banking & AI for AAC

Voice banking, voice cloning, and AI-supported approaches relevant to AAC and voice preservation. Listed as examples, not endorsements.

🛠️ **ElevenLabs** https://elevenlabs.io/

🛠️ **Acapela My-Own-Voice** https://www.acapela-group.com/voices/voice-banking/

🛠️ **Speak Unique** https://www.speakunique.co.uk/

🛠️ **Predictable (Therapy Box)** https://www.therapybox.co.uk/predictable-english

📰 **PrAACtical AAC**: Message and Voice Banking https://praacticalaac.org/praactical/message-and-voice-banking/

8. AI literacy and guidance for AHPs

Guidance, frameworks, learning resources, and commentary to support safe, critical, and informed AI use across the AHP workforce.

Professional body guidance (UK, by AHP group)

📘 **Dietitians (BDA):** The BDA and artificial intelligence (AI) – policy and guidance hub https://www.bda.uk.com/about-us/the-bda-and-ai.html

📘 **Physiotherapists (CSP):** Statement of principles to apply to the use of AI in physiotherapy (29 Jan 2025) https://www.csp.org.uk/professional-clinical/professional-guidance/ai-use-physiotherapy

📘 **Occupational Therapists (RCOT):** AI & Technology resources hub https://www.rcot.co.uk/explore-resources/ai-and-technology

📘 **Orthoptists (BIOS):** Use of Artificial Intelligence (AI) in the workplace (30 Jun 2025) https://orthoptics.org.uk/use-of-artificial-intelligenceai-in-the-workplace/

📘 **Osteopaths (GOsC):** Interim guidance on the use of Artificial Intelligence (AI) in osteopathic practice https://www.osteopathy.org.uk/standards/guidance-for-osteopaths/artificial-intelligence/

📰 **Podiatrists (Royal College of Podiatry):** Intelligent design? (AI in healthcare) https://rcpod.org.uk/intelligent-design

📘 **Radiographers (SCoR):** Artificial intelligence – guidance for clinical imaging and therapeutic radiography workforce professionals (PDF) https://www.sor.org/getmedia/26c8052b-86e7-4900-8057-d0852f9e5094/AI-Guidance-for-clinical-imaging-and-therapeutic-radiography-workforce-professionals_LLv1

📘 **Speech and Language Therapists (RCSLT): Artificial Intelligence Resources Page** - Members-only hub with curated AI guidance, tools and policy updates for SLTs https://www.rcslt.org/members/delivering-quality-services/artificial-intelligence-resources/

📽️ **Integrating Generative AI in Speech and Language Therapy**: A Practical Guide - CPD eLearning module covering safe, ethical integration of generative AI into clinical practice **https://www.rcsltcpd.org.uk/lessons/ai-in-slt/**

Training / emerging work (no formal practice guidance located yet)

📘 **Art therapists (BAAT):** Curriculum guidance (2025) – includes guidance on AI use in assignments (education/training focus) https://baat.org/download/11676/baat-curriculum-guidance-2025.pdf

📰 **Dramatherapists (BADth):** Digital competence and trust in AI study call-out https://www.badth.org.uk/DB/news-home-page/take-part-in-study-regarding-the-digital-competence-of-dramatherapists

📘 **Music therapists (BAMT):** Music therapy curriculum guidance (July 2025) – includes references to AI/GenAI in training and assessment https://www.bamt.org/content/104005/Live/document/BAMTMusicTherapycurriculumguidancefinal-July2025.pdf

📰 **Prosthetists & orthotists (BAPO):** Generative AI in prosthetics and orthotics – survey call-out https://www.bapo.com/generative-ai-in-prosthetics-and-orthotics-survey-call-out/

Governance, regulation & professional accountability

📘 **Allied Health Professions Federation** (July 2025): AHPF AI for Education Principles https://www.ahpf.org.uk/files/Final%20AHPf%20AI%20for%20Education%20Principles_July%202025.pdf

📘 **HCPC: Artificial Intelligence in Education** (Apr 2024) https://www.hcpc-uk.org/education-providers/updates/2024/artificial-intelligence-ai-in-education/

📽️ **Artificial intelligence (AI) in Education - information for HCPC-approved education providers** https://youtu.be/li81F05yVcg

📘 **UK Government: Generative AI framework for HM Government** (Feb 2024) https://assets.publishing.service.gov.uk/media/65c3b5d628a4a00012d2ba5c/6.8558_CO_Generative_AI_Framework_Report_v7_WEB.pdf

📘 **UK Government: Artificial Intelligence Playbook** (Feb 2025) https://www.gov.uk/government/publications/ai-playbook-for-the-uk-government/artificial-intelligence-playbook-for-the-uk-government-html

📘 **The Scottish AI Playbook** (Jan 2025) https://www.gov.uk/data-ethics-guidance/the-scottish-ai-playbook

Ethics, explainability & trust

📘 **WHO: Ethics & Governance of AI for Health** (2021)
https://www.who.int/publications-detail-redirect/9789240029200
📘 **WHO: Guidance on Large Multi-Modal Models** (Jan 2024)
https://www.who.int/publications/i/item/9789240084759
📘 **ICO: Guidance on AI and Data Protection** https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/guidance-on-ai-and-data-protection/
📘 **ICO & Alan Turing Institute**: Explaining Decisions Made with AI
https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/explaining-decisions-made-with-artificial-intelligence/

🎥 **ICO - AI and data protection** (YouTube playlist) **-**
https://www.youtube.com/playlist?list=PLaprDSeyZ5_5A7fDmzziae_GgHAruVFW1
🎥 **ICO - Consultation series: Generative AI and Data Protection -**
https://www.youtube.com/watch?v=Rb4MYPtG8Vk

Professional principles & responsible use

🧭 **Rachel Barton: Pledge for responsible AI use in Speech and Language Therapy**
https://www.chatterboxsussex.com/post/shaping-the-future-of-speech-and-language-therapy-a-pledge-for-responsible-generative-ai-use

Although written from an SLT perspective, the principles articulated in this pledge are applicable across allied health professions and align with wider expectations around accountability, transparency, human oversight, and ethical AI use.

🎧 Speak Up A Speech Pathology Australia Podcast: **Ethical AI in Speech Pathology, part 1** S06 E14
https://soundcloud.com/speechpathologyaustralia/ethical-ai-in-speech-pathology-part-1

🎧 Speak Up A Speech Pathology Australia Podcast: **Ethical AI in Speech Pathology, part 2** S06 E15

https://on.soundcloud.com/EUQuuJ2DaUxuy34WA

🎧 **The Lancet Voice (30 May 2024): AI and LLMs in healthcare -**
https://open.spotify.com/episode/79xLUsFSHWjjVakgkyaK42

Practical AI literacy & ways of working

🧭 **Rachel Barton: SERVE prompt framework**
https://www.chatterboxsussex.com/post/getting-the-best-service-from-generative-ais-the-serve-prompt-framework
📰 **Ethan Mollick: One Useful Thing** https://www.oneusefulthing.org/
🎧 **RCSLT Sound Waves – AI mini-series** https://soundcloud.com/rcslt/sets/artificial-intelligence-in

🎧 Speak Up A Speech Pathology Australia Podcast : **AI and Language Sample Analysis** S7E04 https://on.soundcloud.com/fEChsvyomHavrxpP6

🎧 **Google DeepMind:** The Podcast https://open.spotify.com/show/39fjU5Q5L5UecTCRMeqjwb

🎥 **Henrik Kniberg - Generative AI in a Nutshell -** https://www.youtube.com/watch?v=2IK3DFHRFfw
🎥 **CGP Grey - How AI, Like ChatGPT, *Really* Learns -** https://www.youtube.com/watch?v=wvWpdrfoEv0
🎥 **3Blue1Brown - Large Language Models explained briefly -** https://www.3blue1brown.com/lessons/mini-llm

9. Health (UK)

System-level policy, regulation, and guidance relating to the use of AI in UK health settings. This section focuses on clinical safety, governance, accountability, and regulatory oversight rather than specific tools.

Health system policy & governance

📘 **NHS AI Knowledge Repository** – case studies, guidance, and the "Understand AI" series https://digital.nhs.uk/services/ai-knowledge-repository
📘 **NHS England Transformation Directorate:** Information governance guidance on Artificial Intelligence https://transform.england.nhs.uk/information-governance/guidance/artificial-intelligence/
📘 **NHS England:** Digital Technology Assessment Criteria (DTAC) – baseline standards for digital health technologies https://transform.england.nhs.uk/key-tools-and-info/digital-technology-assessment-criteria-dtac/
📘 **AI and Digital Regulations Service (health & social care)** – practical regulatory guidance https://www.digitalregulations.innovation.nhs.uk/

🎥 **The Health Foundation - AI in the NHS: Shaping the future of health care** (Session 1) - https://www.youtube.com/watch?v=c4YTMsGZBa4 (sessions 2-4 also available)

UK nations & devolved policy

📘 **Scottish Government:** The Scottish AI Playbook – health-relevant governance principles https://www.gov.uk/data-ethics-guidance/the-scottish-ai-playbook

📰 **Welsh Government.** (2025). *Minister sets out vision for ethical use of AI in health and care in Wales* https://www.gov.wales/minister-sets-out-vision-ethical-use-ai-health-and-care-wales

Clinical safety, regulation & assurance

The following UK frameworks are particularly relevant where generative AI tools are used in AHP practice, education, service delivery, or clinical documentation. Not all uses of generative AI will require formal compliance with all frameworks above;

applicability depends on context, data use, and whether AI outputs influence clinical decision-making.

📘 **MHRA National Commission into the Regulation of AI in Healthcare** (launched September 2025) https://www.gov.uk/government/groups/national-commission-into-the-regulation-of-ai-in-healthcare
📘 **MHRA Public Access Registration Database (PARD)** – check medical device registration status https://pard.mhra.gov.uk/

📘 **NHS England Transformation Directorate: Information governance guidance on Artificial Intelligence** (30 Apr 2025) https://transform.england.nhs.uk/information-governance/guidance/artificial-intelligence/
📘 **NHS AI Knowledge Repository** (NHS England Digital) https://digital.nhs.uk/services/ai-knowledge-repository
📘 **AI and Digital Regulations Service** (health & social care) https://www.digitalregulations.innovation.nhs.uk/
📘 **NHS England: Digital Technology Assessment Criteria** (DTAC) https://transform.england.nhs.uk/key-tools-and-info/digital-technology-assessment-criteria-dtac/

📘 **NICE.** *Evidence standards framework for digital health technologies (ECD7).* https://www.nice.org.uk/corporate/ecd7/resources/evidence-standards-framework-for-digital-health-technologies-pdf-1124017457605

NHS Data Security and Protection Toolkit (DSPT)

📘 **NHS England / NHS Digital.** *Data Security and Protection Toolkit.* https://digital.nhs.uk/services/data-security-and-protection-toolkit NHS England Digital

📘 **DSP Toolkit service site.** *Data Security and Protection Toolkit (DSPT).* https://www.dsptoolkit.nhs.uk/

Clinical safety standards (DCB0129 / DCB0160)

📘 **NHS England.** *Digital clinical safety assurance* (overview; explains DCB0129 and DCB0160). https://www.england.nhs.uk/long-read/digital-clinical-safety-assurance/

📘 **NHS Digital / NHS England.** *Applicability of DCB 0129 and DCB 0160* (when compliance is required). https://digital.nhs.uk/services/clinical-safety/applicability-of-dcb-0129-and-dcb-0160

Ethics & international health guidance

📘 **World Health Organization (WHO):** Ethics & Governance of AI for Health (2021)
https://www.who.int/publications-detail-redirect/9789240029200
📘 **WHO:** Guidance on Large Multi-Modal Models (January 2024)
https://www.who.int/publications/i/item/9789240084759

EU context (relevant for UK health due diligence)

While the UK is not bound by the EU AI Act, many AI tools used in UK healthcare are developed by EU-based companies or used in cross-border contexts. Understanding the EU framework supports procurement, assurance, and due diligence.

📘 **European Commission:** Artificial intelligence in healthcare overview
https://health.ec.europa.eu/ehealth-digital-health-and-care/artificial-intelligence-healthcare_en
📘 **MDCG / AIB FAQs:** AI Act and Medical Device Regulations (technical guidance)
https://health.ec.europa.eu/document/download/b78a17d7-e3cd-4943-851d-e02a2f22bbb4_en

10. Education (UK) *UK-focused guidance, research, and commentary on the use of AI in schools, colleges, and higher education, including policy, teaching practice, assessment, and academic integrity.*

Policy & official guidance

📘 **DfE: Generative artificial intelligence (AI) in education** (updated 12 Aug 2025)
https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education

📰 DfE Education Hub explainer (10 Jun 2025): **AI in schools and colleges**
https://educationhub.blog.gov.uk/2025/06/artificial-intelligence-in-schools-everything-you-need-to-know/

Teaching, learning & assessment

📰 Hardman, P. (2025). **Your learners are using AI to redesign your courses**
https://drphilippahardman.substack.com/p/your-learners-are-using-ai-to-redesign

📰 Hardman, P. (2024). **The impact of Gen AI on human learning**
https://drphilippahardman.substack.com/p/the-impact-of-gen-ai-on-human-learning

🧪 Kangwa, D., Msafiri, M. M., & Zhang, W. (2025). **Can Generative AI revolutionise academic skills development in higher education?**
https://doi.org/10.1111/ejed.70036

🧪 Lu, J., Zheng, R., Gong, Z., & Xu, H. (2024). **Supporting teachers' professional development with generative AI** https://doi.org/10.1109/TLT.2024.3369690

🧪 Kılınç, S. (2024). Comprehensive AI assessment framework https://dergipark.org.tr/en/pub/jetol/issue/82927/1492695

🛠️ AI Assessment Scale (n.d.). **AI Assessment Scale: Supporting transparent, ethical and responsible use of AI in assessment**. https://aiassessmentscale.com/

Academic integrity, detection & fairness

🧪 Liang, W. et al. (2023). **GPT Detectors Are Biased against Non-Native English** Writers https://www.cell.com/patterns/fulltext/S2666-3899(23)00130-7

📰 Pindell, N. (2025). **The Challenge of AI Checkers** https://teaching.unl.edu/ai-exchange/challenge-ai-checkers/

📰 Eaton, S. E. (2025). **Teaching Fact Checking Through Deliberate Errors** https://postplagiarism.com/2025/04/23/teaching-fact-checking-through-deliberate-errors-an-essential-ai-literacy-skill/

📰 Turnitin Blog: **How will AI impact skill development in education?** https://www.turnitin.com/blog/how-will-ai-impact-skill-development-in-education

Practical tools & sector support

📰 Jisc National Centre for AI: AI and Assistive Technology – Grammarly (8 Aug 2024) https://nationalcentreforai.jiscinvolve.org/wp/2024/08/08/ai-and-assistive-technology-grammarly/

🛠️ **Jisc AI Maturity Toolkit: Experimenting and exploring AI** https://www.jisc.ac.uk/ai-maturity-toolkit-for-tertiary-education/experimenting-and-exploring/

📰 Laura Dumin – **Repository of AI information for educators** https://ldumin157.com/

📰 OpenAI for Education (2025**). 5 ways students use ChatGPT to study** https://edunewsletter.openai.com/p/5-ways-students-use-chatgpt-to-study

📰 OpenAI (2025). **Top 20 chats for finals** https://edunewsletter.openai.com/p/top-20-chats-for-finals

11. Social care (UK)

Resources addressing the ethical, practical, and policy implications of AI use in adult social care in the UK.

📘 University of Oxford: **Responsible use of GenAI in adult social care** (Apr 2025)
https://www.oxford-aiethics.ox.ac.uk/sites/default/files/2025-04/AI-in-Social-Care-White-Paper-April-2025-Institute-for-Ethics-in-AI.pdf

📰 Skills for Care (Dec 2024): **Ethics and AI in adult social care**
https://www.skillsforcare.org.uk/news-and-events/blogs/ethics-and-artificial-intelligence-in-adult-social-care

📰 Skills for Care (Dec 2024): **How AI can make social care better**
https://www.skillsforcare.org.uk/news-and-events/blogs/how-artificial-intelligence-can-make-social-care-better

📰 SCIE: **Digital innovation in social care** https://www.scie.org.uk/ncasc-2024-scies-contribution-to-digital-innovation-in-social-care/

📘 **Careworkers' guidance on responsible AI use** (Sep 2024)
https://www.thecareworkerscharity.org.uk/wp-content/uploads/2024/09/Careworkers-guidance-and-statement-of-expectations-on-the-responsible-use-of-AI-and-particularly-generative-AI-in-adult-social-care.pdf

12. Justice system (UK)

Official guidance and policy relating to AI use within the UK justice system.

📘 Ministry of Justice**: AI Action Plan for Justice** (31 Jul 2025)
https://www.gov.uk/government/publications/ai-action-plan-for-justice/ai-action-plan-for-justice

📘 Judiciary (England & Wales): **AI – Judicial Guidance** (Oct 2025)
https://www.judiciary.uk/guidance-and-resources/artificial-intelligence-ai-judicial-guidance-october-2025/

13. Safeguarding, bias & responsible practice

Resources exploring safeguarding, risk, bias, and responsible use of AI, particularly for children and vulnerable groups.

📘 Internet Matters (July 2025): **Me, Myself and AI report**
https://www.internetmatters.org/wp-content/uploads/2025/07/Me-Myself-AI-Report.pdf

📘 Ofcom (Dec 2025): **Online Safety in 2025**
https://www.ofcom.org.uk/siteassets/resources/documents/online-safety/research-statistics-and-data/os-standards/online-safety-in-2025-summary-of-the-technology-sectors-response-to-our-rules.pdf

📘 NSPCC (Jan 2025): **Generative AI and children's safety**
https://learning.nspcc.org.uk/research-resources/2025/generative-ai-childrens-

safety

📰 Ada Lovelace Institute (2024): **Why minoritised LLMs matter**
https://www.adalovelaceinstitute.org/blog/why-minoritised-llms-matter/

🍼 Malfacini (2025). **Companion AI and human relationships**
https://doi.org/10.1007/s00146-025-02318-6

📰 Olsson & Spry (2025). **Teens and AI companions**
https://theconversation.com/teens-are-increasingly-turning-to-ai-companions-and-it-could-be-harming-them-261955

14. Bias and Equality in AI

Guidance and research focused on equality, human rights, and the mitigation of bias in AI systems.

📘 EHRC (2024). **AI and equality guidance**
https://www.equalityhumanrights.com/new-guidance-ai-and-equality-available-public-sector-bodies

📘 UK Government (2023). **AI in public services** https://www.gov.uk/data-ethics-guidance/artificial-intelligence-in-public-services

🧭 Ada Lovelace Institute (2022). **Algorithmic impact assessment in healthcare**
https://www.adalovelaceinstitute.org/project/algorithmic-impact-assessment-healthcare/

🧭 Hedlund (2025). GenEd Labs. **Who might be left out when GenAI tools enter the classroom and how do we make sure no learner is?** https://genedlabs.ai/about

15. Environmental cost of AI: energy use, carbon & sustainability

Evidence and commentary on the environmental and energy impacts of AI systems and digital technologies.

🍼 Hugging Face (2024). **Environmental Impacts of AI – Primer**
https://huggingface.co/blog/sasha/ai-environment-primer

📘 IEA (2025): **Energy and AI** https://www.iea.org/reports/energy-and-ai

🎧 BBC Radio 4 (19 Jun 2024): The Artificial Human – **How green is my AI?**
https://www.bbc.co.uk/sounds/play/m00208g4

📘 Green Software Foundation: **Software Carbon Intensity Specification**
https://sci.greensoftware.foundation/

🎥 Clark, S. (n.d.) **Should I feel guilty using AI?** YouTube video. Available at: https://www.youtube.com/watch?v=5sFBySzNIX0 (Accessed: 16 December 2025).

16. Evidence, risks & cognitive impacts of generative AI

Selected empirical studies, reviews, and theoretical papers examining the impacts, benefits, limitations, and risks of generative AI across healthcare, education, and communication.

Clinical performance, safety & decision-making

- Ayers et al. (2023). **Comparing Physician and Artificial Intelligence Chatbot Responses to Patient Questions Posted to a Public Social Media Forum**. JAMA Internal Medicine. https://doi.org/10.1001/jamainternmed.2023.1838
- Du & Juefei-Xu (2023). **Generative AI for Therapy? Opportunities and Barriers for ChatGPT in Speech and Language Therapy**. OpenReview. https://openreview.net/pdf?id=cRZSr6Tpr1S
- Green, J.R. (2024). **Artificial Intelligence in communication sciences and disorders: Introduction to the forum**. JSLHR. https://doi.org/10.1044/2024_JSLHR-24-00594
- Birol et al. (2025). **Is there any room for ChatGPT AI bot in speech-language pathology?** European Archives of Oto-Rhino-Laryngology. https://doi.org/10.1007/s00405-025-09295-y
- Balo et al. (2025). **Artificial intelligence in assessment and intervention of speech and language disorders: A literature review**. The European Research Journal. https://doi.org/10.18621/eurj.1677704

Cognition, learning & skill development

- Goddard, K., Roudsari, A., & Wyatt, J.C. (2012). **Automation bias: a systematic review.** JAMIA. https://doi.org/10.1136/amiajnl-2011-000089
- Gerlich, M. (2025). **AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking.** Societies. https://doi.org/10.3390/soc15010006
- Kosmyna, N. et al. (2025). Your Brain on ChatGPT: Accumulation of Cognitive Debt… arXiv preprint. https://arxiv.org/abs/2506.08872
- Macnamara, B.N. et al. (2024). **Does using artificial intelligence assistance accelerate skill decay and hinder skill development without performers' awareness?** Cognitive Research: Principles and Implications. https://doi.org/10.1186/s41235-024-00572-8
- Premkumar, P.P. et al. (2024). **Impact of generative AI on critical thinking skills in undergraduates: A systematic review**. Journal of Desk Research Review and Analysis. https://doi.org/10.4038/jdrra.v2i1.55
- Zhai, C. et al. (2024). **The effects of over-reliance on AI dialogue systems on students' cognitive abilities: A systematic review.** Smart Learning Environments. https://doi.org/10.1186/s40561-024-00316-7
- Zhao, G. et al. (2025). **Generative artificial intelligence amplifies the role of critical thinking skills and reduces reliance on prior knowledge while promoting in-depth learning.** Education Sciences. https://doi.org/10.3390/educsci15050554