

Using Generative AI in Healthcare:

Further Listening, Watching, Reading & Exploring

AI Chatbots (Large Language Models)

These are services that leverage advanced artificial intelligence to provide conversational interfaces. They can perform tasks like answering questions, writing content, coding assistance, and more.

ChatGPT from OpenAI for versatile conversational AI.

<https://chatgpt.com/>

Copilot by Microsoft, integrated with Microsoft products for enhanced productivity.

<https://copilot.microsoft.com/>

Claude by Anthropic, known for its ethical AI approach and thoughtful responses.

<https://claude.ai/>

Perplexity AI, designed to provide accurate, sourced answers to queries.

<https://www.perplexity.ai/>

Gemini by Google, offering multimodal capabilities across text, images, and coding.

<https://gemini.google.com/app>

DeepSeek, Chinese platform focusing on deep learning for various AI applications. (Beware there are some security concerns and you cannot opt out of your data being used to train future models)

<https://www.deepseek.com>

Meta AI by Meta, enhancing user experience across Meta's platforms.

<https://www.meta.ai/>

Grok by xAI, "aiming to provide truthful and helpful answers from an outside perspective on humanity." (This is what Grok wrote about itself!)

<https://x.com/i/grok>

AI Image and Art creators:

These platforms are AI-powered tools that transform your text descriptions into images, allowing you to create art and visuals effortlessly. Many of the chatbots above also generate images.

<https://ideogram.ai/>

<https://leonardo.ai/> (try 'real-time generation' for some fun!)

<https://www.midjourneyfree.ai/>

<https://piclumen.com/app/image-generator/explore> (great for consistent character images)

<https://www.canva.com/ai-image-generator/>

<https://www.openart.ai/>

AI summarisers:

<https://www.notta.ai/en/blog/best-ai-summarizers> - 2025 article reviewing the best summarisers

<https://www.notta.ai/en> - Turns audio and video into text and summaries

<https://eightify.app/> - Summarizes YouTube videos quickly

<https://www.scholarcy.com/scholarcy-features> - Pulls out key points from research papers

Tools for Locating research:

SciSpace <https://scispace.com/>

Elicit <https://elicit.com/>

Consensus <https://consensus.app/>

Other AI Tools:

<https://notebooklm.google/> - upload docs, websites, videos to produce summaries, podcasts and more!

<https://goblin.tools/> - breaks down tasks

<https://www.napkin.ai/> - creates visuals from text

<https://gamma.app/> - designs slides and presentations

<https://www.heygen.com/> - video and avatar generator

<https://www.synthesia.io/> - video and avatar generator

<https://pi.ai/> - chatbot with 'emotional intelligence'

<https://suno.com/> - create lyrics and music

<https://doctransgpt.com/> - translates documents into over 100 languages

<https://ttsopenai.com/> - text to speech by Open AI

<https://www.openai.fm/> - website to test out different voices and prompts for text to speech

ChatGPT – specialised GPTs (found under 'Explore GPTs' in ChatGPT)

For SLT (developed by Rachel Barton):

<https://chatgpt.com/g/g-dFOZS78Us-wordmango> - AI-powered word-learning assistant designed to support teenagers with Developmental Language Disorder (DLD)

<https://chatgpt.com/g/g-s4r14L260-analogymango> - Creates customised analogies for speech and language therapists, educators, and caregivers to explain concepts to children.

<https://chatgpt.com/g/g-dKQi9sWlq-conceptmango> - Creates fun activities for teaching concepts to children

For Learning:

<https://chatgpt.com/g/g-hRCqjqVIM-tutor-me> (Khan Academy)

For Evaluating Research:

<https://chatgpt.com/g/g-kZ0eYXlJe-scholar-gpt> (Built in critical reading skills)

Companies using AI in health related software (descriptions with support from Perplexity & ChatGPT):

<https://beautifulvoice.co.uk/>

Beautiful Voice focuses on making speech therapy accessible and engaging, specifically for adults, both at home and with therapists. For individuals, it provides a personal coach that identifies speech weaknesses and delivers customised, interest-based training. For therapists, it offers tools to streamline assessments and treatment delivery, enhancing efficiency and outcomes. Their mission is to create a fun and effective way for adults to improve their speech.

<https://www.cognishine.com/>

Cognishine is a digital platform for therapists, supporting cognition, language, speech, and social communication. Designed for multidisciplinary use, it aids conditions like stroke recovery, brain injury, speech disorders, and autism. Key features include remote and in-person sessions, a library of culturally adapted activities, tools for creating custom content, and engagement tracking.

<https://chatty-learning.com/chatty-software/>

Chatty Learning's Chatty Toolbox helps children improve vocabulary with tools like Chatty Nouns, Verbs, and Topics, covering essential words and subject-specific vocabulary. The software is research-based, supporting children with language delays or EAL.

<https://www.ogmaththerapy.com/>

Ogma Therapy uses AI-driven tools and animated agents to support SLTs in delivering evidence-based speech and language therapy. Designed for family convenience, it offers flexible scheduling, at-home practice tools, and 24/7 therapist access. The Ogma Assistant streamlines admin tasks like note-taking, enabling therapists to focus on care. Ogma aims to make therapy more accessible, efficient, and child-focused.

<https://www.heidihealth.com/>

Heidi Health is an AI-powered medical scribe that automates clinical documentation, allowing healthcare providers to focus more on patient care. It transcribes consultations in real-time, creates customisable templates, and integrates with Electronic Health Records (EHR) systems. The platform ensures GDPR and HIPAA compliance, improving documentation accuracy and efficiency while reducing administrative burdens for clinicians.

<https://kinva.health/>

Kinva Health is a secure digital platform for health professionals to deliver personalised therapy plans, monitor client progress, and manage caseloads efficiently. It supports real-time tracking, secure communication, and collaboration with specialists, ensuring compliance with data protection standards. Kinva focuses on improving patient outcomes and streamlining therapy across various healthcare settings.

<https://tortus.ai/>

TORTUS is a London-based health technology company that has developed an AI-powered assistant designed to reduce the administrative workload of healthcare professionals. By integrating with Electronic Health Record (EHR) systems, TORTUS captures audio during patient consultations and uses advanced speech-to-text AI to generate immediate medical notes, letters, and clinical codes for clinician review. This automation allows healthcare providers to focus more on patient care rather than paperwork.

<https://www.lyrebirdhealth.com/uk>

Lyrebird Health is an AI-powered medical scribe that transcribes consultations in real-time, generating clinical notes and documents for easy Electronic Medical Record integration. It adapts to user preferences over time, improving efficiency and allowing healthcare providers to focus more on patient care.

<https://www.england.nhs.uk/long-read/guidance-on-the-use-of-ai-enabled-ambient-scribing-products-in-health-and-care-settings/>

NHS England guidance for the use of AI-enabled ambient scribes

Companies using AI in education related software:

<https://www.khanmigo.ai/>

Khanmigo is Khan Academy's AI-powered tutor and teaching assistant, offering personalised guidance for students and support for educators. It helps learners with problem-solving, writing feedback, and coding exercises, while assisting teachers with lesson planning, progress tracking, and resource creation. Khanmigo integrates with platforms like Canvas and is available via subscription for learners, with free access for educators.

<https://mizou.com/>

Mizou is a GDPR compliant educational platform that enables teachers to create and utilise advanced AI chatbots for various purposes, including quizzes, writing sessions, interactive activities, assessments, and homework. It supports up to 50 languages, enhancing student engagement and allowing educators to focus more on creativity and learning.

Podcasts:

- Stanford Graduate School of Business Podcast (June 2024): *Co-Intelligence: An AI Masterclass with Ethan Mollick* <https://stanford.io/3KCWJDo>
- The Ezra Klein Show Podcast (April 2024): *How should I be using AI right now?* <https://open.spotify.com/episode/1d2kAxYfxhfmPCvdUNIQmd>

- RCSLT Podcast (Oct 2024): Using Generative AI in speech and language therapy: a journey from sceptic to advocate
<https://soundcloud.com/rcslt/introduction-to-using-gen-ai>
- The first in a 6 part series on AI in SLT from RCSLT
- Diary of an SLT Podcast (August 2024): Ruth Crampton with Rachel Barton – Using AI to enhance my therapy sessions and enthuse others
<https://open.spotify.com/episode/4yTAOiPhylqiYWwDR6X3Wwy?si=vky3V5YtQ4CEuUuuPHyDAQ>
- 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>
- Speak Up A Speech Pathology Australia Podcast : AI and Language Sample Analysis S7E04
<https://on.soundcloud.com/fEChsvyomHavrxp6>
- Your Everyday AI – Newsletter, YouTube videos, and podcasts with Jordan Wilson. Also offers a free prompting course.
<https://www.youreyverydayai.com/>
<https://www.youreyverydayai.com/ai-in-education-podcast/>
<https://www.youreyverydayai.com/ai-in-healthcare-podcast/>
- The Artificial Human Podcast (Radio 4)
<https://www.bbc.co.uk/programmes/m001wjf8>
- Google DeepMind: The Podcast – Hannah Fry
<https://open.spotify.com/show/39fjU5Q5L5UecTCRMeqjwb?si=2598ca7c47bc4d75>
- The Infinite Monkey Cage – How I is AI? (Radio 4) (Nov 2023)
<https://www.bbc.co.uk/sounds/play/p0gr7lx0>
- WriteUpp Podcast – Human Touch in a Digital World: Using AI in Healthcare (January 2024)
https://www.youtube.com/watch?v=6U_uLjXEJAY&t=24s

Videos:

- Henrik Kniberg – Generative AI in a Nutshell: How to survive and thrive in the age of AI
<https://www.youtube.com/watch?v=2IK3DFHRfw>
- CGP Grey – How AIs, like ChatGPT, Learn
<https://www.youtube.com/watch?v=R9OHn5ZF4Uo>
- Grant Sanderson – Large Language Models explained briefly
https://youtu.be/LPZh9BOjkQs?si=B47Xc_zu2jUeHrKL

- Introducing GPT-4o
<https://www.youtube.com/watch?v=DQacCB9tDaw>
- Two GPT-4os interacting and singing
https://www.youtube.com/watch?v=MirzFk_DSil
- Introducing Sora — OpenAI's text-to-video model
https://youtu.be/HK6y8DAPN_0
- Hayls World – 10 ChatGPT hacks that take it to the next level
<https://www.youtube.com/watch?v=LHNghEPMZIs>
- Hayls World – 10 AI tools you must know in 2024
<https://www.youtube.com/watch?v=YN9x04rhm7c>
- The AI Advantage – ChatGPT Advanced Voice Mode
<https://www.youtube.com/watch?v=mJ1rWch5Ekw>

Research and Articles Relating to SLT and AI:

- ASHA article (March/April 2024) *Using ChatGPT to create treatment materials*
<https://leader.pubs.asha.org/doi/10.1044/leader.EOAI.29032024.chatgbt-therapy-materials-slp.26/full/>
- Balo, E., Ökte, B. & Selvi Balo, S., 2025. *Artificial intelligence in assessment and intervention of speech and language disorders: A literature review*. *The European Research Journal*, 11 (4), pp. 821–829. <https://doi.org/10.18621/eurj.1677704>.
- Barton, R (June 2024) *Getting the Best Service from Generative AIs: The SERVE Prompt Framework* <https://www.chatterboxsussex.com/post/getting-the-best-service-from-generative-ais-the-serve-prompt-framework>
- Barton, R (June 2024) *How can AI Support Young People with DLD?* <https://www.chatterboxsussex.com/post/how-can-ai-support-young-people-with-dld>
- Barton, R (July 2024) *The Future is Now: AI's Potential to Revolutionise Speech and Language Therapy* <https://www.chatterboxsussex.com/post/the-future-is-now-ai-s-potential-to-revolutionise-speech-and-language-therapy>
- Birol, N.Y., Çiftci, H.B., Yılmaz, A., Çağlayan, A. and Alkan, F. (2025) 'Is there any room for ChatGPT AI bot in speech-language pathology?', *European Archives of Oto-Rhino-Laryngology*, 282(6), pp. 3267–3280. doi:10.1007/s00405-025-09295-y. Available at: <https://doi.org/10.1007/s00405-025-09295-y>.
- Cassity, J (Jan 2024) *ChatGPT and the SLP*
<https://www.thedigitalslp.com/chatgpt-and-the-slp/>
- City, University of London. (2024, October 29). *Using AI to transform speech therapy*.
<https://www.city.ac.uk/news-and-events/news/2024/october/ai-transform-speech-therapy>
- Du & Juefei-Xu (2023). *Generative AI for Therapy? Opportunities and Barriers for ChatGPT in Speech and Language Therapy*
<https://openreview.net/pdf?id=cRZSr6Tpr1S>

- Eldawlatly, S. On the role of generative artificial intelligence in the development of brain-computer interfaces. *BMC Biomed Eng*, 6, 4 (2024). <https://doi.org/10.1186/s42490-024-00080-2>
- Furze, L. (2025) *Artificial Intelligence and Assistive Technologies: A Practical Guide*. 18 June. Available at: <https://leonfurze.com/2025/06/18/artificial-intelligence-and-assistive-technologies-a-practical-guide/>
- Georgieva-Tsaneva, G., Andreeva, A., Tsvetkova, P., Lekova, A., Simonska, M., Stancheva Popkostadinova, V., Dimitrov, G., Rasheva-Yordanova, K., & Kostadinova, I. (2023). Exploring the Potential of Social Robots for Speech and Language Therapy: A Review and Analysis of Interactive Scenarios. *Machines*, 11(7), Article 7 <https://doi.org/10.3390/machines11070693>
- Green, J.R. (2024) 'Artificial Intelligence in communication sciences and disorders: Introduction to the forum', *Journal of Speech, Language, and Hearing Research*, 67(11), pp. 4157-4161. https://doi.org/10.1044/2024_JSLHR-24-00594
- Nesta.org – How might the early years sector use generative AI? <https://www.nesta.org.uk/project-updates/how-might-the-early-years-sector-use-generative-ai/>
- RCSLT AI Information Pages: <https://www.rcslt.org/members/delivering-quality-services/artificial-intelligence-resources/#section-1>
- University of Technology Sydney (2025) 'AI helps stroke survivors find their voice', *UTS News*. Available at: <https://www.uts.edu.au/news/2025/07/ai-helps-stroke-survivors-find-their-voice>
- Valencia, S. et al. (2023). "The less I type, the better": How AI Language Models can Enhance or Impede Communication for AAC Users. <https://dl.acm.org/doi/fullHtml/10.1145/3544548.3581560>

More General Research and Articles Relating to Generative AI:

- Abbas, M., Jam, F.A. & Khan, T.I. *Is it harmful or helpful? Examining the causes and consequences of generative AI usage among university students*. *Int J Educ Technol High Educ*, 21, 10 (2024). <https://doi.org/10.1186/s41239-024-00444-7>
- Ahmad, S.F., Han, H., Alam, M.M. et al. *Impact of artificial intelligence on human loss in decision making, laziness and safety in education*. *Humanit Soc Sci Commun*, 10, 311 (2023). <https://doi.org/10.1057/s41599-023-01787-8>
- Bowen, J. A. (n.d.). *AI literacy and prompting. Teaching Naked*. Retrieved January 28, 2025, from <https://teachingnaked.com/prompts/> Provides guidance on developing AI literacy and effective prompting strategies to enhance educational outcomes and critical thinking skills.

- Deng R., Jiang M., Yu X., Lu Y., & Liu S. *Does ChatGPT enhance student learning? A systematic review and meta-analysis of experimental studies*. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2024.105224>
- Dergaa I., Ben Saad H., Glenn JM, et al. (Apr 2024) From tools to threats: a reflection on the impact of artificial-intelligence chatbots on cognitive health. *Front Psychol*. 2;15:1259845.<https://doi.org/10.3389/fpsyg.2024.1259845>
- Gerlich, M., 2025. *AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking*. *Societies*, 15(6), pp.1-28. Available at: <https://doi.org/10.3390/soc15010006>
- Goh, E. et al. *Influence of a Large Language Model on Diagnostic Reasoning: A Randomized Clinical Vignette Study* (preprint, not yet certified by peer review). <https://www.medrxiv.org/content/10.1101/2024.03.12.24303785v1.full.pdf>
- Kosmyna, N., Hauptmann, E., Yuan, Y.T., Situ, J., Liao, X.-H., Beresnitzky, A.V., Braunstein, I. & Maes, P., 2025. *Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task*. arXiv [Preprint] 2506.08872. Available at: <https://arxiv.org/abs/2506.08872>
- Law, J.B. (2025) 'Does AI kill critical thinking? Maybe not if we use it right', *Substack*, 11 February. Available at: https://open.substack.com/pub/jeannebealaw/p/does-ai-kill-critical-thinking-not?utm_campaign=post&utm_medium=web
- Mollick, E. (n.d.). *One Useful Thing*. Retrieved January 28, 2025, from <https://www.oneusefulthing.org/> A blog and newsletter that explores the implications of artificial intelligence on work, education, and life, offering research-based insights and practical guidance

AI in Education:

- Government of the United Kingdom (2025) *PM launches national skills drive to unlock opportunities for young people in tech*. [Online]. Available at: <https://www.gov.uk/government/news/pm-launches-national-skills-drive-to-unlock-opportunities-for-young-people-in-tech>
- Department for Education (2023; updated 2025) *Generative artificial intelligence (AI) in education*. [Online]. Available at: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- Department for Education (2025) *Generative AI: product safety expectations*. [Online]. Available at: <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations> (Accessed: [today's date]).
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- Dolan, E. W. (2024, March 25). *ChatGPT linked to declining academic performance and memory loss in new study*. *PsyPost*. <https://www.psypost.org/chatgpt-linked-to-declining->

[academic-performance-and-memory-loss-in-new-study/](#) ChatGPT linked to declining academic performance and memory loss in new study.

- Laura Dumin – Repository of AI information for educators. <https://ldumin157.com/> Repository of AI Information: Curated by Dr. Laura Dumin, a professor in English and Technical Writing at the University of Central Oklahoma - offers a comprehensive collection of AI-related content, including teaching aids, articles, and practical advice for integrating AI into educational settings.
- Hardman, P., 2025. Your learners are using AI to redesign your courses. *Dr Philippa Hardman – Substack*, posted 5 June. Available at: <https://drphilippahardman.substack.com/p/your-learners-are-using-ai-to-redesign>
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This article reviews 5 recent research papers.

- Kangwa, D., Msafiri, M. M., & Zhang, W. (2025). *Can Generative AI revolutionise academic skills development in higher education? A systematic literature review*. *European Journal of Education*, 60(1), e70036. <https://doi.org/10.1111/ejed.70036>
- Kılınç, S. (2024). *Comprehensive AI assessment framework: Enhancing educational evaluation with ethical AI integration*. *Journal of Educational Technology & Online Learning*, 7(4), 521-540. <https://dergipark.org.tr/en/pub/jetol/issue/82927/1492695>

This article explores the development of a comprehensive framework for integrating artificial intelligence into educational assessment.

- Liang, W., Yuksekgonul, M., Mao, Y., Wu, E. & Zou, J., 2023. GPT Detectors Are Biased against Non-Native English Writers. *Patterns*, 4(7), Article ID 100779. Available at: [https://www.cell.com/patterns/fulltext/S2666-3899\(23\)00130-7](https://www.cell.com/patterns/fulltext/S2666-3899(23)00130-7)
- Lu, J., Zheng, R., Gong, Z., & Xu, H. (2024). *Supporting teachers' professional development with generative AI: The effects on higher order thinking and self-efficacy*. *IEEE Transactions on Learning Technologies*. Advance online publication. <https://doi.org/10.1109/TLT.2024.3369690>
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- OpenAI, 2025. *Top 20 chats for finals*. ChatGPT for Education [online], 7 May. Available at: <https://edunewsletter.openai.com/p/top-20-chats-for-finals>

- Premkumar, P. P., Yatigammana, M. R. K. N., & Kannangara, S. (2024). *Impact of generative AI on critical thinking skills in undergraduates: A systematic review*. *Journal of Desk Research Review and Analysis*, 2(1), 199–215. <https://doi.org/10.4038/jdr.v2i1.55>
- Pindell, N., 2025. *The Challenge of AI Checkers*. Center for Transformative Teaching, University of Nebraska–Lincoln, accessed 19 June 2025. Available at: <https://teaching.unl.edu/ai-exchange/challenge-ai-checkers/>
- Eaton, S.E. (2025) "Teaching Fact-Checking Through Deliberate Errors: An Essential AI Literacy Skill", *Postplagiarism*, 23 April. Available at: <https://postplagiarism.com/2025/04/23/teaching-fact-checking-through-deliberate-errors-an-essential-ai-literacy-skill/> Includes a downloadable resource to use with students
- Turnitin Blog – How will AI impact skill development in education? <https://www.turnitin.com/blog/how-will-ai-impact-skill-development-in-education>
This article explores the dual-edged nature of AI in education, discussing how AI tools can both hinder and enhance skill development depending on their application.
- The Alan Turing Institute – Generative AI in Education. https://www.turing.ac.uk/sites/default/files/2023-08/generative_ai_in_education_-_the_alan_turing_institute_0.pdf
This report delves into the potential benefits and challenges of integrating generative AI into educational contexts, offering insights into ethical considerations and future implications.
- Zhai, C., Wibowo, S., & Li, L. D. (2024). *The effects of over-reliance on AI dialogue systems on students' cognitive abilities: A systematic review*. *Smart Learning Environments*, 11 (28). <https://doi.org/10.1186/s40561-024-00316-7>
- Zhao, G., Sheng, H., Wang, Y., Cai, X., & Long, T. (2025). *Generative artificial intelligence amplifies the role of critical thinking skills and reduces reliance on prior knowledge while promoting in-depth learning*. *Education Sciences*, 15(5), 554. <https://doi.org/10.3390/educsci15050554>

AI, Safeguarding and AI Companions:

- eSafety Commissioner Australia (2025) 'AI chatbots and companions – risks to children and young people', *eSafety Commissioner*. Available at: <https://www.esafety.gov.au/newsroom/blogs/ai-chatbots-and-companions-risks-to-children-and-young-people>
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- Malfacini, K. *The impacts of companion AI on human relationships: risks, benefits, and design considerations*. *AI & Soc* (2025). <https://doi.org/10.1007/s00146-025-02318-6>

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- Reuters. (2025, August 14). *Meta's flirty AI chatbot invited a retiree to New York. He never made it home* [Special report]. Reuters. Retrieved from <https://www.reuters.com/investigates/special-report/meta-ai-chatbot-death/> or listen to podcast: <https://www.reuters.com/podcasts/metas-flirty-chatbot-man-who-never-made-it-home-2025-08-16/>

AI in Healthcare:

- Genovese, A., Borna, S., Gomez-Cabello, C. A., Haider, S. A., Prabha, S., Trabilisy, M., & Forte, A. J. (2025). *From Promise to Practice: Harnessing AI's Power to Transform Medicine*. *Journal of Clinical Medicine*, 14(4), 1225. <https://doi.org/10.3390/jcm14041225>
- Goddard, K., Roudsari, A., & Wyatt, J. C. (2012). *Automation bias: a systematic review of frequency, effect mediators, and mitigators*. *Journal of the American Medical Informatics Association*, 19(1), 121–127. <https://doi.org/10.1136/amiajnl-2011-000089>
- The Health Foundation: Shah, H. (2025) *Hype, hallucination, hope: What might AI mean for our health?* Available at: <https://www.health.org.uk/events/hype-hallucination-hope-what-might-ai-mean-for-our-health>
- The Health Foundation: Shah, H. (2025) *How do we make a success of artificial intelligence in health?* Available at: <https://www.health.org.uk/features-and-opinion/blogs/how-do-we-make-a-success-of-artificial-intelligence-in-health>
- The Health Foundation – *Priorities for an AI in Healthcare Strategy* (26th June 2024). <https://www.health.org.uk/publications/long-reads/priorities-for-an-ai-in-health-care-strategy>
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<https://www.chatterboxsussex.com/aiworkshops> - Rachel Barton, SLT

<https://coursebeetle.co.uk/courses/generative-ai/> - 2 part course with Rachel Barton, SLT

