

Procedure:

Program and Course Information

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Policy sub-category: programs and courses

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1 PURPOSE

- 1.1 This procedure supports the *Policy: Programs and Courses* by stating requirements for information about higher education programs and courses published to students and prospective students.
- 1.2 The Interpretation and definitions section at the end of this procedure:
 - 1.2.1 states requirements for interpreting this procedure and
 - 1.2.2 explains its hierarchical relationship with other policy documents in the University's *Policy Framework*.
- 1.3 **Scope**
 - 1.3.1 This procedure applies to:
 - 1.3.1.1 all coursework higher education programs and coursework courses of the University of Notre Dame Australia (the University), including non-award courses, English language preparatory courses and courses in foundation programs
 - 1.3.1.2 staff who prepare, approve and publish information about coursework programs and courses, and
 - 1.3.1.3 students enrolled in coursework courses.

2 RELATED POLICIES AND REGULATIONS

- 2.1 This procedure should be read alongside the *Policy: Programs and Courses*, which it supports.
- 2.2 The *Procedure: (VET) Marketing and Advertising* states requirements for information for prospective students of vocational education and training programs.
- 2.3 The *Procedure: Program and Course Life Cycle* states requirements for approval of program regulations and course outlines and of changes to these.
- 2.4 The *Procedure: Program and Course Quality* states requirements for quality assurance of course outlines.

3 ADVERTISING A PROGRAM BEFORE IT IS APPROVED

- 3.1 A program that has not yet been approved by Academic Council to be delivered can only be advertised to prospective students on the following conditions.
 - 3.1.1 The academic proposal of the program has been endorsed by the faculty board, and
 - 3.1.2 the Chair of Academic Council has approved the program to be advertised prior to Academic Council approving the academic proposal.
 - 3.1.3 Until Academic Council approves the academic proposal of the program, any advertisement of the program includes a note that its approval is pending and details of the program may change.
- 3.2 Where professional accreditation of a program is required for graduates to be eligible to practise and final accreditation has yet to be granted by the relevant professional body, any advertising material used to inform prospective students and the program requirements document will include a statement indicating that the program is not yet accredited by the professional body.
 - 3.2.1 This statement will be consistent with any advice or requirements that the professional body has in place.

4 PROGRAM REQUIREMENTS DOCUMENTS

- 4.1** The program requirements documents published for a program state the requirements students must meet to complete the program and gain the award to which it leads.
- 4.1.1 All other information published about a program must be consistent with the program requirements document.
- 4.1.2 It is good practice for program information for prospective and current students to include a statement of inherent requirements of the program: namely, what abilities a student needs to have, and what kinds of tasks they need to be able to perform, to be able to achieve the program learning outcomes.
- 4.1.2.1 A statement of a program's inherent requirements:
- enables prospective students to self-assess whether they are likely to be able to meet the requirements, and
 - provides a clear basis for discussion of reasonable adjustments to enable students with a disability or long-term health condition to undertake the program on an equal basis to other students.
- 4.1.2.2 Where a program publishes a statement of inherent requirements, this will be:
- developed in collaboration with the access and inclusion advisors, who will help the school identify how far reasonable adjustments can be provided without compromising the program's inherent requirements
 - reviewed by the Legal Office to ensure it will stand up to external review, and then included as a section of the program requirements document, but also published as part of the program information for prospective students.
- 4.2** The program requirements document for a bachelor (honours) program or masters by coursework program will state:
- 4.2.1 the nature of the research component students are required to undertake for the program and the required length of its thesis, dissertation or written component, and
- 4.2.2 which courses will contribute to the decision on the student's level of honours in the award to which the program will lead, and how the courses will be weighted in the calculation.
- 4.3** Where the program requirements document for a program changes, a student enrolled in the program:
- 4.3.1 will be required to meet the requirements stated by the program requirements document (or previously, the program regulations) that were published at the time the student first enrolled in the program, unless
- 4.3.2 the student chooses to meet the requirements of the latest version of the program requirements document: in which case the student must state their choice in writing, and the school must ensure it is retained on their student file.
- 4.4** At the start of every academic year:
- 4.4.1 program coordinators, with the support of discipline coordinators where relevant, will:
- 4.4.1.1 advise students enrolled in a program they coordinate on which courses to enrol in to meet the program requirements, and
- 4.4.1.2 provide them with a document setting out the program requirements and the courses that will fulfil them, and
- 4.4.2 However, students bear the primary responsibility for informing themselves of program and major requirements and enrolling in the right courses to meet these.

5 COURSE OUTLINES

- 5.1 A course outline provides the information students enrolled in the course need to complete it successfully.
- 5.2 A course coordinator will provide a course outline for each delivery of any course they coordinate other than:
 - 5.2.1 courses in VET programs
 - 5.2.2 courses to record students' enrolments in research components of higher degree by research programs, and
 - 5.2.3 courses with no credit points weighting in which students are enrolled for an administrative purpose.
- 5.3 When drafting or updating a course outline for any course, the course coordinator will use the University's course outline template and follow the instructions in the template.
 - 5.3.1 A course outline can only be inconsistent with the template and its instructions:
 - 5.3.1.1 with the approval of the relevant executive dean or associate dean, learning and teaching, in which case
 - 5.3.1.2 the course outline must explain the reason for the variation.
 - 5.3.2 If a course outline conflicts with course details approved by the relevant approving authority (see the *Procedure: Program and Course Life Cycle*), the approved details will overrule the course outline.
 - 5.3.3 If a course outline conflicts with a requirement of a regulation, policy or procedure, the requirement of the regulation, policy or procedure will overrule the course outline.
- 5.4 **Information in course outlines**
 - 5.4.1 Curriculum and Quality will, in consultation with faculty academic leaders and relevant offices, maintain the University's course outline template to ensure that course outlines include:
 - 5.4.1.1 a description of the course, its learning outcomes and their alignment with graduate attributes
 - 5.4.1.2 information on learning activities, assessment tasks, the course learning schedule, learning resources and the referencing system used in the course
 - 5.4.1.3 the process by which students can ask questions of the course coordinator and have these answers (an online discussion board is recommended practice)
 - 5.4.1.4 a summary of how feedback from students and other stakeholders has contributed to improvement of the course
 - 5.4.1.5 directions to the learning management system course site for further resources students will need to complete the course successfully, and
 - 5.4.1.6 a breakdown of the hours students are expected to spend into:
 - scheduled hours for learning activities such as face-to-face and synchronous online lectures and other forms of tuition, and time spent at a workplace for a placement
 - estimated hours for self-directed learning such as preparation for scheduled learning activities and completing self-paced/asynchronous learning activities, and
 - estimated hours for preparing for and completing assessment tasks.
 - 5.4.1.7 The Deputy Vice-Chancellor, Learning and Teaching will from time to time approve changes to the University's course outline template.
 - 5.4.2 The faculty board may approve variations to the course outline template for an

individual course, such as:

- 5.4.2.1 requirements for an internship, practicum placement, fieldwork or other similar activity such as clothing requirements, travel, estimated hours of off-campus learning and costs
- 5.4.2.2 unusual requirements to complete a course or take part in an activity for the course, such as a working with children check
- 5.4.2.3 where there is an attendance requirement to pass the course, details of this requirement, or
- 5.4.2.4 details of any approved incidental student fees or charges relating to the course.

5.5 Courses where a single fail may lead to program termination

- 5.5.1 The *Procedure: Academic Progress* lists certain types of course which, if a student fails the course once, meet criteria for the student to have their program enrolment terminated.
- 5.5.2 The course outline for such a course must advise students that if they fail the course, they may have their program enrolment terminated in accordance with the *Procedure: Academic Progress*.

5.6 Course outline information about copyright and recording classes

- 5.6.1 Course outlines will contain the following statement of copyright in materials presented in classes and the conditions on which recordings of classes in the course will be provided to students.
 - 5.6.1.1 The University of Notre Dame Australia owns the copyright in materials presented in classes. Accordingly:
 - Students may only use the materials presented in classes, and any recording of a class, for their personal study.
 - Use of these materials or recording for any other purpose, or distribution or sharing of this material without the University's express permission will infringe the University's copyright.
 - Students are not permitted to record these materials on personal devices without first obtaining permission from the staff member teaching the class.
 - If a student has downloaded a university recording of a class to their own computer or device, they must delete it when they no longer need it for study purposes.
 - 5.6.1.2 Where a class is recorded, the recording will only be provided to:
 - students in the course for the purpose of their personal study, or
 - other teaching staff for a purpose such as giving feedback on the staff member's teaching or sharing good teaching practice.

5.7 Assessment information in course outlines

- 5.7.1 Students enrolled in a course can only be required to undertake assessment tasks that are detailed in the course outline.
 - 5.7.1.1 Any additional instructions for an assessment task provided to students must be consistent with the details of the task in the course outline.
- 5.7.2 The *Procedure: Program and Course Life Cycle* states requirements for:
 - 5.7.2.1 approval of timely changes to assessment tasks in course outlines, and
 - 5.7.2.2 approval, in exceptional circumstances, of a change to the weighting, nature or timing of an assessment task, or to a marking rubric, stated in the course outline, after the start of the relevant teaching period.

5.7.3 The course outline will provide at least the following information about assessment and assessment tasks:

5.7.3.1 general assessment information:

- the timing and format of feedback on assessment tasks
- that students must keep a copy of assessment works submitted so they can provide the copy if the original is lost
- penalties for late submission
- how students can apply for extensions to assessment deadlines and eligibility for these applications
- processes for review of a mark or an appeal against a grade, and
- links to the *Procedure: Learning and Assessment Flexibility, Policy: Academic Integrity, General Regulations* and *Policy: Student Appeals*; and

5.7.3.2 information on each assessment task:

- its purpose, task type and its due date or when the task will take place
- if the task is summative assessment what proportion of the overall course mark it will contribute
- if the task is a hurdle assessment task, whether students must pass the task or what other minimum mark they must achieve in order to pass the course
- a detailed description of what the task will require students to do
- how the task is aligned to the course learning outcomes and how this will contribute to program learning outcomes and graduate attributes
- a marking rubric that describes levels of expected student achievement against each marking criterion (not required for tests with multiple-choice questions, extended matching questions or short answer questions)
- for a group assessment task, how marks will be awarded, and
- if a task involves peer assessment or self-assessment, how this will work.

5.7.4 Assessment task instructions in the course outline will state all conditions for online submission, including:

5.7.4.1 the URL of the submission portal (once this has been set up)

5.7.4.2 whether students can submit more than once, and

5.7.4.3 whether they can submit after the due date.

5.7.4.4 In a course where students are likely to be new to the online submission process they should be given an opportunity to trial online submission before the due date.

5.8 Summary of student feedback and improvement in course outlines

5.8.1 After the first offering of a course, the course outline will include a summary of improvements to the course in response to student feedback and other feedback.

5.9 Providing course outlines to students

5.9.1 Course coordinators will provide students with the course outline and related instructions and information for learning activities and assessment tasks via the learning management system course site by the Monday before the start of the first week of the teaching period in which the course is delivered.

5.9.1.1 Program coordinators will monitor provision of course outlines and assessment materials in required courses and restricted elective courses for a program or to ensure that this provision is occurring and is on time.

5.10 Additional information to be provided on the learning management system course site

5.10.1 As well as the course outline and course-specific instructions and resources for learning

activities and assessment tasks, the Office of Information Technology will ensure that each learning management site course site provides students with information and/or access to resources on:

5.10.1.1 Student Success services

5.10.1.2 Student Wellbeing services

5.10.1.3 the University Library

5.10.1.4 how the University, school and course teaching staff will communicate with students

5.10.1.5 graduate attributes and professional outcomes

5.10.1.6 expectations that students will maintain academic integrity, with links to the *Policy: Academic Integrity* and *Procedure: Academic Integrity* and information on academic integrity, and

5.10.1.7 links to policy documents relevant to students' successful completion of the course, namely: the *Policy: Programs and Courses*, *Procedure: Assessment and Examinations* and *Procedure: Learning and Assessment Flexibility*.

5.10.2 The University Library, Learning and Teaching Office, Office of Student Success and Office of Student Wellbeing will keep up to date the information about services and information to which learning management system course sites are linked.

5.11 Retention of course outlines

5.11.1 Published course outlines will be archived both by the faculty that manages the courses and Curriculum and Quality, in case of student appeals and in case students need these for credit applications.

5.11.1.1 At the end of each teaching period, the faculty will provide the course outlines for its courses taught during the teaching period, to Curriculum and Quality.

6 COURSE CODES

6.1 Each course will be identified by a unique course code on the student management system, comprising:

6.1.1 four letters to designate the discipline of the course, followed by

6.1.2 four digits, the first of which will designate the level of the course, and which will be:

6.1.2.1 for courses in an undergraduate certificate, undergraduate diploma, bachelor degree or bachelor (honours) program:

- 1 for a first-year, introductory or first-level course
- 2 for a second-year or second-level course
- 3 for a third-year or third-level course
- 4 for a fourth-year or fourth-level undergraduate course
- 4 for a course in a one-year stand-alone bachelor (honours) program

6.1.2.2 for courses in postgraduate coursework programs:

- 5 for a course in a graduate certificate or graduate diploma program
- 5 for a course in a masters by coursework program that can be used in completing a graduate certificate or graduate diploma exit award
- 6 for a course for a masters by coursework program that is not normally used for completing a graduate certificate or graduate diploma exit award

6.1.2.3 for courses in higher degree by research programs:

- 7 for a research component course for a masters by research program
- 8 for a research component course for a doctoral program, or

6.1.2.4 9 for a course with no credit points weighting in which students are enrolled for administrative purposes.

6.2 The National Manager, Enrolments, Fees and Student Administration:

6.2.1 may approve a request to establish a new course code or change a course code, and

6.2.2 will establish the process for such requests and criteria for the decision whether to approve them.

7 INFORMATION FOR PROSPECTIVE STUDENTS ON MICROCREDENTIALS

7.1 The information published to prospective students about a microcredential will include the following:

- 7.1.1 the title of the microcredential that students will be awarded on completing a course
- 7.1.2 any prerequisite study or level of experience a student needs to be able to undertake the microcredential successfully
- 7.1.3 where the microcredential is part of a set of related microcredentials, the titles of the other microcredentials and how they are related
- 7.1.4 a description of the learning activities and topics that will be taught
- 7.1.5 the learning outcomes students will be able to achieve
- 7.1.6 where the microcredential provides skills for a specific industry or profession, an indication of the level of the skills (such as whether they are introductory or advanced)
- 7.1.7 where the microcredential will be offered in a language other than English, the other language
- 7.1.8 the delivery mode(s) of the microcredential
- 7.1.9 a schedule of delivery of the microcredential, or whether the microcredential can be completed at a learner's own pace
- 7.1.10 the estimated total number of hours an average learner will need to complete the microcredential, broken down into hours of:
 - 7.1.10.1 face-to-face contact with teaching staff, including any on-campus assessment task dates
 - 7.1.10.2 synchronous online contact with teaching staff, including any synchronous online assessment task dates
 - 7.1.10.3 student-to-student engagement and whether this will be face-to-face or online
 - 7.1.10.4 estimated time for asynchronous engagement with online content and other learning materials, and
 - 7.1.10.5 estimated time to complete assessment tasks
- 7.1.11 what assessment tasks students will have to complete
- 7.1.12 what form of certificate students will receive for completing the microcredential successfully
- 7.1.13 whether the student will be eligible for credit towards an award course for completing the microcredential and any related microcredentials (and if so, which course)
- 7.1.14 where the University is supported by an industry body to offer the microcredential, if possible, a statement of support from the body
- 7.1.15 details of any recognition of the completed microcredential by an industry or company
- 7.1.16 where the microcredential is aligned with an industry competency framework, which framework
- 7.1.17 where the microcredential provides skills for an occupation(s) and career pathway(s), which one(s), and

- 7.1.18 the statement: ‘This microcredential is a course offered by the University of Notre Dame (Australia) and is quality-assured in the same way as other courses of the University: see the *Policy: Programs and Courses* and its supporting procedure for our quality assurance requirements for courses.’

8 RESPONSIBILITIES AND DECISION-MAKING AUTHORITIES

- 8.1** This section summarises the requirements and decision-making authorities stated in this procedure that apply to each of the positions, committees or roles listed below.

- 8.1.1 Should any decision-making authority stated in this procedure be inconsistent with a delegation in the schedule of academic delegations to the *Standing Delegations of Authority*, the *Standing Delegations of Authority* states the correct delegation of the decision-making authority.

8.2 Access and inclusion advisors

- 8.2.1 The access and inclusion advisors will advise program teams on preparing statements of the program’s inherent requirements (see clause 4.1.2.2).

8.3 Associate deans, learning and teaching

- 8.3.1 Associate deans, learning and teaching may approve an exception whereby a course outline is inconsistent with the University’s course outline template or its instructions, provided that the course outline explains the reason for the variation (see clause 5.3.1 and its subclauses)

8.4 Course coordinators

- 8.4.1 Course coordinators:
- 8.4.1.1 will with certain exceptions provide a course outline for each delivery of a course they coordinate (see clause 5.2 and its subclauses)
 - 8.4.1.2 when drafting or updating a course outline, will use the University’s course outline template and follow its instructions (see clause 5.3)
 - 8.4.1.3 will not require students to undertake assessment tasks that are not detailed in the course outline (see clause 5.7.1)
 - 8.4.1.4 will ensure that additional instructions for an assessment task provided to students are consistent with the details of the task in the course outline (see clause 5.7.1.1)
 - 8.4.1.5 will ensure that course outlines for their courses include:
 - at least a specific minimum set of general assessment information and of information on each assessment task (see clauses 5.7.3 and 5.7.4 and their subclauses), and
 - 8.4.1.6 a summary of improvements to the course in response to student feedback and other feedback (see clause 5.8.1), and
 - 8.4.1.7 will provide students enrolled in a course they coordinate with the course outline and related instructions/information by the Monday before the start of the first week of the relevant teaching period (see clause 5.9.1).

8.5 Curriculum & Quality

- 8.5.1 Curriculum and Quality will:
- 8.5.1.1 maintain the University’s course outline template in consultation with faculty academic leaders and stakeholder offices (see clause 5.4.1)
 - 8.5.1.2 ensure that the course outline template requires course coordinators to provide:

- a specific minimum set of information (see clause 5.4.1 and its subclauses), and
- a specific minimum set of general assessment information and of information on each assessment task (see clauses 5.7.3 and 5.7.4 and their subclauses)

8.5.1.3 collaborate with the Office of Information Technology to ensure that learning management system course sites provide students with information and resources for which the LTO is responsible (see section 5.10), and

8.5.1.4 maintain the University's archive of course outlines (see section 5.11).

8.6 Deputy Vice-Chancellor, Learning and Teaching

8.6.1 The Deputy Vice-Chancellor, Learning and Teaching may approve changes to the University's course outline template (see clause 5.1.4.8).

8.7 Executive deans

8.7.1 Executive deans may approve an exception whereby a course outline is inconsistent with the University's course outline template or its instructions, provided that the course outline explains the reason for the variation (see clause 5.3.1 and its subclauses)

8.8 Faculties

8.8.1 Faculties will:

8.8.1.1 maintain a faculty archive of course outlines for deliveries of courses managed by schools of the faculty (see section 5.11), and

8.8.1.2 at the end of each teaching period, forward the course outlines for deliveries of courses managed by schools of the faculty in that teaching period, to Curriculum and Quality for inclusion in the University's archive of course outlines (see section 5.11).

8.9 Faculty boards

8.9.1 Faculty boards may approve variations to the course outline template for an individual course, for example in relation to:

8.9.1.1 work integrated learning requirements

8.9.1.2 extra course costs and fees to students and

8.9.1.3 unusual requirements to pass a course (see clause 5.4.2 and its subclauses).

8.10 Heads of school

8.10.1 Heads of school may:

8.10.1.1 in exceptional circumstances, approve a change to an assessment task stated in a course outline after the start of the relevant teaching period (see clause 5.5.2 and its subclauses), and

8.10.1.2 in exceptional circumstances, approve a change to a textbook listed as required in a course outline after the start of the relevant teaching period (see clause 5.7.5 and its subclauses).

8.11 Legal Office

8.11.1 The Legal Office will review draft statements of programs' inherent requirements (see clause 4.1.2.2).

8.12 Library

8.12.1 The Library will collaborate with the Office of Information Technology to ensure that learning management system course sites provide students with information and resources for which the Library is responsible (see section 5.10).

8.13 National Manager, Enrolments, Fees and Student Administration

8.13.1 The National Manager, Enrolments, Fees and Student Administration:

8.13.1.1 may approve a request to establish a new course code or change a course code, and

8.13.1.2 will establish the process for such requests and criteria for the decision whether to approve them (see clause 6.2 and its subclauses).

8.14 Office of Information Technology

8.14.1 The Office of Information Technology will collaborate with the University Library, Learning and Teaching Office, Office of Student Success and Office of Student Wellbeing to ensure that learning management system course sites provide students with a range of information and access to a range of resources (see section 5.10).

8.15 Program coordinators

8.15.1 Program coordinators will:

8.15.1.1 at the start of each academic year, provide students undertaking a program they coordinate with advice on which courses to enrol in to meet the program requirements, and a document to guide them in this (see clause 4.4, clause 4.4.1 and its subclauses), and

8.15.1.2 monitor provision of course outlines and assessment materials in required courses and restricted elective courses for a program they coordinate (see clause 5.9.1.1).

8.16 Staff

8.16.1 Staff who prepare information about a program for prospective students, or who approve such information to be published, will ensure that:

8.16.1.1 the information is not published until after the academic proposal of the program has been endorsed by the relevant faculty board, and

8.16.1.2 until the academic proposal has been approved by Academic Council, the information includes a note that approval of the program is pending add details may change (see section 3).

8.16.2 Staff who prepare information about a program for current or prospective students, or who approve such information to be published, will ensure that the information is consistent with the program regulations (see clause 4.1.1).

8.17 Students

8.17.1 Students bear the primary responsibility for informing themselves of program and major requirements and enrolling in the right courses to meet these (see clause 4.4.3).

8.18 Student Success

8.18.1 Student Success will collaborate with the Office of Information Technology to ensure that learning management system course sites provide students with information and resources for which Student Success is responsible (see section 5.10).

8.19 Student Wellbeing

8.19.1 Student Wellbeing will collaborate with the Office of Information Technology to ensure that learning management system course sites provide students with information and resources for which Student Success is responsible (see section 5.10).

9 RELATED DOCUMENTS

None.

10 INTERPRETATION AND DEFINITIONS:

10.1 Interpretation

- 10.1.1 The following rules of interpretation apply to this procedure:
- 10.1.2 The University's *Policy Framework* sets out the hierarchy of the University's policy documents.
- 10.1.3 Should any provision in this procedure be inconsistent with a provision of a document higher in the University's hierarchy of policy documents as stated in the [Policy Framework](#), the higher document prevails and overrules this procedure to the extent of the inconsistency.
- 10.1.4 This procedure must be read alongside other closely-related policy documents:
 - 10.1.4.1 the policy that it supports, identified in the Purpose section
 - 10.1.4.2 closely-related policies and regulations listed in the Related policies and regulations sections
 - 10.1.4.3 the *Code of Conduct (Staff)* and *Code of Conduct (Students)*, which include a requirement to comply with policy documents of the University, and
 - 10.1.4.4 any other documents listed in the Related documents section.
- 10.1.5 Where this procedure uses:
 - 10.1.5.1 the verbs 'will' or 'must', it states a requirement
 - 10.1.5.2 the phrases 'cannot', 'must not' or 'only [position title] can', it states a prohibition
 - 10.1.5.3 the words 'include', 'includes; or 'including' followed by a list, the words 'without limitation' are taken to follow immediately
 - 10.1.5.4 the phrase 'for example' or 'such as' followed by a single instance or list, the instance or list is not exhaustive
 - 10.1.5.5 the phrases 'described in', 'set out in', 'specified in' or 'stated in', it will be read as if the words 'expressly or impliedly' appeared immediately before them;
 - 10.1.5.6 the singular, it also means the plural, and vice versa
 - 10.1.5.7 any gender, it includes the other genders, and
 - 10.1.5.8 a reference to a statute, ordinance, code or other law, it includes regulation, by-laws, rules and other statutory instruments under it for the time being in force and consolidations, amendments, re-enactments, or replacements of any of them.

10.2 Definitions

- 10.2.1 The definitions section of the *Policy: Programs and Courses* defines many of the terms used in this procedure.
- 10.2.2 The following additional terms have the meanings stated below.
 - 10.2.2.1 **Hurdle assessment task** has the definition stated in the *Definitions* section of the *Procedure: Assessment and Examinations*.
 - 10.2.2.2 **Inherent requirements** means the tasks and activities a student must be able to undertake in a course or a program to achieve its learning outcomes, and the abilities a student must have in order to undertake these tasks and activities successfully. Reasonable adjustments to enable a student with a disability to undertake learning activities or assessment tasks must not remove the need for the student to meet inherent requirements.

Version	Date of approval	Approved by	Amendment
1	13/01/2023	Vice Chancellor	New procedure