



Case Study 19: University of the West of England

How AI is Supporting Patient Communication Assessments

What issue were we trying to address and why?

The Genomics PGCert at University of the West of England (UWE) Bristol is a 22-month part-time programme designed to equip nurses with the expertise to integrate genomics seamlessly into clinical practice. It is backed by Health Education England and delves into critical areas such as genetics, genomics, genetic counselling, research, and leadership. What makes the programme stand out is its immediate impact - since participants are typically NHS nurses, the knowledge gained is quickly applied in real-world settings. There are opportunities to collaborate with leading healthcare organisations and the programme prepares graduates not only for advanced nursing and management roles but also to lead the integration of genomics into everyday healthcare, ultimately enhancing patient outcomes.

On the PGCert Genomics the two main assessments are:

1. A group presentation.
2. The creation of an informational leaflet for patients.

The latter assessment has a unique real-world impact – exceptional leaflets can be adopted by NHS Trusts for actual use. However, the traditional methods of creating these materials and drafting reports were found to be time-consuming, especially for students with limited design experience, such as nurses. The Genomics team needed to offer a technical solution that would streamline these processes and better prepare nursing students for the real world, where information communication is an additional requirement on top of a very busy workload.

What we did

To address the challenge Aniko has introduced AI tools into the course assessments. (Copilot is the generative AI platform available to all students and staff at UWE). She encourages the students to use AI as part of the leaflet design process, allowing them to create structured and effective materials more efficiently. This approach has not only saved time for students but also improved the quality of the work, allowing students to focus on critical thinking and patient care. Their new AI skills can help them in the future in a multitude of different ways, for example when drafting letters for patients who are being released from hospital.

Additionally, the team launched a mini-project to explore students' engagement with AI. They surveyed students on their prior experience with AI, the tools they use, their opinions on AI, and perceived barriers to its adoption. The team then analysed the top five and bottom five leaflets in terms of marks, examining the role AI played in their creation. They are also testing the five best leaflets with patients to gather feedback.

Who was involved

Genomics Programme Team, staff and nursing students.

How do you plan to develop the intervention/ activity?

The team are considering using Adobe Express with students to help with the design elements as well as the words.

1. **Identify clear goals:** Ensure the purpose of AI integration aligns with learning outcomes, such as improving efficiency or fostering critical thinking.
2. **Provide Training:** Offer training to help students and staff feel confident in using AI tools effectively. UWE Bristol library can help here.
3. **Foster ethical awareness:** Educate students on responsible AI use, including data privacy and understanding AI limitations.
4. **Engage students:** Collect feedback from both students and external stakeholders (e.g. patients) to refine the approach and measure impact.
5. **Evaluate and iterate:** Regularly assess the outcomes of AI integration and make adjustments based on data and user feedback.

Further Information

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