



The Metanoia Institute

The Ethical Use of Artificial Intelligence in Learning, Teaching, Assessment and Professional Training

2026

Principal Authoring Department: Peter Pearce, Director of Clinical Training

Approved by:
Academic Board

Date approved: 30th June 2026

Version Control

Document title: The Ethical Use of Artificial Intelligence in Learning, Teaching, Assessment and Professional Training		No of pages:
Version Number: 2.0	Date first published: July 2026	
Approved by: Academic Board	Last review date: n/a	
Date originally approved: 30th June 2026	Due for next review: June 2027	

Table of Contents

1. Purpose	4
2. Scope	4
3. Guiding Principles.....	4
3.1 Human Responsibility	4
3.2 Transparency	5
3.3 Academic Integrity.....	5
3.4 Professional Ethics.....	5
3.5 Human Development	5
3.6 Confidentiality and Safety	5
4. Educational Philosophy	5
5. Permitted Uses of AI	6
6. Restricted and Prohibited Uses	7
6.1 Clinical Material.....	7
6.2 Reflective and Personal Development Work.....	7
6.3 Clinical and Professional Judgement	7
6.4 Academic Misconduct	8
7. Assessment Framework	8
8. Declaration of AI Use	9
9. Staff Use of AI.....	10
10. Research and Scholarly Activity.....	10
11. AI Detection Tools	10
12. Training and Support	11
13. Governance and Review	11

14. Core Principle	11
--------------------------	----

Contact details of author/department: Peter Pearce, Director of Clinical Training

Document Control dates:

- Joint Staff Student Consultation Committee, 2nd June 2026, for discussion.
- Ethics Committee 9th June 2026 for endorsement.
- Education Committee, 18th June 2026, for endorsement.
- Academic Board 30th June 2026, for approval.

Related Metanoia policies

This Document works in collaboration with the following Metanoia policies/framework(s):

- Academic Integrity and Misconduct Policy
- Student Guidance on AI.



The Ethical Use of Artificial Intelligence in Learning, Teaching, Assessment and Professional Training

Draft Metanoia Institute Policy

1. Purpose

This policy establishes Metanoia Institute's principles and expectations for the ethical, responsible and transparent use of Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) in learning, teaching, assessment, research and professional training.

As a specialist provider of counselling, psychotherapy, counselling psychology and related disciplines, Metanoia recognises that AI technologies offer opportunities to support learning, accessibility and professional development. However, AI cannot replace the human capacities that lie at the heart of therapeutic practice, including self-awareness, critical reflection, ethical judgement, relational presence, empathy, clinical reasoning and professional responsibility.

This policy therefore promotes the appropriate use of AI while safeguarding academic integrity, professional standards, client confidentiality and the development of competent practitioners.

2. Scope

This policy applies to:

- All students.
- Academic and professional services staff.
- Visiting lecturers, supervisors and assessors.
- Researchers and doctoral candidates.
- Any person undertaking work under the auspices of Metanoia Institute.

It applies to all AI-enabled tools, including but not limited to ChatGPT, Copilot, Gemini, Claude, Perplexity, Grammarly, Quillbot and future AI systems.

3. Guiding Principles

3.1 Human Responsibility

Users remain fully responsible for all work submitted, decisions made, conclusions reached, and actions taken when using AI.

AI-generated content must never be treated as authoritative without critical evaluation.

3.2 Transparency

The use of AI must be openly acknowledged whenever it contributes to assessed work, teaching materials, research outputs or professional activities.

3.3 Academic Integrity

AI may support learning but must not replace independent thinking, scholarship, reflection or original intellectual work.

Submitting AI-generated work as your own constitutes academic misconduct.

3.4 Professional Ethics

AI use must be consistent with:

- UKCP ethical requirements.
- BACP Ethical Framework.
- Metanoia Institute policies.
- Relevant professional, legal and regulatory obligations.

3.5 Human Development

Learning in psychotherapy and counselling depends upon reflective practice, personal development and relational engagement.

Students should not use AI in ways that undermine these developmental processes.

3.6 Confidentiality and Safety

No identifiable client information, placement information, supervision material or sensitive personal information may be entered into public AI systems.

4. Educational Philosophy

Metanoia recognises AI literacy as an emerging professional capability.

Students should graduate able to:

- Understand the strengths and limitations of AI systems.
- Critically evaluate AI-generated information.
- Recognise bias, hallucination and misinformation.
- Understand ethical and societal implications of AI.
- Apply AI appropriately within professional and organisational contexts.

- Maintain human-centred and ethically grounded practice.

5. Permitted Uses of AI

The following uses are generally permitted unless otherwise stated within assessment guidance:

Learning Support

Students may use AI to:

- Explore ideas and concepts.
- Generate study questions.
- Produce revision materials.
- Clarify complex theories.
- Compare perspectives.
- Support note organisation.
- Generate practice scenarios for learning.

Academic Skills Development

Students may use AI to:

- Develop essay plans.
- Improve structure and organisation.
- Check spelling, grammar and readability.
- Suggest alternative phrasing.
- Generate study schedules and work plans.

Accessibility Support

AI-enabled assistive technologies may be used where appropriate and consistent with reasonable adjustments and accessibility needs.

Administrative Tasks

AI may assist with non-confidential administrative activities such as:

- Time management.
- Meeting organisation.
- Presentation design support.
- Non-assessed planning activities.

6. Restricted and Prohibited Uses

6.1 Clinical Material

The following must never be uploaded into public AI systems:

- Client records.
- Session notes.
- Placement documentation.
- Clinical recordings.
- Supervision records.
- Personal data.
- Confidential organisational information.

This applies even where names have been removed if individuals could still potentially be identified.

6.2 Reflective and Personal Development Work

Students must not use AI to:

- Write reflective journals.
- Generate personal reflections.
- Produce self-awareness assignments.
- Construct personal process accounts.
- Create reflective learning logs.

Such work must represent the student's own experience and reflection.

6.3 Clinical and Professional Judgement

AI must not be used to:

- Formulate client assessment.
- Produce case formulations for submission.
- Generate risk assessments.
- Make safeguarding decisions.
- Produce supervision reports.
- Determine therapeutic interventions.

6.4 Academic Misconduct

The following are prohibited:

- Submitting AI-generated text as original work.
- Using AI to write paragraphs or sections of assessments where this is not explicitly permitted.
- Rewriting AI-generated content and presenting it as wholly original.
- Fabricating references, data or sources.
- Generating false research findings.
- Concealing AI use.

7. Assessment Framework

Each assessment shall clearly state which category applies.

Red Category: AI Not Permitted

AI may not contribute to the assessed work.

Examples may include:

- Viva voce examinations.
- Clinical competency assessments.
- Reflective assessments.
- Personal development assessments.
- Practice evaluations.
- Observed skills assessments.

Reasonable adjustments using approved assistive technologies remain permitted.

Amber Category: Limited AI Use

AI may support preparation but may not generate substantive assessed content.

Permitted examples:

- Planning.

- Brainstorming.
- Developing questions.
- Organising ideas.
- Grammar support.

Green Category: Declared AI Use Permitted

AI may contribute to content creation where explicitly authorised.

Students must:

- Acknowledge AI use.
- Critically evaluate outputs.
- Demonstrate their own analysis and judgement.
- Comply with declaration requirements.

Programme teams will determine assessment categories.

8. Declaration of AI Use

All assessed submissions shall include a declaration under the heading:

Use of Artificial Intelligence Tools

Students must identify:

- The tool used.
- Date(s) of use.
- Purpose of use.
- Extent of use.
- Confirmation that outputs were critically reviewed.

Suggested declaration:

"I used [tool name] on [date] to support [purpose]. All outputs were critically reviewed, amended where necessary and incorporated in accordance with Metanoia Institute's AI Policy. Responsibility for the submitted work remains entirely my own."

Failure to disclose relevant AI use may constitute academic misconduct.

9. Staff Use of AI

Staff may use AI to support:

- Learning design.
- Resource development.
- Administrative efficiency.
- Accessibility improvements.
- Assessment design.
- Educational innovation.

Staff remain responsible for:

- Accuracy.
- Fairness.
- Intellectual property compliance.
- Data protection compliance.
- Ethical use.

Staff must not upload confidential student information or identifiable client material into public AI systems.

10. Research and Scholarly Activity

Researchers using AI must:

- Comply with research ethics requirements.
- Maintain transparency.
- Protect participant confidentiality.
- Verify all outputs.
- Disclose significant AI use where appropriate.

AI tools cannot be listed as authors of scholarly work.

11. AI Detection Tools

Metanoia Institute does not regard AI-detection software as reliable evidence of academic misconduct.

AI-detection reports alone shall not be used to determine misconduct.

Concerns regarding inappropriate AI use should be investigated using academic judgement, evidence review, discussion with the student and established academic integrity procedures.

12. Training and Support

Metanoia Institute will provide:

- AI literacy education.
- Staff development opportunities.
- Assessment guidance.
- Ethical practice resources.
- Discipline-specific examples.
- Guidance on confidentiality and professional standards.

13. Governance and Review

This policy will be reviewed annually due to the rapidly evolving nature of AI technologies.

The review process will consider:

- Regulatory developments.
- Professional body guidance.
- Sector best practice.
- Student and staff feedback.
- Emerging ethical issues.

14. Core Principle

Artificial Intelligence should enhance learning, reflection and professional development, but it must never replace the human capacities that are fundamental to counselling, psychotherapy, coaching and relational practice.

At Metanoia Institute, professional competence remains rooted in human judgement, ethical responsibility, critical reflection, relational presence and accountability.