

ASSESSMENT POLICY AND PROCEDURE

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. This policy outlines the framework for conducting all processes related to assessment and/or moderation across various learning programmes. It applies to all forms of learner assessment that contribute to the awarding of qualifications or credits. The policy acknowledges that assessment is a key component of the learning and process and ensures alignment with institutional policies that support excellence.

The policy applies to:

- All learners enrolled in any programme or course.
- All educators, facilitators, and instructors responsible for delivering and assessing learning content.
- Assessment personnel, including assessors and moderators, involved in evaluating and ensuring the integrity of assessments.
- Administrative staff responsible for managing and overseeing the assessment and moderation processes.
- Any external stakeholders or partners involved in the assessment and awarding of qualifications or credits.

1. Who we Are

- 1.1. ALX Holdings Limited, a private company registered in Mauritius under licence number GB24203649 and with its registered office address at Lot O2, Floor 1, CentrePoint, Trianon, Mauritius (“ALX”, “we” or “us”). Any reference to the Company includes its parent, subsidiaries, affiliates, and successors.
- 1.2. We act as a ‘controller’ of the personal data to all information collected through our website (www.alxafrica.com), “Website”, “ALX Africa” or collected for the Services, as identified below.

2. Purpose and Scope

- 2.1. This policy aims to ensure the quality, consistency, and fairness of the assessment and/or moderation processes across all learning programmes, involving educators, assessors, moderators, and other relevant stakeholders. It defines the principles, rules, and guidelines that govern the assessment process, ensuring alignment with national or international quality standards and regulatory requirements. The policy supports the institution in achieving equitable and transparent assessment practices, as required by applicable authorities or governing bodies.

- 2.2. Specifically, the policy:
- 2.2.1. Promotes quality and consistency in the design and execution of assessments and moderation.
 - 2.2.2. Provides a framework that aligns assessment processes with applicable quality standards and regulatory requirements.
 - 2.2.3. Supports the institution’s commitment to fair and equitable assessment practices.
 - 2.2.4. Defines the criteria and procedures for the selection and allocation of assessors and moderators.
 - 2.2.5. Allocates clear responsibilities to all parties involved in assessment and moderation.
 - 2.2.6. This policy applies to all programmes and learning activities within the institution, relevant to all learners, educators, assessors, moderators, and administrative personnel involved in the assessment process. It ensures assessments are conducted in a fair, transparent, and consistent manner, aligned with relevant standards and regulatory frameworks.

3. Principles

- 3.1. The process is guided by the following principles: Fairness, Transparency, Validity, Reliability, Accountability, Confidentiality, Inclusivity, continuous improvement, integrity and alignment with Learning outcomes.

4. Definitions

Assessment Strategies	Assessment methods vary according to the course content, NQF levels, knowledge percentage, practical skills, and work experience. For each qualification, an effective assessment strategy is designed to provide valid external assessments. This process involves planning, assigning roles, determining methods, and keeping records.
Principles of Assessment	Ensure fairness and transparency in the evaluation process. These principles include being systematic, with clear stages from start to finish, open to learner involvement, consistent in applying judgment, bias-free, and accountable for all roles. They also emphasize integrity and reliability, ensuring assessments are conducted honestly, without favoritism, and yield repeatable results.
Special Needs	Refers to the requirements of individuals who have physical, mental, or emotional disabilities or conditions that may hinder

	<p>their ability to perform tasks in the same way as others. These needs may involve additional support, accommodations, or services, such as specialized learning strategies, modified assessments, or assistive technologies, to help them access or participate in activities on an equal basis with others.</p>
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5. Principles and Types of Assessment

- 5.1. Assessment methods vary according to the course content, NQF levels, knowledge percentage, practical skills, and work experience. For each qualification, an effective assessment strategy is designed to provide valid external assessments. This process involves planning, assigning roles, determining methods, and keeping records.
- 5.2. Principles of Assessment:
 - 5.2.1. Systematic: Clear stages from beginning to end.
 - 5.2.2. Open: Learners should understand and contribute to the assessment process.
 - 5.2.3. Consistent: Assessors must make similar judgments under similar conditions.
 - 5.2.4. Bias-Free: No learner or group should be unfairly advantaged or disadvantaged.
 - 5.2.5. Accountability: All roles in the assessment process are clearly defined and accountable.
 - 5.2.6. Integrity: Honesty in all stages of assessment.
 - 5.2.7. Reliability: Consistent and repeatable results under similar conditions.
- 5.3. Principles Related to Evidence:
 - 5.3.1. Fairness: No barriers to achievement.
 - 5.3.2. Appropriateness: Assessment methods match the performance being assessed.
 - 5.3.3. Integration: Use evidence from natural learning and work processes when possible.
 - 5.3.4. Manageability: Cost-effective, efficient, and minimally disruptive assessments.
- 5.4. VACS Principles for Evidence:
 - 5.4.1. Validity: Evidence should align directly with outcomes being assessed.
 - 5.4.2. Authenticity: The work must be the learner's own.
 - 5.4.3. Currency: Evidence must reflect current competence.
 - 5.4.4. Sufficiency: Sufficient evidence must be provided for a valid judgment.
- 5.5. Assessment Criteria (Explicitness, Validity, Reliability):
 - 5.5.1. Explicitness: Clear communication about assessments, outcomes, and standards.
 - 5.5.2. Validity: Assessments measure what they intend to assess.
 - 5.5.3. Reliability: Consistent results over time or in different contexts.
- 5.6. Types of Assessment:
 - 5.6.1. Diagnostic Assessment: Determines learners' strengths, weaknesses, and development areas for placement or remediation.

- 5.6.2. Formative Assessment: Ongoing assessment to monitor progress, identify underperforming learners, and guide learning. Includes tests, case studies, practical tasks, and team activities.
- 5.6.3. Summative Assessment: Conducted at intervals to assess module and qualification outcomes. It ensures the integrity of the qualification and includes individual assignments and exams.
- 5.6.4. Experiential Learning Assessment: Involves practical learning in real or simulated environments, assessing learners' ability to apply theory in practice through reporting and feedback.
- 5.7. Assessment Principles in Practice:
 - 5.7.1. Fairness: Assessment methods should not present barriers to achievement.
 - 5.7.2. Appropriateness: Methods should align with the specific learning outcomes.
 - 5.7.3. Integration: Use evidence from naturally occurring situations.
 - 5.7.4. Manageability: Assessments should be easy to implement without disrupting learning.

6. Additional Support

- 6.1. Ensuring equal access to programs for all learners, including those with special needs, is a fundamental principle in maintaining an inclusive and equitable learning environment.
- 6.2. Accommodation and Support Services:
 - 6.2.1. Adjustments in Assessments: Some learners may require adjustments during examinations or assessments. These could include:
 - 6.2.2. Extended time to complete written exams or assignments.
 - 6.2.3. Modified exam formats (e.g., oral exams, visual presentations, or multiple-choice tests instead of essays).
 - 6.2.4. Use of assistive technologies (e.g., speech-to-text software, screen readers, or calculators).
- 6.3. Monitoring and Evaluation:
 - 6.3.1. Ongoing Review: The Programme Coordinator should continuously monitor the effectiveness of the support provided to learners with special needs. Regular feedback should be sought from the learners themselves, as well as from instructors and other involved parties, to ensure that the accommodations remain suitable and effective.
 - 6.3.2. Adaptation of Support Services: If learners face new challenges or the provided accommodations are not adequate, timely adjustments should be made to better support their needs.
- 6.4. Ensuring Fairness and Inclusivity:
 - 6.4.1. Equitable Opportunity: The aim of accommodations is not to give learners with special needs an unfair advantage, but rather to level the playing field so that they

have the same opportunities to succeed. This means that any support provided should aim to address specific barriers that hinder the learner's ability to demonstrate their competence within the assessment and learning environment.

- 6.4.2. Clear Communication: All learners, including those with special needs, should receive clear communication about the accommodations available to them. This ensures that expectations are well-understood and the necessary arrangements are made ahead of time.
- 6.4.3. Faculty: The Programme Coordinator should provide awareness programs for instructors and assessors regarding how to accommodate learners with special needs. This could involve educating staff on the different types of special needs, the importance of inclusivity, and how to make reasonable adjustments in the learning and assessment process.

5. Marking Assignments and Assessments

- 5.1. The process for marking assignments and assessments is designed to ensure fairness, consistency, and transparency, while maintaining academic integrity.
- 5.2. The Programme Coordinator plays an essential role in organizing and overseeing assessment processes, including proctoring of assessments, especially in online or hybrid learning environments.
- 5.3. The following outlines the marking and assessment process, including proctoring:

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Assignment Designation and Marking	The Programme Coordinator, assigns assessors for all summative assessments. These assessors, who may include lecturers or external experts, evaluate submitted assignments against learning outcomes, applying the VACS principles (Validity, Authenticity, Consistency, and Sufficiency).
Marking of Examinations	Examinations are accessed securely via the LMS, with activity logs tracking examiner access. Online proctoring ensures exam integrity.
Minimum Marks and Re-assessment	The minimum pass mark is 50%, with learners receiving 40–49% allowed to rewrite exams. Summative assignments below 50% may be reassessed, with a maximum of 50% for the re-assessment.
Recording and Dissemination of Results	Lecturers maintain assessment records in the LMS. Summative results are released after external moderation, while formative feedback is provided within one week.
Submission and Proctoring	Assignments, submitted through the LMS, may take various forms, including written, oral, or digital. Some online assessments within accredited programs (around 25% per

	program) are proctored using secure platforms or anti-plagiarism tools to ensure academic integrity.
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7. How to Contact us

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