



UK Therapy Guild Academy

Policy on the Use of Artificial Intelligence (AI) in Assignment Writing

Version: 1.0

Applies to: All learners on counselling, psychotherapy and hypnotherapy programmes where written assignments contribute to assessment or qualification.

1. Purpose of this Policy

This policy:

- Protects academic integrity and professional standards in written work.
- Sets clear expectations about how students may and may not use AI tools (e.g. ChatGPT, Claude, Gemini, Copilot).
- Aligns with the BACP Ethical Framework principles of honesty, integrity and candour, and recent BACP guidance that trainees should disclose AI use and ensure work reflects original human thought and authorship. **BACP+1**

2. Scope

This policy applies to all written work submitted for assessment, including:

- essays
- case studies and process reports
- reflective journals and learning reviews
- research projects and literature reviews
- online written submissions (forums, portfolio entries, etc., where these are assessed)

It covers all forms of generative AI, including text, paraphrasing, summarising, translation and content-creation tools.

3. Key Principles

1. Original human authorship

All assessed work must primarily reflect the student's *own understanding, critical thinking and reflection*. AI-generated content must not be presented as if it were entirely the student's own work. **BACP**

2. Transparency

Any use of AI to support assignment preparation or writing must be openly declared in line with this policy and any brief-specific instructions. **BACP**

3. Ethical and professional congruence

Use of AI must be consistent with the BACP Ethical Framework (e.g. honesty, integrity, confidentiality, respect) and the standards expected of future practitioners.

4. Confidentiality and data protection

No client-identifiable or sensitive personal information (about clients, peers, trainers or placement agencies) may ever be entered into an AI system. **BACP+1**

5. Skill development

Assignments are designed to develop critical thinking, reflective capacity, research skills and writing skills. Over-reliance on AI undermines learning and may constitute academic misconduct.

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4. Definitions

- **Generative AI:** Tools that produce new content (text, images, etc.) in response to a prompt.
- **AI assistance:** Using AI to *support* learning (e.g. brainstorming, clarifying ideas, grammar checking) while the student remains the primary author.
- **AI authorship:** Using AI to generate, paraphrase or rewrite substantial portions of the assignment, then submitting this as if it were the student's own work.

5. Permitted Uses of AI (With Declaration)

The following uses are permitted as long as:

- they are supportive rather than substituting your thinking and writing; and
- you declare this use in your assignment (see Section 7).

Permitted uses include:

1. Idea clarification and concept checking

- Asking AI to explain theoretical concepts in simpler language.
- Using AI as a study aid to explore different perspectives on a topic.

2. Planning and structuring

- Asking for examples of possible essay structures or headings.
- Brainstorming areas to research (students must still go to original sources and read them before citing). **BACP+1**

3. Language and presentation support

- Spelling, grammar and basic proofreading checks.
- Suggestions for improving clarity of wording in sections *you have written*.

4. Reference support (with caution)

- Asking AI to help generate a list of search terms or potential authors/topics to explore.
- *Students must always check and verify references from original sources before citing them, as AI-generated citations may be inaccurate or fabricated.* **BACP+1**

If in doubt, students should ask:

“Am I still doing the thinking and writing – or is the tool doing it for me?”

If the tool is doing the heavy lifting, it is not permitted.

6. Prohibited Uses of AI

The following uses are not permitted and may be treated as plagiarism or academic misconduct:

1. Using AI to write all or most of the assignment

- Entering the question/brief and submitting AI output with minimal change.
- Stitching together multiple AI outputs to form the main body of the assignment.

2. Using AI to paraphrase or rewrite substantial sections of text

- Feeding your draft or a published source into AI and asking it to “rewrite this in my own words,” then submitting that text. **BACP+1**

3. Using AI to generate “reflective” or “personal” content

- Allowing AI to produce reflective accounts of training, personal process, supervision or client work instead of writing from your own lived experience.

4. Using AI to generate case studies or clinical material presented as real

- Creating fictional client work using AI and presenting it as if it reflects your own clinical experience.

5. Using AI to generate or manipulate content about real clients

- Entering real case details and asking AI to “write up” the work.
- Using AI to draft clinical notes, reports or assessment material which you then submit for evaluation.

6. Using AI undetected and undeclared

- Any AI use that is not declared (see Section 7) may be treated as an integrity issue.

7. Declaration of AI Use

Where AI has been used within permitted limits, students must include a brief AI Use Statement at the end of their assignment, for example:

AI Use Statement:

“I used ChatGPT to help clarify my understanding of [the person-centred/core conditions/CBT model] and to suggest possible essay structures. I also used it for basic grammar and spelling checks. All ideas, critical analysis, reflections and final wording are my own.”

If AI was used only for basic spell-checking through widely accepted tools (e.g. Word/Google Docs spellcheck), a declaration is not required.

Tutors may set stricter expectations for specific assignments (e.g. “no AI use at all” or “AI may only be used for proofreading”).

8. Detection, Review and Consequences

The academy reserves the right to:

- use plagiarism-detection and AI-detection tools; **Squarespace+1**
- compare assignment style with in-class writing and previous submissions;
- request a brief viva (verbal discussion) where there are concerns about authorship.

Where there is evidence that AI has been used in ways that breach this policy, the work may be treated under the academy's Plagiarism and Academic Integrity Policy, with possible outcomes including:

- resubmission with penalty
- failing the assignment
- requirement for additional academic integrity training
- in serious or repeated cases, referral to programme leadership and possible withdrawal from the course.

The response will be proportionate, educative where possible, and aligned with BACP expectations around honesty and integrity in training.

9. Guidance for Tutors and Markers

Tutors and markers are expected to:

- Model ethical AI use in their own work where relevant.
- Explain this policy clearly at the start of each course/module.
- Design assessments that require personal reflection, critical engagement, and application – making it harder to rely on generic AI content. **White Rose Research Online+1**
- Encourage students to discuss AI use openly rather than hiding it.
- Respond to breaches with both fairness and an educative stance, particularly for first-time or borderline cases.

10. Reviewing the Policy

Because AI tools and BACP guidance are evolving, this policy will be:

- reviewed at least annually, or sooner if BACP publishes new, relevant guidance; **BACP+1**
- updated following consultation with staff, students and (where relevant) placement partners.

The goal is to remain aligned with current BACP thinking, wider higher-education good practice, and the academy's values of integrity, transparency and relational ethics.

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