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demographic in shaping guidance and policies. (Pierre et al 2024) and (Zhao et al 2025). Learning activities addressed key AI literacies, that included privacy, bias, hallucinations and sustainability. This was completed through relatable analogies and activities, culminating in student feedback on existing resources including the creation of their own guidance. This process was intentionally aligned with Skills Development Scotland's meta skills framework, supporting transferable skills such as critical thinking, and responsible decision making (Skill Development Scotland, n.d)

Support level 2 students in using AI confidently and safely, with sessions mapped to Meta skills. These were linked to AI use with the outputs being feedback on existing AI policy and guidance that could be used with students.

