



Artificial Intelligence Policy

Introduction

Matrix College recognises that Artificial Intelligence (AI) is a growing part of our digital world. There are some very useful applications of this technology, including for students in Higher Education. However, Matrix believes that our approach to AI should be in keeping with the overall values of the counselling and therapy professions.

This policy details which uses of AI are acceptable, and which are not acceptable for Matrix applicants in their applications, and students in their written work/assessments. It also refers to the risks involved, and the ethical principles most relevant when considering the use of AI.

The policy is applicable to all forms of assessed work at Matrix – essays, reflective journals, quizzes, short written assessment tasks, presentations, and any other tasks that may be set from time to time. It applies whether the work is submitted directly to the tutor, or via an online submission portal such as Moodle.

Acceptable Uses of AI

Students may use AI-based tools such as Grammarly and Microsoft Editor to check and refine their grammar, spelling and punctuation. However, they may not use Grammarly or other tools to correct or re-write whole paragraphs in order to improve the way they read. This is because written English is inevitably part of what is assessed. Therefore, the work submitted must be the student's own work, in their own style, and written 'in the student's own hand'.

AI may be used by students to help manage their time and plan effectively for doing the work. This may involve using AI to produce a timeline for producing the work, with reminders in a calendar app etc.

For keeping track of references and producing a reference list in the correct format (including alphabetical order), a tool such as MyBib or Mendeley may be used. However, students must be responsible for ensuring that all citations and references are accurate and consistent.

Students whose first language is not English may use an AI translation tool to help them understand text or psychotherapeutic terminology. However, the work they produce must still be based on their own understanding of the material, and 'in their own hand'.

These are the only ways a student may be permitted to use AI for their Matrix College assessments. It is expected that, as the technology develops, this position may change. Queries about the use of new AI applications which may arise should be directed to the Principal and Head of Curriculum; the Academic Board will have the ultimate decision about what will be allowed.

Unacceptable Uses of AI

Matrix Course Applications (*applicants*)

The Matrix application is designed to assess applicants' readiness to study; their ability to express themselves clearly, to show a reflective capacity, and to evidence their own thinking. Therefore, we do not accept the use of AI in the completion of application forms.

Matrix Course Assessments (*students*)

Assessments are used by Matrix to test students' learning; this includes theoretical knowledge and application, as well as personal development which supports integrative counselling practice.

Whilst AI may be used as part of the process of completing an assessment for submission, it must not be used to create the actual product that is submitted to be assessed.

When a student uses AI to give the impression they have learned more than is actually the case (whether in terms of theory, application, or personal development), this is academic misconduct. This could take several different forms – for instance:

- i) Submitting work produced wholly or partly by AI
- ii) Copying or paraphrasing text that has been generated by AI
- iii) Using AI to generate 'reflective' material, or to generate 'reflective' text based on student prompts for use in journals etc.
- iv) Using AI to generate analysis of theory, or critique, or other integration/application tasks

Risks of AI

It should be noted that using AI also carries risks, which include:

- i) Sometimes, AI produce material that seems credible but is not factually accurate
- ii) AI tools usually store input from users, which may include personal information
- iii) Citations and references produced by AI are sometimes inaccurate or may contain false information.
- iv) Using AI to address assessment tasks may result in not fully meeting the criteria or descriptors for the piece of work. A lower mark may result, because the material produced does not cover all of the requirements in a 'human' way which has a logical, consistent flow of ideas – and the learning from the assessment is not sufficiently demonstrated.

Ethical View

The Matrix Code of Ethics and Professional Conduct refers to the following moral qualities to which members are strongly encouraged to aspire. Many of them are relevant, in considering our use of AI:

Honesty: A fundamental ethical quality; this obliges us to be open, provide accurate and appropriate information, including presenting an accurate view of our capabilities in assessments.

Courage: The capacity to act in spite of known fears, risks and uncertainty. In written work, this may include fear of getting it wrong, risk of failure and uncertainty about one's competence. It is healthy for all of us to experience these things, and we may need courage not to avoid them.

Fairness: To promote equality of opportunity. This reminds us that inappropriate use of AI technology does not support equality. Other students who follow the regulations (or perhaps students who don't have the same access to/knowledge of the technology) may be at a disadvantage.

Humility: This includes the ability to acknowledge one's own strengths and weaknesses. Again, we are obliged to not avoid facing our weaknesses by (for example) masking them through inappropriate use of AI.

Sincerity: This refers to being consistent in what we say and what we do; keeping to our agreements and contracts, not 'saying one thing and doing another'. Matrix students are required to confirm, when submitting essays etc, that it is their own work.

Integrity: Being moral in dealings with others; this would include all of the above. Matrix has the aim of training counsellors who practice with integrity at all times.

Operation of this Policy

Matrix uses tools to detect Plagiarism, and to detect the use of AI.

In both cases, the main aim is to ensure that students are producing work of good quality, and to identify any learning needs that can be addressed (eg. proper referencing, paraphrasing, writing in an academic style). Matrix strives to produce graduates who have excellent clinical skills and theoretical understanding, and this includes being able to discuss and reflect on the work in a competent manner. A secondary aim is to ensure that all students are assessed fairly, and to uphold high standards of academic integrity.

In situations where the detection tools indicate a concern, the Academic Integrity Policy and Procedure will be followed.

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