

AI-driven communication training for care workers and its implications for English for healthcare courses

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SLC – 850+ hours of digital English for Healthcare



English
for Doctors



English
for Nurses



English for Nurses
Foundation



English
for Care



Mastering
Communication in
Social Care



English
for Pharmacy



English
for Radiology



English for
Medical Academic
Purposes



English for
Pandemics



Essential
Grammar for
Healthcare



Advanced
Grammar for
Healthcare



Writing for
Publication



An Introduction
to Medical
Humanities



Medical
Terminology



Reach OET B
Medicine



Reach OET B
Nursing



OET Practice
Tests



Reach IELTS



IELTS Practice
Tests

Fully developed
teaching
platform.

All devices.

Institutional
licences from
€6 per month



THE PROBLEM – WHERE WE STARTED

390,000

overseas-born workers
in the UK direct
care workforce

and rising.

- | | |
|---|---|
| › | Skilled workers in demanding care settings — but little or no structured language support |
| › | Existing solutions, e.g. evening classes, in-house tuition, are incompatible with long, unpredictable care shifts |
| › | Learners rely on simple sentences from their first language, inc. many habitual errors |
| › | When conversations go off-script, confidence collapses, communication breaks down — and care quality suffers |
| › | The care training market is not structured to solve this problem |

THE WIDER CONTEXT – ENGLISH FOR HEALTHCARE

For example

5-10m undergraduate
nurses worldwide

(and rising)

- › English needed to read materials & research, access professional development, and deliver care in multilingual clinical settings
- › English language training programmes are squeezed around clinical education and work placements
- › Programmes don't provide the time for learners to build and practice practical, care-specific clinical communication
- › In practice, when conversations go off-script, confidence collapses, communication breaks down — and care quality suffers
- › Nursing training programmes are not structured to solve this problem
- › **NOT JUST NURSING** – the same issues exist in medicine, allied health, care

CARE WORKERS – THE SOLUTION – 4 key components

1. AI Service Users / Patients

AI characters play a range of care service users — responding in character to the learner in multiple realistic scenarios. Dialogues are always different.

2. AI Tutors – guidance, feedback, tips

Initial input on content, language and task. Then two levels of feedback and support – one for students, one for teachers/admins. Give (1) help during roleplay and then (2) structured, scored feedback + learning recommendations after every roleplay.

3. Mobile-First

Runs on any smartphone, tablet and PC. Learners can practise difficult conversations on a break, in their own time, as often as they need.

4. RAG-Grounded Context and Safety

All AI responses come from Retrieval-Augmented Generation in validated SLC English for Care content, UK Care Certificate and Care Quality Commission guidelines — **not free-form AI generation.**

The RAG Layer – English for Care



ENGLISH FOR CARE
DELIVERING OUTSTANDING CARE

3rd EDITION

Accredited
cpd
Activity

60
HOURS

ONLINE

ENGLISH LEVEL: A2-B1
Elementary & Lower-intermediate

Communicating accurately and effectively is critical to the safety, care and wellbeing of patients.

The course is designed for care professionals and students with an elementary or low-intermediate (A2-B1) level of English who work or study in English.

This course teaches care professionals and students to communicate both confidently and accurately.

Course Topics include:

- ✓ Introducing yourself
- ✓ Pressure area care
- ✓ Talking about the body
- ✓ Falls and injuries
- ✓ Patient admissions
- ✓ Elderly patients
- ✓ Taking observations
- ✓ Infection control
- ✓ Eating and drinking
- ✓ Talking about pain
- ✓ Personal care
- ✓ Mental Health
- ✓ Mobility
- ✓ Hospital charts



MASTERING COMMUNICATION IN SOCIAL CARE

Accredited
cpd
Activity

8
HOURS

ONLINE

professionals, including teachers and course understand the best courses to produce g

Learn when and

These courses can be on tablet or smartphone wherever you have a and exercises are shown even 10 minutes can



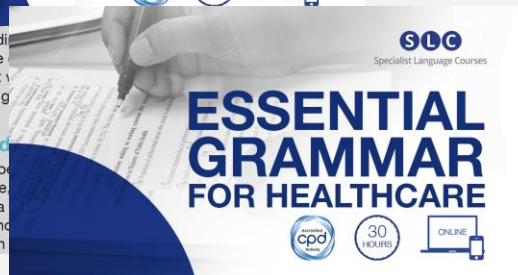
MEDICAL TERMINOLOGY

SLC
Specialist Language Courses

Accredited
cpd
Activity

30
HOURS

ONLINE



ESSENTIAL GRAMMAR FOR HEALTHCARE

SLC
Specialist Language Courses

Accredited
cpd
Activity

30
HOURS

ONLINE

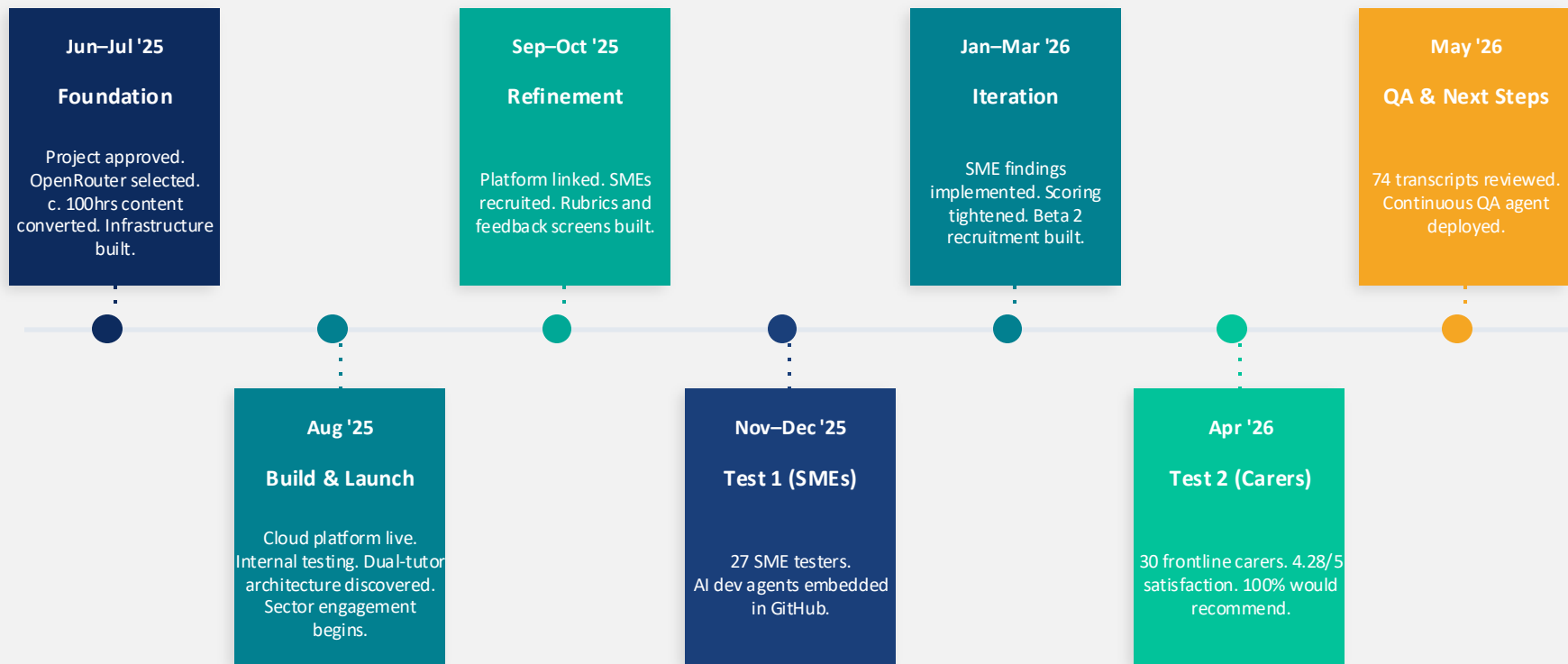


THE CARE CERTIFICATE



CareQuality Commission

DEVELOPMENT – 12 MONTHS AT A GLANCE



THE TECHNICAL BUILD

LLM Gateway

OpenRouter — single API to GPT, Claude, Mistral, Command R and more. Transparent pricing, model-agnostic, no vendor lock-in.

Scene contract JSON for AI Service Users

Character-based AI playing care residents / service users (agentic AIs). In-character responses with hard guardrails: escalation flags for risk.

System level prompts + RAG Layer

c. 130 hrs SLC content (English for Care, Mastering Communication, Medical Terminology, Essential Grammar for Healthcare) restructured and mapped to Care Certificate units and Care Quality Commission guidelines.

Input + Dual-Tutor Model

1. Initial input – language, practice scenarios, transcripts, task
2. Student Tutor/Guide during role play (level-appropriate feedback via on-screen Help)
3. Teacher Tutor (scored, detailed feedback + recommendations after role play - shareable).

Quality Assurance Agentic AI

Custom-built AI to read transcripts, identifies errors, e.g. service care users' responses and teacher feedback, and suggests repairs.

Voice Integration

ElevenLabs / Mistral text-to-speech and speech-to-text input integrated – enables conversation transcribed on-screen.

EXTERNAL TEST 1 — SUBJECT MATTER EXPERTS

27

Structured responses

40

Additional transcripts

82%

Clinical educators

0

Unsafe outputs reported

What Testers Praised

- Educational input and content
- Diverse AI characters and responses
- Realistic care language and scenarios
- RAG layer consistently cited SLC content and Care Certificate units
- No explicitly unsafe output across all testers

Risks Identified (all actioned)

- Responsibility-shifting language
- Potential risks on pain/distress/mobility not flagged consistently
- Response verbosity and repetition increasing cognitive load
- Scoring leniency — high scores despite weak interactions

TRANSCRIPT REVIEW — 74 CONVERSATIONS

[CRITICAL] Role reversal

AI resident acted as the carer in several transcripts — delivering a structured care plan with markdown headings.

Fix →

Hard prompt constraint added: 'You are the resident. Never act as carer or staff.'

[CRITICAL] Stage directions & emoji in chat

Asterisk-wrapped stage directions and emoji hearts appeared — inappropriate in a realistic care simulation.

Fix →

Explicit ban on asterisks, markdown formatting, bullets, and emoji in AI chat output.

[HIGH] Scoring leniency (quantified)

12 words across 3 turns scored 8/10 because action buttons handled tasks. Flawless 6-turn transcript: 10/10. Only 2 points apart.

Fix →

Action buttons no longer carry weight in communication score. Turn-count multiplier added.

[HIGH] 100–130 word AI responses

AI residents disclosed all clinical information in the first turn — leaving nothing for learners to discover.

Fix →

Response capped at 2–3 sentences. Information released progressively.

RISK-SEVERITY FRAMEWORK

Introduced after Test 1. Now the working language for all AI quality decisions.

GREEN

- Definition:** Safe, appropriate and effective
- Response:** Preserve and reuse as training exemplars

AMBER

- Definition:** Suboptimal but not unsafe
- Response:** Prompt tuning and memory control

RED

- Definition:** Boundary or safeguarding risk
- Response:** Hard guardrails, forced escalation, immediate fix required

EXTERNAL TEST 2 — FRONTLINE CARERS

30

Frontline carers tested

4.28/5

Overall satisfaction

4.50/5

Useful for EAL learners

100%

Would recommend

Question	Mean / 5	Agree+SA %
Scenarios felt realistic	4.33	93%
Enjoyable / fun	4.17	93%
Easy to use	4.25	73%
Improved confidence	4.25	93%
AI feedback was helpful	4.25	73%
Helps with real conversations	4.25	83%
Will improve safety	4.25	93%
Useful for English learners in care	4.50 ★	93%

CONTINUOUS QUALITY ASSURANCE AGENT

100% of new transcripts are now automatically reviewed by the QA agent.

- ✓ In-character consistency of the AI service user
- ✓ Appropriate response length and pacing
- ✓ Absence of formatting artefacts (stage directions, markdown, emoji)
- ✓ Appropriateness of tutor scoring against the actual conversation
- ✓ Presence of unprofessional language
- ✓ Adherence to escalation expectations

Early Warning

Regressions in AI behaviour caught within hours — not waiting for the next test cycle.

Evidence Base

Every platform behaviour backed by a population of reviewed transcripts.

Continuous Improvement

The same review logic drives prompt updates — improvements compound over time.

KEY PEDAGOGICAL LEARNINGS

This is a language-learning project before it is an AI project.

Non-determinism is a pedagogical advantage

The LLM responds differently every time. Unlike fixed e-learning or linear chatbots, each attempt feels like a real care interaction rather than a drill.

Carers told us this realism was what they valued most.

Repetition with variation builds real skill

Learners can attempt the same scenario many times, try different approaches, and work towards a higher score.

That cycle is closer to how communication skills are actually built — and fits task-based language teaching well.

Curriculum-grounded feedback is safer and more useful

The RAG layer grounds tutor feedback in SLC course content. Testers noticed: e.g. the tool 'gave correction to wrong use of English and suggested what should be said instead.'

Generic AI feedback does not do this for such high context language.

Feedback must be pitched at the learner's level

The dual-tutor split taught us this directly. The more capable feedback model was too much for some lower-level learners still building confidence — better suited to a teacher wanting a fuller analysis of their learner's communication competence. The in-dialogue support is easier to work with.

IMPLICATIONS FOR LANGUAGE TEACHERS

This is a language-learning project before it is an AI project.

Teachers are complemented not substituted

Teachers integrate contextualized AI practice into tutored delivery, guiding learners towards desired outcomes. Learners get levels of practice that are impossible to achieve within or outside classroom time.

Teachers have access to rich language data sets

Teachers access transcripts, a rich set of language information for each learner in a professional context – grammar, syntax, communication skills.

This knowledge is perfect for planning lessons and creating plans focusing on what learners need most.

Teachers can teach more freely

Teachers have more time and greater flexibility to do what matters most – guide, mentor, explain, provide tailored support and feedback, providing levels of personalization, empathy and engagement that AI cannot.

Teachers can extend and focus learning for students

Teachers can create targeted learning inputs that build learners' communication skills in different scenarios. Learners then practice on the AI tool. Teachers check transcripts to assess learning efficacy.

DEMO

slc.codesortium.com/dashboard

Welcome back, peter

1 Scenarios Completed

70% Best Score

1 Level

Modules [View all →](#)

MODULE 1
Introducing yourself and welcoming service users
Practise greeting residents warmly and introducing yourself as their carer
0/2 completed

MODULE 2
Talking about food and drink
Communicate clearly about meal preferences, dietary needs, and hydration
0/2 completed

MODULE 3
Talking about personal care
Discuss washing, dressing, and personal hygiene with sensitivity and respect
0/2 completed

MODULE 4
Talking about mobility
Support residents with movement, transfers, and independence safely
1/2 completed

Badges 1 **Scores** 2 **Continue** 98

First Steps
Complete your first scenario

Chatty Carer
Complete 5 scenarios

Master Communicator
Complete all 14 scenarios

Star Performer
Score 90% or higher

Friendly Face
Complete all Module 1 scenarios

Carer James

[Sign Out](#)

00:02

WHERE NEXT?



NEXT STEPS

We want you!

- ✓ Try the app with your learners for free!
- ✓ Give us your feedback
- ✓ Be part of the future of Medical English course design



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