

## LEARNER CODE OF CONDUCT

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This policy is reviewed periodically and any updates will be published on this website, effective upon posting. For significant changes, we may also notify you directly or highlight the update prominently.

### **1. Purpose and Scope**

- 1.1. At ALX, we are committed to fostering an environment that supports academic success, personal growth, and mutual respect. The Learner Code of Conduct sets out clear expectations for behavior, responsibilities, and ethical standards to ensure all participants can thrive in a respectful, safe, and productive learning environment.
- 1.2. This policy outlines the obligations of learners in fulfilling their responsibilities and emphasizes the importance of aligning individual conduct with ALX values. It applies to all learners enrolled in ALX courses, programs, or activities and is enforced consistently across all campuses, delivery modes, and areas of study. Key stakeholders—supporting staff, facilitators, assessors, and moderators—are responsible for upholding this code.
- 1.3. To gain access to community platforms, city hubs, and ALX learning experiences, learners must agree to this Code of Conduct. The policy extends beyond learning activities and includes all one-on-one interactions and engagement within the broader ALX ecosystem, both online and offline.
- 1.4. Non-compliance with the Code of Conduct may result in disciplinary action, including the suspension or loss of access to ALX platforms and learning opportunities.

### **2. Our Commitment and Pledge**

- 2.1. ALX strives to provide a secure, inclusive, and discrimination-free environment for all participants—one where individuals can learn, collaborate, and grow without fear of harassment, bias, or violation of intellectual property rights.
- 2.2. As members, contributors, and leaders, we pledge to create a harassment-free and welcoming experience for everyone, regardless of age, body size, disability (visible or invisible), ethnicity, gender identity or expression, socio-economic background, race, religion, sexual identity or orientation, nationality, or any other personal characteristic.
- 2.3. We pledge to act and interact in ways that reflect our core values:
  - 2.3.1. Courage – I don't fail, I only learn.
  - 2.3.2. Humility – I ask for feedback.
  - 2.3.3. Adventure – I boldly venture where no one has ever been.
  - 2.3.4. Initiative – I get 'GYSHIDO': Get S\_\_\_ done.
  - 2.3.5. Resilience – I tackle difficult situations with a can-do attitude.
- 2.4. By living these values and adhering to this Code, learners contribute to ALX's mission to transform Africa by developing 3 million ethical and entrepreneurial leaders by 2035.

### 3. Principles

- 3.1. Our Learner Code of Conduct is built on the following key principles: Respect, Integrity, Accountability, Inclusivity, Safety and Well-Being, Collaboration, Commitment to Learn, Fairness, Professionalism and Community and Contribution.

### 4. Definitions

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| <b>Academic honesty standards</b>   | Academic honesty standards refer to the ethical principles and expectations that govern the integrity of learners' academic work. These standards prohibit dishonest behaviors such as plagiarism, cheating, fabrication of information, unauthorized collaboration, and any form of misrepresentation in academic submissions or assessments. Upholding academic honesty ensures fairness, credibility, and trust in the learning environment and assessment outcomes.                                                                                 |
| <b>Active Learner</b>               | <p>An Active Subscriber is defined as any individual or entity that meets all the following conditions:</p> <p>Subscription Status: Has an ongoing, valid subscription plan (monthly, annual, or other payment frequency) that has not been canceled or terminated.</p> <p>Access Rights: Actively holds access to the platform's services, content, or features based on their subscription tier.</p> <p>Payment Compliance: Has successfully made the required payment for the current billing period and has no outstanding or overdue payments.</p> |
| <b>Academic Integrity</b>           | The commitment to honesty and ethical behavior in all aspects of academic work. It involves producing original work, properly citing sources, and avoiding dishonest practices such as plagiarism, cheating, falsifying data, or submitting someone else's work as one's own.                                                                                                                                                                                                                                                                           |
| <b>Attendance and Participation</b> | Refers to the learner's commitment to attend all mandatory scheduled sessions, or assessments and to actively engage in all activities that contribute to their learning. Regular attendance is essential for maintaining academic progress, while active participation involves contributing to discussions, group work, and assignments. Learners are expected to participate thoughtfully and responsibly, ensuring that their actions support both their own learning and that of others in the academic environment.                               |
| <b>Appeal</b>                       | A formal request by an Active Learner to the Committee asking the Committee to review an ALX decision concerning their academic performance or conduct.                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Appeals Committee</b>        | The Appeals Committee is a formally designated body responsible for reviewing and making decisions on appeals submitted by active learners who wish to contest an academic, disciplinary, or administrative decision. The committee ensures that due process is followed, considers the merits of the appeal, and issues a final, impartial determination in accordance with institutional policies and regulations.                                                                                                                                                          |
| <b>Bullying</b>                 | The repeated and intentional use of power, through verbal, physical, or social means, to intimidate, harm, or control others. It can occur in person or online and may include behaviors such as verbal abuse, exclusion, spreading false rumors, and physical aggression. Bullying undermines the dignity and well-being of others and is strictly prohibited within any learning environment.                                                                                                                                                                               |
| <b>Committee</b>                | <p>A Committee refers to either the Appeals Committee or the Conduct Committee, established to investigate, deliberate, and make final determinations on relevant matters.</p> <p>The Appeals Committee is convened when a formal challenge is submitted against an academic, disciplinary, or administrative decision. The Conduct Committee is convened when there is an alleged violation of the institution's code of conduct or disciplinary rules. Each committee operates in line with institutional policies to ensure fairness, accountability, and due process.</p> |
| <b>Conduct Committee</b>        | The Conduct Committee is a designated group responsible for reviewing cases involving alleged violations of the institution's code of conduct by learners. The committee investigates incidents, conducts hearings if necessary, and determines appropriate outcomes or sanctions to uphold the integrity, safety, and ethical standards of the learning or working environment.                                                                                                                                                                                              |
| <b>Confidential Information</b> | Any personal, academic, medical, or professional information—whether verbal, written, or electronic—that is protected by law, institutional policy, or ethical standards. This includes learner records, patient/client data, faculty or peer evaluations, and proprietary information.                                                                                                                                                                                                                                                                                       |
| <b>Corrective Action</b>        | A formal response to a violation intended to address inappropriate behavior and prevent recurrence. Corrective actions may include warnings, probation, educational interventions, restrictions, or dismissal, depending on the severity of the violation and prior history.                                                                                                                                                                                                                                                                                                  |
| <b>Developmental Support</b>    | Guidance or resources provided to a learner in response to a low-level or unintentional violation. It aims to foster growth, clarify expectations, and reinforce professional standards without imposing formal disciplinary sanctions.                                                                                                                                                                                                                                                                                                                                       |

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| <b>Discrimination</b>      | Unfair or unequal treatment of individuals or groups based on personal characteristics such as race, gender, religion, sexual orientation, age, disability, or other protected attributes, whether intentional or unintentional. Discrimination violates institutional values and may also breach legal or human rights standards.                                                                                                                                                                                                                                                                                                             |
| <b>Due process</b>         | A fair and transparent procedure afforded to learners before disciplinary decisions are made. It includes the right to be informed of allegations, to present evidence, to be heard by an impartial party or committee, and to appeal decisions in accordance with institutional policy.                                                                                                                                                                                                                                                                                                                                                       |
| <b>Disciplinary Matrix</b> | A structured tool that maps specific types of misconduct to corresponding violation levels and recommended sanctions. It promotes consistency, fairness, and transparency in disciplinary decision-making while allowing for contextual discretion.                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Egregious Violation</b> | A severe, intentional act of misconduct that poses a threat to the safety, integrity, or reputation of the learning environment, institution, or its partners. Egregious violations typically fall under Level 3 and may result in expulsion or legal reporting.                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Expected Behaviour</b>  | Refers to the conduct and actions that align with the values, ethics, and standards established by the institution. Learners are expected to demonstrate respect for others, engage actively in their programs, and uphold the integrity of the learning environment. This includes treating fellow learners, faculty, and staff with courtesy, working collaboratively, contributing positively to discussions and activities, and adhering to all policies and rules set forth by the institution.                                                                                                                                           |
| <b>Good standing</b>       | A learner in good standing is one who has consistently met all academic, administrative, and conduct-related requirements as prescribed by the organisation or programme. This includes, but is not limited to: satisfactory attendance and participation, timely submission of required documentation and assessments, adherence to codes of conduct and ethical guidelines, and fulfillment of any financial or contractual obligations. Learners in good standing remain eligible for continued participation in the programme, access to institutional resources, and the awarding of credits or certification upon successful completion. |
| <b>Harassment</b>          | Any unwanted or inappropriate behavior, verbal or physical, that creates a hostile, intimidating, or offensive environment. This includes behaviors that are based on a person's race, gender, sexual orientation, religion, nationality, disability, or other personal characteristics. Harassment can take many forms, including verbal comments, physical actions, and cyber harassment, and it is prohibited in all academic and social contexts within the institution.                                                                                                                                                                   |

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| <b>Hostile Environment</b>      | A learning or working setting is intimidating, offensive, or abusive due to inappropriate behavior, discrimination, or harassment. A hostile environment interferes with an individual's ability to participate in or benefit from academic or professional programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Independent Reviewer</b>     | A neutral party—internal or external—appointed to review high-stakes or Level 3 conduct cases to ensure procedural fairness, impartiality, and alignment with institutional standards. The reviewer provides oversight and may advise or approve final decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Misconduct</b>               | <p>Any act or omission that breaches any ALX policy, code of conduct, or applicable law, whether committed on or off our learning platforms or at our ALX Hubs. It includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Academic dishonesty (such as plagiarism, cheating, fabrication or falsification of information);</li> <li>2. Harassment or abuse (including bullying, discrimination, threats, or any unwelcome behaviour that creates an intimidating, hostile, or offensive environment for others);</li> <li>3. Disruptive behaviour, including conduct that interferes with the learning environment, disrespects faculty, staff, or peers, or undermines the functioning of any program or activity;</li> <li>4. Misuse of institutional platforms or resources, including unauthorised access, sharing of offensive or harmful content, or use of systems in a way that violates community standards;</li> <li>5. Violation of local or international laws.</li> </ol> <p>We reserve the right to determine whether a specific behaviour constitutes misconduct, taking into account the context, impact, and applicable norms.</p> |
| <b>Patterned misconduct</b>     | Repeated violations of similar nature over time, indicating a lack of behavioral improvement despite previous warnings or interventions. Patterned misconduct may result in escalation to higher violation levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Professional Disposition</b> | The attitudes, behaviors, and interpersonal skills expected of learners in academic, clinical, or professional settings. This includes respect, accountability, communication, collaboration, ethical conduct, and adherence to institutional and industry norms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Sanction</b>                 | A disciplinary measure imposed following the confirmation of a violation of institutional policies, codes of conduct, laws and regulations or other operational documents. Sanctions are intended to uphold community standards, promote accountability, and prevent future misconduct. They may vary in severity depending on the nature and impact of the violation, and may include, but are not limited to warnings, probation, suspension, expulsion, or revocation of certification or access.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Self-Plagiarism</b>          | The reuse of one's own previously submitted academic work without                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                    | disclosure or permission, presenting it as original. While not involving others' intellectual property, it violates academic integrity standards.                                                                                                                                                                                                                                                                                                                              |
| <b>Social Media</b>                | Refers to online platforms and digital tools used for communication, networking, and sharing content, such as Facebook, Twitter, Instagram, LinkedIn, and others. Learners are expected to use social media responsibly, maintaining professionalism, respect, and confidentiality. Inappropriate use of social media, such as sharing offensive content, bullying, or damaging the reputation of others or the institution, is considered a violation of the Code of Conduct. |
| <b>Substance Abuse</b>             | Refers to the misuse of alcohol, drugs, or other substances in a manner that impairs one's ability to perform academically, socially, or in personal development. This includes the use of illegal drugs, the abuse of prescription medications, or the excessive consumption of alcohol or other legal substances that affect mental and physical health. Substance abuse is prohibited, and learners are expected to maintain a safe and healthy learning environment.       |
| <b>Violation Level (0–3)</b>       | A tiered classification system for learner misconduct:<br>Level 0 – Developmental: Minor or unintentional violation, addressed with support.<br>Level 1 – Corrective: Repeated or moderately serious violation requiring formal intervention.<br>Level 2 – Disciplinary: Patterned or serious violation requiring committee review.<br>Level 3 – Egregious: Severe violation with potential legal, safety, or reputational consequences.                                       |
| <b>Unlawful activity</b>           | Any conduct that violates local, provincial/state, or national laws. This includes but is not limited to theft, assault, harassment, substance abuse, falsification of documents, or other criminal offenses. Unlawful activity may be reported to legal authorities.                                                                                                                                                                                                          |
| <b>Unsafe learning environment</b> | Any condition—physical, emotional, or social—that endangers the safety, wellbeing, or ability of learners, faculty, or staff to engage in activities or professional practice. This may result from threats, harassment, violence, or disregard for safety protocols.                                                                                                                                                                                                          |

## 5. Learner Rights

5.1. All learners in active status are entitled to the following rights:

- 5.1.1. A learning environment that promotes academic growth and well-being, to the extent influenced by the institution.
- 5.1.2. Adequate notice regarding matters related to attendance, grading, program requirements, and expectations.

- 5.1.3. Protection from unlawful discrimination, including biases based on race, gender, sexual orientation, religion, disability, or other protected statuses, as well as any form of harassment.
- 5.1.4. Confidentiality regarding personal and academic information.
- 5.1.5. Reasonable access to programs, resources, and institutional information.

## **6. Community Expectations**

6.1. To successfully join and be part of this community, you need to practice and live by our CHAIR values. The CHAIR values you find below have been an integral part of our learning experience for the last 20+ years. Grasping and utilising these values will make you a complete and well rounded learner and future professional.

- 6.1.1. Courage – Believe in your capacity to learn and do hard things. Be bold enough to share feedback and speak your mind respectfully.
- 6.1.2. Humility – Engage with the community in a respectful and dignified manner that contributes to maintaining a supportive community and an inclusive environment.
- 6.1.3. Adventure – Demonstrate curiosity by going where no one else has gone before and being passionate about your growth and the growth of your peers in the community.
- 6.1.4. Integrity – Show integrity by holding yourself to the highest standard of conduct in all circumstances. Refrain from any form of discrimination, harassment and bullying of any other member of the community.
- 6.1.5. Initiative – Demonstrate self-leadership by being a self-starter who takes initiative of their future, family and community.
- 6.1.6. Resilience – Demonstrate grit through perseverance and embracing hardship as part of the journey toward achieving your goals.

## **7. Code of Conduct**

- 7.1. With the rights outlined above come responsibilities to the broader community, including fellow learners, faculty, staff, external partners, and the general public. This also encompasses any conduct that disrupts the normal functioning of the institution or its relationships with external partners.
- 7.2. These responsibilities can be summarized by the Golden Rule: Do unto others as you would have them do unto you.
- 7.3. They include but are not limited to
  - 7.3.1. Expected Behaviour:
    - 7.3.1.1. Be active learners, engaging in your program by agreeing to do your very best to acquire the knowledge and skills as defined by the learning outcomes of your specific course or program.

- 7.3.1.2. Conduct yourselves with honesty, integrity, and respect throughout the duration of your studies.
- 7.3.1.3. Do not undermine the integrity or efficiency of the program you are enrolled in any way.
- 7.3.1.4. Assist other learners to support engagement and learning, with the purpose of ensuring that all participants acquire the knowledge, attitude, and skills necessary to complete the course.
- 7.3.1.5. Allow others to learn and work without interruption or disruption.
- 7.3.1.6. Do not damage equipment, materials, or buildings.
- 7.3.1.7. Treat all learners, facilitators, and staff with respect, dignity, and consideration.
- 7.3.1.8. Respect the values, opinions, and views of other learners.
- 7.3.1.9. Do not engage in demeaning or discriminatory behavior and speech.
- 7.3.1.10. Report any inappropriate behavior of other learners to maintain the integrity of the learning environment for all.
- 7.3.1.11. Agree to adhere to all rules, policies, and expectations as outlined in this document.
- 7.3.1.12. Maintain respectful communication with peers, facilitators, and staff.
- 7.3.1.13. Adhering to the platform's Terms & Conditions of this policy. This includes respecting the acceptable use of the eHub, security protocols, intellectual property rights, and all related digital conduct expectations. Any misuse or violation of these terms may result in disciplinary action or restricted access.
- 7.3.2. Academic Integrity:
  - 7.3.2.1. Submit original work and properly cite all references.
  - 7.3.2.2. Avoid plagiarism, cheating, or any other form of dishonest academic practice.
  - 7.3.2.3. Unacceptable practices include, but are not limited to, cheating, impersonation, or attempts to cheat.
  - 7.3.2.4. Academic integrity is not limited to the descriptions and/or examples provided.
  - 7.3.2.5. Anyone judged to be engaging in unethical practices will be subject to penalties under this policy.
- 7.3.3. Attendance and Participation:
  - 7.3.3.1. Attend all mandatory scheduled sessions, or assessments unless otherwise excused.
  - 7.3.3.2. Actively participate in discussions, group activities, and assignments.
- 7.3.4. Use of Technology:
  - 7.3.4.1. Use the institution's resources, including computers, internet, and learning platforms, responsibly and ethically.

- 7.3.4.2. Avoid unauthorized access, sharing passwords, or misuse of digital resources.
- 7.3.4.3. Use of Artificial Intelligence (AI) should be done according to the academic honesty standards, refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools without citation, documentation, or authorization.
- 7.3.5. Prohibited Behaviour
  - 7.3.5.1. Violation of this Code includes, but is not limited to, the following:
  - 7.3.5.2. Harassment, which is defined for the purposes of this Code to include unwelcome or offensive verbal, visual, or physical contact, including conduct, comments, or images that a person would reasonably find offensive, demeaning, or hostile.
  - 7.3.5.3. Sexual harassment, which is defined for purposes of this Code to include unwelcome, unsolicited, and unreciprocated sexual advances, requests for sexual favors, and other verbal or physical conduct or gesture of a sexual nature that has or that might reasonably be expected or be perceived to offend, humiliate, or intimidate another person.
  - 7.3.5.4. Bullying is any behavior intended to intimidate, belittle, or harm another person. This includes repeated actions that create a hostile or unsafe environment, whether through physical or emotional abuse, or through the use of digital platforms.
  - 7.3.5.5. Substance Abuse: The use, possession, or distribution of illegal substances or the misuse of prescription medications, alcohol, or any other controlled substances is strictly prohibited. Learners must also refrain from being under the influence of such substances during sessions, exams, or other institutional activities.
  - 7.3.5.6. Social Media: Learners are expected to use social media in a responsible manner. Inappropriate or offensive content, cyberbullying, harassment, or defamatory remarks regarding fellow learners, staff, or the institution are prohibited. Learners should be aware that any actions on social media that reflect poorly on the learning environment or violate other parts of this code may result in disciplinary action.
  - 7.3.5.7. Discriminatory Conduct: Any behavior based on race, sex, sexual orientation, gender expression or identity, nationality, disability, religion, political affinity, or any other characteristic protected by law is strictly prohibited.
  - 7.3.5.8. Disrupting, whether online or in-person, by engaging in unruly or unsafe behavior, is prohibited. Learners must avoid any actions that endanger the health, safety, or well-being of others.

- 7.3.5.9. Fraud and Misleading Information: Learners must not engage in any form of fraud, including falsifying documents, misrepresenting qualifications, impersonating another individual, or providing false or misleading information during the application process, assessments, or any institutional engagement. Such conduct undermines the integrity of the institution and will result in disciplinary action.

## **8. Intellectual Property**

- 8.1. Learners are expected to adhere to the following principles related to intellectual property:
- 8.2. Ownership of Intellectual Property
  - 8.2.1. Learners retain ownership of their own original work (e.g., assignments, projects, presentations) unless stated otherwise in a collaboration or contract with the institution or a third-party.
  - 8.2.2. ALX owns materials developed for course delivery and institutional use. Learners may not reproduce or distribute institutional materials without prior written permission from ALX.
  - 8.2.3. Any content created in collaboration with the institution or faculty involves shared intellectual property ownership by default, unless any written agreement states otherwise.
  - 8.2.4. Any intellectual property created during sponsored projects or using institutional resources will be automatically assigned by learners to ALX.
- 8.3. Use of Intellectual Property
  - 8.3.1. Learners are granted a limited, non-exclusive license to use institutional materials (such as course resources and learning platforms) solely for personal learning purposes.
  - 8.3.2. Learners must not share, sell, or distribute institutional materials outside of the learning environment.
  - 8.3.3. Learners who want to publicly use ALX content, including branding or educational materials, must obtain a prior written approval from ALX.
- 8.4. Third-Party Content
  - 8.4.1. Learners must respect copyright and licensing agreements when using third-party materials (e.g., articles, software, tools) in their academic work.
- 8.5. Violations of Intellectual Property Rights
  - 8.5.1. Any unauthorized use, duplication, or distribution of intellectual property will result in disciplinary action, which may include academic penalties, removal from the program, or legal consequences.

## **9. Reporting Violations**

- 9.1. Violations of this Code of Conduct should be reported promptly to:
  - 9.1.1. Primary Contact: <https://tech.alxafrica.com/report-offense>
  - 9.1.2. Escalation Contact: Facilitator, Assessor or Technical Mentor

- 9.1.3. Reports will be handled confidentially and in line with the institution's disciplinary procedures.

## **10. Cheating/Dishonesty**

- 10.1. If a learner is suspected of engaging in unacceptable behaviour, the instructor, Technical Mentor, or a representative from the program will discuss the alleged behaviour with the learner directly.
- 10.2. If the instructor or an ALX representative is not satisfied with the explanation of the alleged behaviour, or the evidence does not reasonably align with the explanation, the learner shall be subject to the penalties under this policy.
- 10.3. Cheating in Examinations
  - 10.3.1. It is the responsibility of the examination invigilator(s) to undertake appropriate measures to deal with unacceptable behaviour during an examination (whether online or in-person). Examination invigilator(s) who suspect individual(s) of unacceptable behaviour may take the following steps to ensure the integrity of the examination:
- 10.4. Issue one or more verbal warnings;
  - 10.4.1. Move or isolate suspected learner to a different location, and/or any other requests by the invigilator;
  - 10.4.2. Confiscation of unauthorized materials and/or electronic devices (to be returned upon examination completion);
  - 10.4.3. Immediate termination from the examination at any time, before or during the examination, as determined by the invigilator.
- 10.5. Penalties for Academic Dishonesty
  - 10.5.1. If it is determined that a learner has breached this policy by engaging in unacceptable behaviour, the following penalties may apply:
    - 10.5.1.1. A mark of "0" on the examination
    - 10.5.1.2. Require a re-write examination
    - 10.5.1.3. A notation in the learner's education history
    - 10.5.1.4. A report to the program specific body regarding the unacceptable behaviour during the examination
- 10.6. A learner may appeal the decision in writing. Violations of this Code may result in consequences, including but not limited to:
  - 10.6.1. Verbal or written warnings.
  - 10.6.2. Suspension or dismissal from the course or program.
  - 10.6.3. Additional measures as determined by the program.

## **11. Learner Code of Conduct Violation Levels**

- 11.1. To promote fairness, consistency, and transparency in disciplinary decision-making, violation levels are described below with associated examples and notes. Each level should be documented by the faculty, staff, or committee designee, as appropriate, to ensure effective

monitoring and appropriate escalation. Potential corrective actions may be found in the catalog.

#### 11.1.1. Level 0

11.1.1.1. A first-time alleged violation of one or more standards in the Learner Code of Conduct will be addressed from a developmental perspective. Level 0 violations are typically low-impact, unintentional, or related to professional disposition.

11.1.1.2. Examples of Level 0 violations include:

- 11.1.1.2.1. Disruptive but non-threatening behavior in class or group settings
- 11.1.1.2.2. Failure to meet professional expectations (e.g., late submission of work, unprofessional email communication)
- 11.1.1.2.3. Inappropriate attire for a professional setting
- 11.1.1.2.4. Unintentional breaches of academic integrity (e.g., incorrect citation, misunderstanding of collaboration guidelines)

11.1.1.3. Note on Professional Disposition: A violation that does not infringe on the health, safety, or equitable learning/clinical environment will be viewed as an opportunity for developmental support. Learners will be coached and guided rather than penalized, unless repeated or escalated.

#### 11.1.2. Level 1

11.1.2.1. A repeat violation or a more concerning first-time incident, depending on severity, may result in corrective action(s) at the discretion of the relevant faculty or staff member. Cases may be escalated to Level 2 or Level 3 based on documented patterns or severity.

11.1.2.2. Examples of Level 1 violations include:

- 11.1.2.2.1. Repeated failure to follow class or practicum protocols
- 11.1.2.2.2. Continued unprofessional communication after prior warnings
- 11.1.2.2.3. Reuse of assignments across courses without proper disclosure (self-plagiarism)
- 11.1.2.2.4. Disregard for basic confidentiality guidelines

11.1.2.3. Note on Professional Disposition: Where prior feedback was provided at Level 0, any repeat behavior may trigger both corrective action and renewed developmental support. Consistency in interpreting repeat offenses is critical, and faculty should refer to a disciplinary matrix to guide action.

#### 11.1.3. Level 2

11.1.3.1. Level 2 reflects multiple or patterned violations or serious breaches of academic integrity or professional conduct. These cases require escalation to a Conduct Committee, formed by the assigned manager, which will review documentation and evidence from all parties.

11.1.3.2. Examples of Level 2 violations include:

- 11.1.3.2.1. A pattern of professional misconduct despite earlier interventions

- 11.1.3.2.2. Significant plagiarism or cheating on a major assessment
- 11.1.3.2.3. Disrespectful behavior that creates a hostile or unsafe learning environment
- 11.1.3.2.4. Misuse of confidential or privileged information
- 11.1.3.3. Note on Professional Conduct and Academic Integrity: At this level, the issue is no longer isolated. Patterned misconduct or serious academic violations will trigger formal review. Corrective action will be guided by a disciplinary matrix to ensure proportional and consistent responses.
- 11.1.4. Level 3
  - 11.1.4.1. Level 3 violations involve egregious conduct, ongoing serious violations, or actions that pose significant harm to others or the institution's operations, partnerships, or reputation.
  - 11.1.4.2. Where such conduct is alleged, a Conduct Committee must be convened to assess all evidence and determine appropriate sanctions. Independent review is recommended for these cases to ensure impartiality and to protect procedural integrity. This reviewer may be internal (from a separate unit) or external, depending on the case.
  - 11.1.4.3. Unlawful activity will be reported to the appropriate authorities, and any legal consequences will be considered in the institutional response.
  - 11.1.4.4. Examples of egregious violations include (but are not limited to):
    - 11.1.4.4.1. Misrepresentation or falsification of official documents
    - 11.1.4.4.2. Physical or verbal abuse of patients, staff, or peers
    - 11.1.4.4.3. Criminal misconduct
    - 11.1.4.4.4. Abuse or theft of personal property
    - 11.1.4.4.5. Possession or use of weapons
    - 11.1.4.4.6. Drug or alcohol use in restricted environments
    - 11.1.4.4.7. Harassment or discrimination
    - 11.1.4.4.8. Threats, intimidation, or repeated abuse
  - 11.1.4.5. Note on Professional Conduct: Level 3 violations may result in suspension, expulsion, or legal reporting. They must be documented thoroughly, and adjudicated with attention to due process. Independent oversight is strongly advised in high-stakes cases.

## 11.2. Disciplinary Matrix for Learner Code of Conduct Violations

| Misconduct Type                                  | Definition/Description                                                   | Suggested Violation Level                         | Typical Sanctions / Corrective Actions                                             |
|--------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Late assignment submission</b>                | Repeated lateness without prior notice                                   | Level 0 (first instance)<br>Level 1 (if repeated) | Verbal warning<br>Developmental feedback<br>Written warning for repeated instances |
| <b>Unprofessional communication</b>              | Inappropriate tone, sarcasm, or disrespect in emails or online forums    | Level 0 (first instance)<br>Level 1 (if repeated) | Coaching<br>Communication skills<br>Written apology                                |
| <b>Self-plagiarism</b>                           | Reusing one's previous work without disclosure                           | Level 1                                           | Grade reduction<br>Academic integrity module<br>Written warning                    |
| <b>Plagiarism (moderate)</b>                     | Copying text without citation on a minor assignment                      | Level 1–2                                         | Zero on assignment<br>Academic integrity<br>Formal warning                         |
| <b>Plagiarism (significant/major assessment)</b> | Copying substantial portions of work on a major project or assessment    | Level 2                                           | Zero on assessment<br>Academic probation<br>Referral to Conduct Committee          |
| <b>Disruption of class or group learning</b>     | Persistent interruption, dominating discussions, or ignoring group norms | Level 0–1                                         | Developmental coaching<br>Facilitated meeting<br>Written warning                   |
| <b>Breach of confidentiality</b>                 | Sharing personal or protected information inappropriately                | Level 2                                           | Formal investigation<br>Conduct Committee hearing<br>Suspension from placement     |

|                                                    |                                                                                                        |           |                                                                                    |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------|
| <b>Hostile behavior / harassment</b>               | Disrespectful, aggressive, or discriminatory conduct that creates an unsafe or hostile environment     | Level 2–3 | Formal sanction<br>Suspension or expulsion<br>Referral to external authority       |
| <b>Falsification of records</b>                    | Altering, misrepresenting, or fabricating information or documents                                     | Level 3   | Expulsion<br>Formal report to accrediting/legal authorities                        |
| <b>Unlawful conduct (e.g. theft, assault)</b>      | Criminal activity, on or off campus, impacting the learning environment                                | Level 3   | Expulsion<br>Referral to law enforcement<br>Conduct Committee decision             |
| <b>Substance use on campus or during placement</b> | Use or possession of alcohol, illegal drugs, or misuse of prescription drugs in a professional setting | Level 3   | Immediate removal from site<br>Conduct Committee<br>Substance use support referral |

11.3. Key Notes: The matrix provides guidelines, not rigid prescriptions. Contextual factors (e.g., intent, impact, learner history) should always be considered.

11.3.1. Level escalation is cumulative: repeated Level 0/1 violations may result in Level 2 treatment.

11.3.2. Where applicable, learners should have access to appeals procedures and be informed of their rights.

**\*\* [Appeals/Conduct Committee Guidelines](#)**

## 12. Corrective Actions

12.1. The objective and purpose of this procedure is to establish a fair and reliable forum addressing complaints and grievances, ensuring that learners are in a safe environment to pursue their goals without any unnecessary hindrance.

- 12.2. Corrective actions may include but are not limited to one or more of the following, and corrective actions at the various levels may utilize options from lower levels, but not higher levels:

12.2.1. Levels 0-1

- 12.2.1.1. Dispositional Waiver: No corrective action is taken against the learner.
- 12.2.1.2. Warning: A detailed written statement of violation is issued to the learner specifying further action should the violation recur.
- 12.2.1.3. Learner Success Plan: Successful completion of a program addressing ethics and appropriate learner conduct. (Failure to successfully complete this program will result in the assignment of another action.)
- 12.2.1.4. Redo Assignment: The learner may receive the opportunity to reperform the required task with a potential point reduction attached.

12.2.2. Level 2

- 12.2.2.1. Academic Failure: The learner may receive a failing grade for an assignment or course.
- 12.2.2.2. Restitution: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

12.2.3. Level 3

- 12.2.3.1. Withdrawal: Withdrawal from a course.
- 12.2.3.2. Suspension: Learner is withdrawn from all courses, but the learner may return the following academic semester. Learners will receive "WF" grades in all courses for that academic semester.
- 12.2.3.3. Expulsion: Learner is withdrawn from all courses and is permanently suspended from the program. Learners will receive "WF" grades in all courses for that academic semester.

### 13. Appeals Process

- 13.1. Appeals to Conduct Committee determinations must be made in writing within five (5) business days of notification of the outcome of the investigation.
- 13.2. Appeals are considered by an Appeals Committee composed of qualified individuals who were not members of the preceding Conduct Committee.
- 13.3. All appeals must include at least one of following to be considered:
  - 13.3.1. new material evidence not previously considered;
  - 13.3.2. newly discovered investigational errors;
  - 13.3.3. identification of substantial procedural errors;
  - 13.3.4. evidence of improper bias that influenced the investigation outcomes or Committee determinations;
  - 13.3.5. consequence is excessive or unduly assigned given the severity of the incident.
- 13.4. An appeals committee made up of three (3) staff will conduct a thorough review and render a written final determination within three to five (3-5) business days.

13.5. [\\*\\*Appeals/Conduct Committee Guidelines](#)

**14. Communications Flow and Action Timeline**

| Step                          | Action                                | Details                                                                                                                                                                                                           |
|-------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Incident Response             | Respond to incident                   | The incident will be addressed within ten (10) business days from submission to assess appropriate corrective action(s).                                                                                          |
| Conduct Committee Involvement | Summons to meeting                    | If a Conduct Committee is involved, the respondent will receive written communication summoning them to a specified date and time for a meeting. Date may be negotiated based on availability.                    |
| Preparation Time              | Preparation for meeting               | The respondent has at least ten (10) business days from the receipt of written notice to prepare for the meeting. Written notice is considered received on the date the electronic communication is sent.         |
| Meeting Participants          | Individuals with relevant information | The meeting may include individuals identified by either party as having relevant information related to the alleged misconduct. Character witnesses will not be interviewed.                                     |
| Decision Notification         | Notification of decision              | The Committee will make a decision and notify the respondent within five (5) business days regarding responsibility for the alleged violation and any corrective action(s) in a Finding Letter.                   |
| Filing an Appeal              | Appeals process                       | If the learner wishes to appeal the decision, they must file the appeal within ten (10) business days of receiving the Finding Letter. The appeal must follow the guidelines in the section for Filing an Appeal. |
| Appeal Review                 | Review of appeal                      | If the AVP of Learner Experience is recused, an appointed designee will consider the appeal and convene the Appeal Committee.                                                                                     |

**15. How to Contact Us**

5th Floor, The CORE Building,  
No. 62, ICT Avenue,  
Cybercity, Ebene,  
Mauritius

Email: [support@alxafrica.com](mailto:support@alxafrica.com)

You agree that the only way to provide us legal notice is at the above email and physical address.