Artificial intelligence (AI) is rapidly influencing professional practice, including healthcare, yet many higher education programmes lack structured approaches for developing students' critical and ethical engagement with generative AI tools. In professionally regulated disciplines such as Nursing, Midwifery and Allied

Health, digital competence must align with professional accountability, data protection, and patient safety. Without appropriate guidance, students may adopt AI tools in ways that risk inaccuracies, bias, or over-reliance, potentially undermining professional judgement and safe practice.

Between 2024 and 2025, the University of West London implemented a university-wide AI literacy initiative alongside a blended staff development programme designed to build academic capability in the responsible use of generative AI in teaching and assessment. Informed by European Framework for the Digital Competence of Educators and emerging guidance on AI in higher education, the staff development model combined self-paced online learning within the institutional virtual learning environment (VLE) with interactive workshops, enabling academics to develop both foundational understanding and practical strategies for integrating AI literacy into their teaching.

Building on this staff capability development, the initiative introduced curriculum-embedded AI literacy workshops for students at Levels 3 and 4, integrated into existing modules as short learning activities. These workshops were designed to develop students' critical digital literacy, including evaluating AIgenerated outputs, recognising limitations such as hallucinations and bias, and understanding ethical and responsible use in academic and professional contexts.

Rather than focusing on technical mastery of AI tools, the initiative emphasised critical engagement, ethical awareness, and responsible professional practice.

The presentation will outline the pedagogical framework underpinning the initiative, the institutional implementation model, and emerging indicators of staff and student engagement.

The session will also explore how this scalable approach can support professionally regulated programmes, including healthcare education, where graduates must navigate increasingly digital and AI-mediated professional environments while maintaining professional accountability and patient safety.