



## Academic Integrity Policy & Procedure – ILSC

ILSC's mission is to provide students with a transformative living and learning experience. Part of our approach in preparing students for real-world expectations in higher education and in the workplace is understanding the importance of academic integrity and knowing how to contribute our ideas and our work, and attribute ideas and work to others, in an honest and ethical way. As such, ILSC expects all students to be honest in their schoolwork, assignments, and tests. We expect students to act with the utmost academic integrity and honesty at all times.

### Purpose

The Academic Integrity Policy has been put into place to act as a formative learning experience for students. ILSC will offer a range of tools and guidelines in their programs to help students understand the expectations required of them regarding academic integrity. The purpose is to learn about, discourage and eliminate instances of academic dishonesty with the goal of ensuring validity of results, equity for all students and upholding the integrity of assessment processes at ILSC.

This policy will define plagiarism and academic integrity for ILSC students and outline the consequences of plagiarism and academic dishonesty.

### Scope

The following provisions apply to all ILSC students.

### Policy

Students who do not follow the academic integrity policy will be required to follow a series of steps at the discretion of the Academic Management Team. Outlined below is the definition of plagiarism applicable to every program at ILSC.

### Definition of plagiarism and academic integrity

Plagiarism is representing, intentionally or unintentionally, the words or ideas of another as one's own work without correctly acknowledging the source, in any educational setting. While the teacher will guide students through the different aspects of academic integrity and ensure that expectations are clear, it is the responsibility of the student to learn and apply the correct methods of avoiding plagiarism in class work and in assessments.

Plagiarism includes not only copying from a published source or using internet materials without appropriate acknowledgment, but also presenting another student's work as your own. If you include outside sources in your work, you must cite these sources using the appropriate format requested by your instructor. Most instructors request current APA citation.

Self-plagiarism occurs when you submit your own previously produced work, for which you have received credit in another course. You are not allowed to self-plagiarise in any ILSC course.

If we find plagiarism in any essay or assignment, the assignment will receive a reduced grade, the academic department will be notified in writing, and further disciplinary action may be taken.

We encourage you to study together and to discuss information and concepts covered in class with other students. However, it is academically dishonest to copy from someone or to let someone copy from you. If you let someone copy your work, you and the person who copied from you will both receive a zero grade for that assignment and disciplinary action may be taken.



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Plagiarism is an extremely serious offense that may result in continuing at the current level being studied.

### Summary

**Plagiarism** = using other people's sentences as your own in your schoolwork. A student is considered having engaged in plagiarism by:

- Copying another person's words, ideas or media from the Internet, books, or other printed material without providing a reference. *Note: You can use other people's sentences, but you must quote/paraphrase and reference them. That means you must write the author's name and where you found the sentences.*
- Copying and handing in an essay or assignment from another student.
- Letting another student copy your essay or assignment.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words by copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up most of the work, whether credit is given or not.
- Buying or selling essays or assignments

A student is considered self-plagiarising by:

- Re-using old assignments or homework written for a different purpose or course or teacher.

### Academic Dishonesty:

Here are some examples:

- Receiving help from another person on homework, essays, quizzes, assignments and/or exams
- Taking a test or exam for another student
- Letting a student take a test or exam for you
- Copying from another student
- Giving other students any information about exam questions before, during, or after the exam
- Using unauthorized information (notes, smart phone, internet) during a test or exam
- Allowing another student to copy your essay, homework, assignment, or exam
- Copying from another student (copying includes paraphrasing or summarizing)
- Using digital translation tools such as Google Translate to translate material written in the student's native language to English and submitting it for assessment
- Copying, reproducing, photographing, recording or any unauthorised reproduction of any part of a test, assessment, or assignment.
- Using artificial intelligence (e.g., text-generating software, digital paraphrasing, translation tools, or language enhancement tools) to generate, modify, or translate material for submission without proper attribution or when their use is explicitly prohibited.



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## Guidelines for Generative AI Usage

ILSC encourages the use of Generative AI tools as supplementary resources for language practice, personalized learning, and creative projects. However, students must submit original work and cite any AI assistance. AI tools are not permitted during exams, and their use should always be ethical and respectful of copyright laws. Teachers will guide students on appropriate AI use, ensuring it complements traditional learning. Misuse of AI will be subject to academic penalties. The policy is reviewed regularly to stay aligned with educational and technological developments.

### 1. Use of Generative AI Tools

Generative AI tools, such as Large Language Models (LLMs), chatbots, and content generators, may be used as supplementary resources to aid in language learning and teaching. These tools should complement, not replace, the student's own learning efforts and original thought. They can be used for:

- **Practice and Reinforcement:** Students may use AI tools to practice writing, speaking, and grammar exercises to build and reinforce their skills.
- **Personalized Learning:** AI tools may provide personalized feedback and suggestions to help students identify areas for improvement in their language skills.
- **Creative Writing and Projects:** AI can serve as a brainstorming tool or to inspire creative writing projects, offering ideas and support without producing the final work for submission.

### 2. Restrictions on Use

While Generative AI tools can be valuable, their use must adhere to the following guidelines:

- **Original Work Requirement:** Students are required to submit original work. AI-generated content should only be used as a guide or reference and must not be submitted as a student's own work unless explicitly permitted by the instructor. Misuse may result in academic penalties.
- **Citing AI Use:** If a student uses AI-generated content as part of an assignment or project, it must be clearly cited following academic citation standards. Failure to disclose the use of AI will be considered plagiarism.
- **Exams and Assessments:** The use of AI tools is strictly prohibited during exams or formal assessments unless explicitly allowed by the exam guidelines. Any unauthorized use will result in disciplinary action.
- **Ethical Use:** AI must not be used to generate content that is misleading, inappropriate, or harmful. All use of AI-generated content must comply with copyright, intellectual property laws, and academic integrity guidelines.
- **Task-Specific Restrictions:** Certain assignments or activities may explicitly prohibit the use of AI tools. In such cases, students must adhere to the specific instructions provided.

### 3. Teacher Guidance and Support

Teachers are encouraged to:



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- **Incorporate AI Thoughtfully:** Use AI tools to enhance lesson plans, providing additional resources and perspectives, while ensuring they complement, rather than replace, traditional teaching methods and student engagement.
- **Educate on Ethical AI Use:** Provide clear guidance to students about the ethical implications of using AI, emphasizing academic honesty. Help students understand how to responsibly use AI for learning while maintaining integrity in their academic work.
- **Monitor and Assess:** Regularly assess the impact of AI tools on student learning outcomes. Adjust AI usage to ensure it enhances learning, encourages critical thinking, and does not lead to over-reliance on technology.

### 4. Data Privacy

The school is committed to protecting the privacy of its students and staff. Any AI tools used within the school must comply with relevant data protection regulations, including local and international privacy laws. Personal data, especially sensitive information, must not be input into AI tools without explicit consent. Teachers and students should ensure that any AI tool used has proper security measures in place to safeguard data.

### 5. Consequences of Misuse

Any misuse of Generative AI tools that violates this policy will be addressed in accordance with the school's academic integrity policies. See **Academic Integrity Steps** below for details.

### 6. Policy Review

This policy will be reviewed annually to ensure it remains current with technological advancements, emerging AI tools, and evolving educational practices. Feedback from students, teachers, and staff will be actively sought and incorporated to continuously improve the policy's relevance and effectiveness.

#### Academic Integrity Steps:

We have implemented a dual approach to academic integrity to balance education and accountability. For formative tasks like homework and class activities, a proactive educative approach focuses on prevention, feedback, and skill development, encouraging learning and addressing misunderstandings without immediate penalties. For summative tasks like assignments and exams, a combination of educative and corrective approaches emphasizes accountability and deterrence through structured steps such as grade penalties or reporting. This progressive framework fosters a culture of integrity, provides clear guidelines for teachers, and ensures fairness while maintaining accountability for repeated infractions.

#### For Formative Tasks:

If the misconduct occurs during a formative task (e.g., class activities, homework, etc.), the response should focus on education and awareness rather than punitive measures.

- *First Occurrence:* The teacher should have a conversation with the student to discuss the misconduct, clarify expectations, and provide guidance.



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- *Second Occurrence:* In addition to a conversation, the incident should be recorded in the student's notes as part of their academic record.
- *Third Occurrence:* If the misconduct recurs in the same, consecutive, or non-consecutive sessions, the teacher should notify the Academic Management Team via email for further action.

### For Summative Tasks:

#### First occurrence procedure:

1. The instructor will meet with the student if s/he thinks the student has been academically dishonest or has plagiarised on the specific assessment task – including all graded activities, such as assignments, tests, and exams.
2. The instructor will review the Academic Integrity Policy with the student and provide a verbal warning.
3. The instructor will assess the non-plagiarised portion or may not include the assessment piece in the overall grading.
4. The instructor will make a note on the student's file in Ody (note section) - note as Academic Integrity First Warning given (include the course name and type of assessment, type of plagiarism)
5. The instructor will share the assessment in question with the Academic Management Team, with teacher comments (instructor to send by email).
6. The Academic Management Team to add copy of assessment to student file in SharePoint.
7. Advising – The Academic Management Team to note on student file in Odyssey. The Academic Management Team to decide how, when and who will advise the student.

#### Second occurrence procedure:

1. The instructor will meet with the student if s/he thinks the student has been academically dishonest or plagiarised on the specific assessment task – including all graded activities, such as assignments, tests, and exams.
2. The instructor will remind student that this is not the first incident.
3. The instructor will report the student and details to the Academic Management Team by email.
4. The Academic Management Team will meet with the student. If the Academic Management Team finds the student has been academically dishonest or plagiarised, they will reserve the right to re-explain ILSC's Academic Integrity Policy and apply the discipline rules, as outlined below, for plagiarism and academic dishonesty:
  - The student will be notified in writing of the second offence.
  - The student will be graded on the non-plagiarised portion of the assessment provided. Plagiarised portions will not be graded. **OR**
  - The student may be given a second assessment and submit it by a new deadline, (depending on the type of assessment, the second assessment may not be possible, such as a quiz). The student will receive a 20% reduction on their assignment, therefore, might not meet the promotion criteria and/or receive credit for the course.
  - Second assessment (if applicable) – to be administered by a second instructor or the Academic Management Team – controlled circumstances, possibly handwritten. Details to be determined by academic management.
  - The offence will be added to the student's file.
  - The Academic Management Team to add copy of assessment to student file on SharePoint
5. Advising – The Academic Management Team note on student file in Ody. The Academic Management Team to decide how, when and who will advise the student.



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6. Written notification of the second offense – if in person, follow up with an email copy to the student.
7. Agent to be informed if student doesn't progress because of the academic dishonesty event.

### Third occurrence procedure:

1. The instructor will meet with the student if s/he thinks the student has been academically dishonest or plagiarised on the specific assessment task – including all graded activities, such as assignments, tests, and exams.
2. The instructor will remind student that this is the third incident.
3. The instructor will report the student and details to the Academic Management Team by email.
4. The Academic Management Team will meet with the student. If the Academic Management Team finds the student has been academically dishonest or plagiarised, they will re-explain ILSC's Academic Integrity Policy and apply the discipline rules, as outlined below, for plagiarism and academic dishonesty:
  - The student will be notified in writing of the third offence.
  - The student will be given a zero grade for the assignment with no opportunity to resubmit.
  - The Academic Management Team to add copy of assessment to student file on SharePoint.
  - The student will be placed on academic probation by the Academic Management Team in accordance with ILSC's academic probation policy.
  - The Academic Management Team will review the student's file and the student may not receive a Graduation Certificate or Pathway Completion Letter
  - The offence will be added to the student's file.
- If the student transfers to a different campus, relay relevant academic progress information
- The student may appeal the decision to the Academic Management Team. Please refer to the appeals process as outlined in the student handbook.
5. Advising – The Academic Management Team to note on student file in Odyssey. The Academic management team to decide how, when and who will advise the student.
6. Written notification of the third offense – if in person, follow up with an email copy to the student. Agent to be informed if student doesn't progress because of the academic dishonesty event.

### Online studies/assessments:

- **Class Attendance:** To be able to fully participate in class, students must keep their cameras on, unless prior written approval is obtained from the Academic Management Team. If students join class without their camera on, students will be considered as not attending that class.
- **Assessments:** Cameras must be activated during the entirety of assessments and focused on the head and shoulders of the examinee with the student facing the camera directly. Shaded eyewear is not permitted without a medical note. It is the student's responsibility to ensure their equipment is functioning during the assessment. If the camera is off, the assessment will not be graded.
- **Technology Responsibility:** It is the student's responsibility to ensure that their camera, microphone, and/or devices are working correctly. Technical issues will not be accepted as a reason for non-participation unless the issue is reported and resolved with ILSC so they may support the student in a timely manner.
- **Oral Component:** Some assessments may include an oral component such as an interview to directly assess a student's proficiency and understanding of their assessment. If the instructor believes that academic dishonesty has occurred, they will notify the student 24 hours in advance of a requirement to sit a follow-up oral test.



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