



Kent Counselling Training

Artificial Intelligence (AI) Policy

1. Purpose

Kent Counselling Training (KCT) recognises that Artificial Intelligence (AI), including generative AI, is increasingly used in education, professional practice and everyday life.

AI can provide useful opportunities to support learning, accessibility, research, administration and the development of digital skills. However, inappropriate or undisclosed use of AI can undermine academic integrity, assessment validity, confidentiality, professional development and the development of the personal and relational skills that are fundamental to counselling training.

KCT therefore supports the responsible, transparent and ethical use of AI, while ensuring that AI does not replace the student's own learning, reflection, critical thinking, personal development, counselling skills or professional judgement.

This policy establishes clear expectations for the use of AI by students and staff and provides a framework for preventing and responding to AI misuse.

2. Scope

This policy applies to all KCT students and applicants undertaking learning or assessment; tutors, assessors, internal quality assurers and other teaching staff; written assignments, portfolios, reflective journals and other coursework; tutor observations, skills practice and testimony; presentations and other assessed activities; teaching and learning activities; research and independent study; KCT administration and communications; counselling practice undertaken as part of training; supervision and placement-related activities; and any AI or digital tool used in connection with KCT learning, assessment or professional practice.

The policy applies regardless of whether AI is accessed through a website, mobile application, software package, browser extension, Microsoft product, chatbot, transcription tool or another digital platform.

3. What is Artificial Intelligence?

For the purposes of this policy, AI tools means technologies that use artificial intelligence to perform tasks that would ordinarily require human cognitive activity.

This includes, but is not limited to:

- ChatGPT and similar chatbots
- Microsoft Copilot and similar AI assistants
- Google Gemini and similar tools
- AI writing and rewriting tools
- AI grammar and spelling tools
- AI translation tools
- AI image and presentation generators
- AI research and summarisation tools
- AI transcription and note-taking tools
- AI assessment or feedback tools
- AI tools incorporated into other software or online platforms

Generative AI is a form of AI capable of generating new content, including text, images, audio, video and other material.

Because AI technology is developing rapidly, this policy applies to new and emerging AI tools as well as currently established systems.

4. KCT's approach to AI

KCT takes a supportive but appropriately cautious approach to AI.

We recognise that AI may be a useful learning aid. However, counselling education is fundamentally concerned with developing the student's own self-awareness, personal development, reflective capacity, critical thinking, theoretical understanding, counselling knowledge, interpersonal skills, ability to communicate, ability to make ethical decisions and professional judgement.

These qualities cannot appropriately be outsourced to AI.

KCT's approach is therefore:

AI may support learning, but it must not replace learning.

AI may assist a student, but it must not become the student.

5. Academic integrity and authentic work

All work submitted for assessment must be the student's own authentic work.

CPCAB defines AI misuse in assessment as the intentional use of chatbots or generative AI to generate and present coursework that is not the candidate's original and authentic work. This constitutes candidate malpractice.

Students must not:

- ask AI to write an assignment and submit the resulting text as their own;
- generate reflective writing using AI and present it as their own reflection;
- ask AI to generate answers to assessment criteria and submit those answers as their own;
- use AI to substantially rewrite their work in a way that replaces their own thinking or expression;
- submit AI-generated counselling theory, analysis or evaluation as their own;
- use AI to fabricate references, quotations, case material, client information or sources;
- use AI to create or alter evidence purporting to demonstrate their own counselling skills;
- use AI to create tutor observation evidence or testimony;
- ask AI to complete an assessment on their behalf; or
- conceal the use of AI where its use has been permitted.

The central question is: Does the submitted work genuinely demonstrate the student's own knowledge, understanding, reflection, skills and professional development? If the answer is no, the use of AI is not acceptable.

6. Permitted use of AI by students

KCT recognises that some uses of AI can support learning without undermining assessment.

Subject to the specific requirements of an assignment or tutor, students may normally use AI for limited purposes such as:

6.1 Spelling and grammar

AI may be used to identify spelling, punctuation and basic grammatical errors. The student remains responsible for deciding whether suggested changes are appropriate.

6.2 Accessibility

AI may be used to support accessibility where appropriate, for example to help a student understand the meaning of a complex passage or to assist with reading or language-related barriers.

6.3 Translation

AI may be used for translation between languages where this has been permitted by the tutor and where the underlying work and thinking remain the student's own.

6.4 Brainstorming and ideas

AI may sometimes be used to generate ideas for independent study, identify possible areas for further research or suggest questions for exploration. Students must undertake the subsequent research, thinking and analysis themselves.

6.5 Learning support

Students may use AI as a supplementary learning resource to explain a concept in different ways, generate practice questions, help identify areas they do not understand, compare theoretical concepts for further investigation, or support independent study.

AI output must not be assumed to be accurate. Students remain responsible for checking information against reliable academic and professional sources.

7. AI use in assessed work

The use of AI in assessed work is subject to a higher standard than its use for general learning.

Before using AI in connection with an assessment, students should ask their tutor whether the proposed use is permitted.

Where AI use has been permitted, students must:

1. use AI only for the purpose permitted;
2. remain the author of the assessed work;
3. critically evaluate any AI output;
4. check information against appropriate sources;
5. correct inaccuracies or misleading information;
6. ensure that the work reflects their own understanding and thinking;
7. acknowledge or reference AI use where required by KCT; and
8. be able to explain their work and how they arrived at their conclusions.

8. AI and reflective practice

Because self-awareness and reflection are central to counselling training, students should take particular care when using AI to support reflective writing.

A student's personal reflection should represent their own experience, emotional responses, learning, self-awareness, understanding of development and evaluation of counselling practice.

Students must not ask AI to invent, enhance or manufacture personal experiences or reflections.

For example, asking AI to write a reflection about how a student felt during counselling skills practice would not be acceptable. Asking AI to suggest questions that could help the student reflect on their practice would generally be acceptable, provided the student undertakes the reflection themselves.

9. AI and counselling skills

AI must never be used to manufacture evidence of counselling competence.

Students must not use AI to create simulated evidence of counselling skills, fabricate client testimony, generate tutor observation evidence, create records of counselling sessions that did not take place, manufacture reflective accounts of sessions, generate evidence of supervision that did not occur, or replace genuine skills practice with AI-generated material.

Where assessment requires demonstration of interpersonal or counselling skills, those skills must be demonstrated by the student.

10. Confidentiality and client information

Students and staff must never enter identifiable client information into a public or unapproved AI system.

This includes client names, addresses, telephone numbers, email addresses, dates of birth, photographs, identifiable case histories, session notes, counselling transcripts, audio or video recordings, placement records, safeguarding information, information about family members or third parties, and any combination of information that could reasonably identify a person.

Simply removing a client's name does not necessarily make information anonymous.

Students should assume that counselling material is confidential unless they have clear evidence that it has been appropriately anonymised and that its use is permitted.

11. AI and counselling placements

Students must follow the requirements of their placement organisation as well as KCT's policy.

Students must not upload client records to AI systems, upload counselling session recordings, use AI to analyse identifiable client material, ask AI to make clinical decisions about a client, ask AI to diagnose a client, use AI to determine risk or safeguarding decisions, or rely upon AI instead of discussing concerns with their supervisor or appropriate professional.

Where an ethical issue arises, the student should discuss it with their tutor, placement supervisor and/or clinical supervisor as appropriate.

12. AI must not replace professional judgement

AI may produce plausible-sounding information which is inaccurate, incomplete, biased or inappropriate.

AI must not replace counselling judgement, ethical decision-making, safeguarding judgement, professional supervision, tutor assessment, clinical supervision, critical thinking or professional accountability.

The person using AI remains responsible for decisions made as a consequence of its output.

13. AI and tutors

Tutors may use AI to support appropriate administrative, educational or developmental activities, provided that doing so does not compromise confidentiality, assessment integrity or the quality of the tutor-student relationship.

Examples of potentially appropriate uses include generating ideas for classroom activities, creating discussion questions, developing generic teaching resources, producing initial drafts of administrative communications, identifying alternative ways of explaining a concept and assisting with non-confidential administrative tasks.

Tutors must exercise professional judgement and review all AI-generated material before using it.

14. AI and assessment/feedback

AI must not be used as the sole assessor or marker of student work.

Tutors remain responsible for assessment decisions, feedback, awarding of assessment criteria, identifying developmental needs, determining whether evidence is authentic, responding to suspected malpractice and ensuring assessment is fair and consistent.

AI-generated feedback must not replace meaningful, personalised tutor feedback.

15. Use of AI to support tutor feedback

Where AI is used by a tutor to assist with the preparation of feedback, the tutor remains entirely responsible for the accuracy and appropriateness of the feedback, the assessment decision, its developmental value and maintaining confidentiality.

Identifiable student information should not be entered into an AI system unless the use of the particular system has been formally assessed and approved by KCT and appropriate data protection requirements have been satisfied.

Tutor feedback should remain genuinely personalised and should demonstrate that the tutor has engaged with the student's work.

16. AI and student data

KCT will consider data protection, confidentiality and information security before introducing AI tools into its own systems or processes.

Before a tool is approved for use with personal or confidential information, KCT will consider what information the tool processes; where information is stored; how long information is retained; whether information is used to train AI models; who has access; contractual and data protection arrangements; available safeguards; whether use is necessary and proportionate; and whether a lower-risk alternative exists.

Where the risks cannot be adequately understood or mitigated, KCT will not approve the use of the tool for confidential or personal information.

17. Transparency and declaration of AI use

Where KCT has permitted AI to be used in coursework, students may be required to provide an AI declaration.

AI tool used: [Name of tool]

Purpose: [For example: spelling and grammar checking / translation / generating study questions]

How it was used: [Brief description]

How I ensured the final work was my own: [Brief explanation]

Students must not claim that AI was used only for grammar checking if it was used to generate substantive content.

18. Examples of acceptable and unacceptable use

Generally permitted: spelling and grammar checking; translation of a student's own work where agreed; asking AI to explain a difficult theory; generating revision questions; brainstorming topics for research; and suggesting reflective questions.

Not permitted: asking AI to write an assignment; asking AI to write a reflective account; asking AI to answer assessment criteria; copying AI-generated paragraphs into assessed work; substantially rewriting assessed work without explicit permission; fabricating references; fabricating counselling experience; generating evidence of counselling competence; uploading identifiable client information; uploading counselling session recordings unless formally authorised; asking AI to diagnose a client; asking AI to make safeguarding decisions; or using AI as the sole assessment marker.

19. Detecting possible AI misuse

KCT recognises that AI detection software is not, by itself, a reliable method of establishing that AI misuse has occurred.

Tutors may nevertheless identify concerns through their knowledge of a student's work and through normal assessment processes. Possible indicators include sudden and unexplained changes in writing style, significant changes in vocabulary, work substantially different from previous work, language or concepts inconsistent with demonstrated understanding, unverifiable references, fabricated quotations, inability to explain submitted work, unusually generic responses, or discrepancies between written work and demonstrated knowledge or skills.

A suspicion must not automatically be treated as proof of AI misuse.

20. Investigating suspected AI misuse

Where a tutor has reasonable concerns that AI may have been used inappropriately, the student should be given an opportunity to explain how the work was produced.

KCT may discuss the work with the student, ask the student to explain ideas or arguments, ask questions about sources, ask the student to explain their reflective process, compare the work with previously submitted work, request supporting evidence of learning, require additional supervised or verbal assessment where appropriate, and follow the KCT Candidate Malpractice Policy where there is evidence of malpractice.

The purpose of any investigation will be to establish the facts fairly and consistently.

21. Consequences of AI misuse

Where a student has used AI in a way that constitutes malpractice, KCT will deal with the matter according to the relevant CPCAB requirements.

Possible consequences may include requiring work to be resubmitted, withdrawal of an assessment decision, a formal malpractice investigation, sanctions under KCT procedures, notification to CPCAB where required, and/or removal from the qualification where permitted under applicable procedures.

KCT will maintain appropriate records of investigations and outcomes.

22. Student responsibilities

Every KCT student is responsible for reading and understanding this policy; checking whether AI use is permitted before using it for an assessment; ensuring submitted work is authentic; acknowledging permitted AI use where required; checking AI-generated information for accuracy; protecting confidential information; never entering identifiable client information into unapproved AI systems; discussing concerns about AI use with their tutor; complying with placement and professional requirements; and familiarising themselves with relevant CPCAB requirements.

23. Tutor responsibilities

KCT tutors are responsible for explaining this policy to students; making clear permitted and prohibited uses of AI; discussing responsible AI use within teaching; maintaining assessment integrity; providing personalised and meaningful feedback; protecting student and client confidentiality; identifying and responding appropriately to potential AI misuse; seeking advice where uncertain; and maintaining appropriate records of concerns and investigations.

24. KCT responsibilities

Kent Counselling Training will publish this policy in an accessible format; ensure students are made aware of it at the beginning of their programme; explain expectations regarding AI and assessment; provide appropriate guidance to tutors; monitor developments in AI and relevant professional guidance; review the policy regularly; ensure concerns are handled fairly and consistently; protect confidential information; maintain appropriate records; and ensure the policy remains aligned with relevant CPCAB, BACP, Ofqual and data protection requirements.

KCT will also consider whether changes to assessment methods are appropriate, including supervised activities, classroom discussion, verbal activities and other forms of assessment that help authenticate a student's learning.

25. AI, professional identity and counselling training

KCT believes that responsible AI use is particularly important within counselling education.

Counsellors work with people who may share highly sensitive, personal and sometimes life-changing information.

The development of a counsellor therefore requires more than the ability to produce academically correct text. It requires empathy, self-awareness, emotional literacy, authenticity, critical thinking, ethical awareness, relational capacity, professional judgement and accountability.

AI cannot replace these qualities.

Students are therefore encouraged to consider not only “Can AI do this for me?” but also “What am I supposed to be learning by doing this myself?”

26. AI and clients' use of AI

KCT recognises that students and future counsellors may encounter clients who use AI chatbots or other AI tools for emotional support, information or self-reflection.

Students should not automatically dismiss a client's use of AI. However, they should recognise that AI is not a substitute for appropriately trained professional support and should discuss relevant issues with their tutor and/or supervisor.

Where a client's use of AI raises concerns about risk, safeguarding, confidentiality, dependency or the counselling relationship, the matter should be discussed through appropriate supervision and safeguarding procedures.

27. Ethical decision-making

Where there is uncertainty about whether AI should be used, KCT expects students and staff to adopt a precautionary approach.

Consider:

1. What am I using AI for?
2. Is the use permitted by KCT, CPCAB and any relevant placement?
3. Does AI replace something I am expected to learn or demonstrate myself?
4. Does the information contain personal or confidential information?
5. Could someone be identified?
6. Do I understand how the AI tool handles and stores information?
7. Can I verify the accuracy of the AI output?
8. Would I be comfortable explaining my use of AI to my tutor, assessor, client or supervisor?
9. Have I obtained any required permission or consent?
10. Am I still personally responsible for the final decision or work?

If in doubt, do not use the AI tool until you have discussed the matter with an appropriate KCT tutor or manager.

28. Review of this policy

AI technology and professional guidance are developing rapidly.

KCT will review this policy at least annually and sooner where there are significant changes to CPCAB requirements, BACP ethical requirements, Ofqual requirements, UK data protection requirements, relevant legislation, AI technology or professional expectations.

The current policy should always be read alongside KCT's other policies and procedures

29. Related guidance and sources

This policy should be read alongside:

- CPCAB Use of Artificial Intelligence (AI) Guidance for Centres 2026–2027
- CPCAB and KCT Malpractice and Maladministration Policy
- KCT Academic Misconduct and Plagiarism Policy
- KCT Data Protection/Privacy Policy
- KCT Safeguarding Policy
- BACP Ethical Framework for the Counselling Professions
- relevant BACP guidance concerning confidentiality, training and education
- relevant Ofqual requirements
- applicable UK data protection legislation and ICO guidance

Student declaration

I confirm that I have read and understood the Kent Counselling Training Artificial Intelligence Policy.

I understand that:

- assessed work must be my own authentic work;
- AI must not be used to generate assessed work and present it as my own;
- I must follow KCT's requirements regarding permitted AI use;
- I must protect confidential and personal information;
- I must not enter identifiable client information into unapproved AI systems;
- I must declare permitted AI use where required; and
- inappropriate use of AI may constitute academic malpractice.

Student name: _____

Signature: _____

Date: _____