



## Malpractice and Maladministration Policy

### DOCUMENT INFORMATION

Status: Approved by AIC Senior Management Committee

Responsible for implementation: AIC Academic Team

Responsible for review: Director - Academics and Quality Assurance

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### Version Control

History of amendments	Version/ pages/ section affected	Summary of changes
Last amended September 2020	Original document	Initial policy creation
Updated January 2026	Entire document	Comprehensive revision including digital submission procedures, AI usage guidelines, online assessment protocols, viva requirements, and enhanced record-keeping systems

The individuals or group responsible for this document have the authority to make changes to it whenever necessary. In the event of any amendments, all relevant personnel will be duly notified.

The document can be found on the AIC website at the following link:

<https://www.aicedu.lk/academic-progression.php>

## **Purpose**

AIC Campus considers all issues of plagiarism, malpractice and maladministration to be of a serious nature. This policy will allow both staff and students to be aware of how these issues will be dealt with.

The intention of this document is to provide a standardized approach to Malpractice and Maladministration across all learners and staff at AIC Campus.

The AIC Campus is committed to avoiding no room for malpractice or any forms of maladministration and the implementation of appropriate action in the event of such acts taking place.

AIC is committed to pursuing high standards of all interactions with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.

## **Policy Purpose and Institutional Commitment**

The American International Campus regards all issues of plagiarism, malpractice, and maladministration as matters of utmost seriousness that threaten the integrity of our educational mission and the value of qualifications we deliver. This comprehensive policy ensures that both staff and students understand clearly how these issues are identified, prevented, investigated, and addressed within our institutional framework.

The fundamental purpose of this document is to establish a standardized, transparent, and fair approach to preventing and addressing malpractice and maladministration across all learners, staff, and institutional systems at AIC. We recognize that maintaining academic integrity requires proactive measures, clear communication of expectations, robust detection systems, and consistent application of consequences when violations occur.

AIC maintains an unwavering commitment to eliminating all forms of malpractice and maladministration through comprehensive prevention strategies, early intervention programmes, thorough investigation procedures, and appropriate sanctions that protect both individual learning outcomes and institutional reputation. This commitment extends to embracing technological advances while ensuring they enhance rather than compromise academic integrity.

The institution acknowledges that the digital learning environment, including platforms such as Microsoft Teams and emerging artificial intelligence technologies, presents both opportunities for enhanced learning and new challenges for maintaining academic integrity. This policy addresses these contemporary challenges while maintaining fundamental principles of honest academic work and fair assessment.

## **Policy Aims and Educational Objectives**

AIC seeks to identify and minimize risks of malpractice and maladministration by implementing comprehensive prevention strategies that educate students and staff about acceptable practices while creating systems that discourage inappropriate behavior. Our approach emphasizes education and support rather than purely punitive measures, recognizing that many integrity violations result from misunderstanding rather than deliberate misconduct.

The institution enables prompt and effective responses to any incidents of alleged malpractice or maladministration through clearly defined procedures, designated responsible personnel, and established timelines that ensure fair treatment for all parties while maintaining the integrity of ongoing educational activities. These responses balance

the need for thorough investigation with the importance of minimizing disruption to legitimate learning activities.

We standardize and document all investigations to ensure openness, fairness, and consistency in handling cases while maintaining appropriate confidentiality and alerting awarding organizations when relevant. This documentation serves multiple purposes including legal protection, continuous improvement of prevention strategies, and demonstration of institutional commitment to integrity standards.

The policy establishes appropriate penalties and sanctions relating to learners and staff where malpractice or maladministration is proven, ensuring that consequences are proportionate, educational, and designed to prevent recurrence while supporting the individual's continued learning and development where appropriate.

Finally, the policy protects the integrity and reputation of AIC and all qualifications delivered through our programmes, ensuring that certificates and awards maintain their value for graduates and meet the standards expected by employers, higher education institutions, and professional bodies.

## **Institutional and Individual Responsibilities**

### **Institutional Leadership and Culture**

AIC maintains proactive leadership in promoting a positive culture that enables individuals to learn responsibly, fairly, and with genuine respect for the intellectual property and work of others. This culture is embedded through institutional policies, teaching practices, assessment design, and community expectations that are consistently communicated and modeled by all staff members.

The institution ensures that all assessment opportunities are designed to limit malpractice opportunities through appropriate use of technology, varied assessment methods, clear submission procedures, and regular review of assessment security measures. Programme materials consistently highlight the seriousness of malpractice and the educational, professional, and personal consequences of integrity violations.

Senior management provides adequate resources for integrity education, detection systems, investigation procedures, and professional development that ensures all staff members understand their responsibilities and possess the skills necessary to fulfill them effectively. This includes investment in appropriate technology, training programmes, and support systems that enable effective implementation of integrity standards.

## **Student Responsibilities and Expectations**

All learners bear fundamental responsibility for ensuring that submitted work represents their own authentic efforts and fully acknowledges all sources of information, ideas, and assistance used in completing assignments. This responsibility includes understanding and applying appropriate citation methods, seeking clarification when unsure about acceptable collaboration levels, and maintaining honesty in all academic interactions.

Students must familiarize themselves thoroughly with institutional policies regarding academic integrity, including specific guidelines for their programmes of study, acceptable use of technology and artificial intelligence tools, proper submission procedures for digital platforms, and consequences for policy violations. This understanding begins during orientation programmes and continues throughout their academic journey.

Learners are expected to actively support institutional integrity standards by refusing to participate in dishonest practices, reporting suspected violations they witness, seeking help when struggling with academic work rather than resorting to inappropriate shortcuts, and maintaining confidentiality of assessment materials and procedures as required.

## **Staff Responsibilities and Professional Standards**

Academic and administrative staff members share responsibility for implementing this policy consistently and fairly across all programmes and activities. This includes designing assessments that promote learning while minimizing opportunities for dishonest practices, clearly communicating expectations to students, maintaining vigilance for potential violations, and responding appropriately when concerns arise.

Assessors must ensure through appropriate verification methods that submitted work represents the authentic efforts of individual learners. This verification includes reviewing work for consistency with the learner's demonstrated abilities, checking for unusual similarities between submissions, conducting oral examinations when appropriate, and maintaining detailed records of assessment interactions and decisions.

Internal Quality Assurers bear specific responsibility for systematic review of assessment practices and learner work to identify patterns that might indicate systemic issues or individual cases requiring investigation. They serve as the primary link between front-line assessment activities and institutional quality assurance systems, ensuring that concerns are escalated appropriately and addressed systematically.

## **Digital Submission Procedures and Teams Portal Guidelines**

## **Microsoft Teams Submission Protocols**

AIC recognizes that proper use of Microsoft Teams for assignment submission is crucial for maintaining academic integrity while enabling efficient educational delivery. Students must understand and follow specific procedures designed to prevent inadvertent sharing of work and ensure secure submission processes that protect both individual efforts and assessment security.

All students receive comprehensive training during programme orientation on proper Teams navigation, including identification of correct submission channels, verification of recipient settings before submitting work, understanding of privacy settings for different types of content, and procedures for reporting technical difficulties or submission errors. This training is reinforced through regular reminders and updates as system configurations change.

Assignment submissions must be made exclusively to designated private channels or direct message functions that ensure only authorized teaching staff can access submitted work. Students are strictly prohibited from posting assignments to general class channels, group discussion areas, or any forum that provides access to other students unless specifically required for collaborative activities approved by teaching staff.

Before submitting any assignment, students must verify the recipient by checking channel membership, confirming the assignment title and submission requirements, ensuring file names follow prescribed formats that include student identification without revealing content, and obtaining submission confirmation that verifies successful delivery to appropriate recipients only.

When technical difficulties prevent proper submission through designated channels, students must immediately contact their programme administrator or teaching staff for alternative submission arrangements. Under no circumstances should students attempt to resolve submission problems by using unauthorized channels or sharing submission details with other students.

## **Online Assessment Security Measures**

Online assessments, including examinations, quizzes, and real-time evaluation activities, require additional security measures that students must understand and follow consistently. These measures protect the integrity of assessment processes while ensuring fair evaluation opportunities for all participants.

Students participating in online assessments must ensure their assessment environment meets institutional requirements including secure internet connectivity, appropriate hardware that supports required software, quiet private space free from interruptions, and availability of any authorized materials or resources specified for the particular assessment.

During online assessments, students are required to keep their cameras enabled when technically possible, maintain focus on assessment materials without accessing unauthorized resources, refrain from communication with any other persons during assessment periods, and report immediately any technical difficulties or suspected security breaches to assessment supervisors.

Assessment submission procedures for online evaluations follow the same security protocols established for regular assignment submissions, with additional verification steps that may include time-stamped submissions, automated plagiarism checking, or immediate oral follow-up questions to verify understanding and authenticity.

## **Artificial Intelligence Use Guidelines and Restrictions**

### **Acceptable and Prohibited AI Applications**

AIC recognizes that artificial intelligence technologies are rapidly evolving and becoming increasingly accessible to students and educators. While these technologies offer potential benefits for learning and research, their use must be carefully regulated to ensure that students develop genuine understanding and skills while maintaining the integrity of assessment processes.

Acceptable uses of artificial intelligence tools include preliminary research to identify relevant topics and sources, generation of initial ideas for further development through independent work, assistance with language editing and proofreading for students whose first language is not English, and creation of practice questions or study materials to support learning activities when explicitly permitted by teaching staff.

Prohibited uses of artificial intelligence encompass any application that substitutes AI-generated content for student thinking and writing, including direct copying of AI responses for assignment submission, using AI to complete assessments or examinations, allowing AI to perform analysis or problem-solving that students should demonstrate independently, and failing to acknowledge AI assistance when such acknowledgment is required.

Students must understand that any use of artificial intelligence tools in academic work requires explicit permission from teaching staff and full disclosure of the specific tools used, the extent of assistance received, and the student's own contributions to the final

submitted work. When AI assistance is permitted, students remain fully responsible for the accuracy, appropriateness, and academic integrity of all submitted content.

## **AI Detection and Verification Procedures**

The institution employs multiple strategies to detect inappropriate use of artificial intelligence in student work, including software tools that identify AI-generated content, analysis of writing patterns and consistency with previous student work, oral examinations that test understanding of submitted content, and comparison of assignment complexity with demonstrated student abilities in class activities.

When AI use is suspected in submitted work, students may be required to participate in viva voce examinations that test their understanding of concepts, methods, and conclusions presented in their assignments. These oral examinations help distinguish between legitimate learning supported by appropriate AI use and inappropriate substitution of AI thinking for student development.

Students who cannot adequately explain their submitted work during oral examination may face academic integrity sanctions regardless of whether specific AI use can be definitively proven. The institution's expectation is that students should be able to demonstrate thorough understanding of all work they submit for assessment.

## **Viva Voce Assessment and Knowledge Verification**

### **Implementation of Oral Examinations**

AIC implements systematic viva voce assessment procedures to verify student understanding and authentic learning, particularly when there are concerns about assignment authenticity or when programme requirements include demonstration of practical application skills. These oral examinations serve both educational and integrity verification purposes.

Viva examinations are conducted by qualified academic staff who understand both the subject matter and appropriate questioning techniques that reveal genuine student understanding. The examination format includes questions about problem identification and analysis methods, justification of approaches taken in submitted work, exploration of alternative solutions or perspectives considered, and demonstration of practical application skills where relevant.

Students are informed in advance when viva examinations will be required, either as standard programme components or as additional verification measures. The scheduling

accommodates student availability while maintaining security of assessment content, and reasonable adjustments are provided for students with disabilities or other circumstances that might affect their oral examination performance.

Results of viva examinations are documented thoroughly, including questions asked, student responses, assessor observations about student understanding levels, and conclusions reached about work authenticity. This documentation supports both individual student feedback and institutional quality assurance processes.

### **Problem Identification and Justification Protocols**

During viva examinations, students must demonstrate their ability to identify problems addressed in their submitted work, explain the reasoning behind their analytical approaches, justify conclusions reached through their investigation or research, and discuss alternative approaches they considered but rejected with appropriate reasoning.

These demonstrations reveal whether students possess genuine understanding of their work or have relied inappropriately on external sources without developing personal comprehension. Students who cannot provide adequate justification for their work may be required to resubmit assignments after additional learning activities or face academic integrity sanctions.

The problem identification component specifically requires students to explain how they recognized issues requiring attention, what criteria they used to prioritize different aspects of problems, how they developed their analytical framework, and what evidence they gathered to support their conclusions.

### **Record Keeping and Student Progress Monitoring**

#### **Comprehensive Student Records Management**

AIC maintains detailed records for each student batch that enable tracking of academic progress, identification of potential integrity concerns, and verification of authentic learning development over time. These records include all submitted assignments with submission timestamps and recipient verification, assessment feedback and grades with justification for marking decisions, attendance records for classes and assessment activities, and documentation of any integrity concerns or investigations.

Student records also encompass oral examination results and observations, correspondence regarding academic progress or concerns, evidence of participation in integrity education activities, and any accommodations or adjustments provided to support individual learning

needs. This comprehensive approach enables early identification of students who may need additional support and provides evidence for assessment decisions and integrity investigations.

Records are maintained securely with appropriate access controls that protect student privacy while enabling authorized personnel to access information necessary for educational and administrative purposes. Digital records include backup systems and version control that ensure information accuracy and availability when needed for internal review or external audit purposes.

### **Progress Monitoring and Early Intervention**

Regular monitoring of student records enables identification of patterns that might indicate potential integrity concerns, academic difficulties requiring support, or systemic issues affecting multiple students. This monitoring includes analysis of submission patterns and timing, consistency of work quality across different assignments, attendance correlation with assignment performance, and comparison of individual progress with cohort patterns.

When monitoring identifies potential concerns, the institution implements early intervention strategies including individual consultations to understand challenges and provide support, additional guidance on academic integrity expectations and practices, referral to support services for learning skills development, and modified assessment arrangements when appropriate to address underlying difficulties.

Early intervention emphasizes educational support rather than punitive measures, recognizing that many integrity violations result from academic stress, misunderstanding of expectations, or inadequate learning skills rather than deliberate dishonesty. However, students who do not respond appropriately to support interventions may face progressive sanctions as outlined in this policy.

### **Investigation Procedures and Due Process**

#### **Allegation Investigation Framework**

When allegations of malpractice or maladministration arise, AIC follows systematic investigation procedures that ensure fairness, thoroughness, and appropriate confidentiality while gathering evidence necessary for informed decision-making. Investigations are conducted by qualified personnel who understand both academic integrity principles and appropriate investigative methods.

The investigation process begins with preliminary assessment to determine whether allegations warrant formal investigation, collection and preservation of relevant evidence including digital files and communications, interviews with all relevant parties including alleged violators and witnesses, and consultation with subject matter experts when technical issues require specialized knowledge.

Throughout investigations, all parties are treated fairly and provided with opportunities to present their perspectives, access to support services when needed, clear communication about process timelines and expectations, and protection from retaliation or inappropriate pressure from any source.

Investigation conclusions are based on careful evaluation of all available evidence using appropriate standards of proof, typically requiring clear and convincing evidence of policy violations. Findings are documented thoroughly and communicated clearly to all relevant parties along with any sanctions or remedial actions required.

## **Appeals and Review Processes**

Students and staff who disagree with investigation findings or imposed sanctions may request review through established appeals procedures that provide independent evaluation of investigation quality and conclusion appropriateness. Appeals must be submitted within specified timeframes and include clear explanation of grounds for disagreement with original findings.

Appeals review includes examination of investigation procedures for fairness and completeness, evaluation of evidence interpretation and conclusion justification, consideration of any new evidence not available during original investigation, and assessment of sanction appropriateness given the nature and severity of violations found.

Review panels include personnel who were not involved in original investigations and possess appropriate expertise for evaluating both process and content issues. Panel decisions are final within institutional procedures, though external appeals to awarding organizations or regulatory bodies may be available in specific circumstances.

## **Sanctions and Remedial Actions**

### **Progressive Intervention Approach**

AIC applies sanctions and remedial actions using progressive intervention principles that emphasize education and behavior change while protecting institutional integrity and other students' interests. First-time violations typically result in educational interventions

combined with appropriate consequences, while repeated violations lead to more serious sanctions including possible programme termination.

Educational interventions include mandatory participation in academic integrity training programmes, completion of alternative assignments that demonstrate learning without providing unfair advantage, meetings with academic advisors to develop strategies for academic success, and regular progress monitoring to ensure behavior modification.

Consequences for violations may include assignment grade reduction or requirement to resubmit work, temporary suspension from specific courses or activities, notation on academic transcripts regarding integrity violations, and in serious cases, permanent programme dismissal with notification to relevant awarding organizations.

### **Support for Rehabilitation and Learning**

The institution recognizes that most students who violate academic integrity policies can learn from their mistakes and develop appropriate academic behaviors with proper support and guidance. Rehabilitation support includes access to academic skills development programmes, counseling services to address underlying stresses or challenges, mentoring relationships with successful students or staff members, and modified academic plans that provide additional structure and support.

Students who demonstrate genuine commitment to behavior change and academic integrity are provided with opportunities to rebuild their academic standing and reputation within the institutional community. This support reflects institutional commitment to student success while maintaining clear expectations for honest academic work.

However, students who repeatedly violate integrity standards or who commit serious violations demonstrate unwillingness to embrace institutional values and may be permanently separated from the academic community to protect other students and maintain programme quality.

### **Quality Assurance and Continuous Improvement**

#### **Policy Effectiveness Monitoring**

AIC regularly evaluates the effectiveness of this policy through systematic collection and analysis of data regarding integrity violations, investigation outcomes, sanction effectiveness, and community perceptions of institutional integrity standards. This evaluation includes quantitative analysis of violation patterns and trends, qualitative feedback from students and staff about policy clarity and fairness, external benchmark

comparison with other educational institutions, and assessment of prevention strategy effectiveness.

Evaluation results inform policy updates and improvement initiatives that address emerging challenges, enhance prevention strategies, improve investigation procedures, and strengthen community understanding of integrity expectations. The institution remains committed to adapting this policy to address technological advances, changing educational practices, and evolving community needs while maintaining fundamental commitment to academic integrity.

Regular training updates ensure that all staff members understand current policy requirements and possess skills necessary for effective implementation. Student education programmes are similarly updated to address new challenges and ensure continued relevance for contemporary learning environments.

This Malpractice and Maladministration Policy demonstrates AIC's comprehensive commitment to maintaining the highest standards of academic integrity while supporting all community members in understanding and meeting these standards. Through proactive prevention, fair enforcement, and continuous improvement, the institution ensures that all qualifications maintain their value and all students develop the ethical foundation necessary for future academic and professional success.