



# CONTINUING AND EXTRA-CURRICULAR EDUCATION POLICY 2022

The Deputy Vice-Chancellor (Education), as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 15 November 2022 (commencing 1 January 2023)

Last amended: 5 May 2023 (administrative amendments)

Signature:

Position: Deputy Vice-Chancellor (Education)

---

## CONTENTS

|   |           |
|---|-----------|
| <b>Contents</b> .....   | <b>1</b>  |
| 1 Name of policy .....  | 1         |
| 2 Commencement.....   | 1         |
| 3 Policy is binding .....                                     | 2         |
| 4 Statement of intent.....                                    | 2         |
| 5 Application .....   | 2         |
| 6 Definitions .....   | 2         |
| 7 Purposes and principles .....                               | 6         |
| 8 Requirements for offering courses.....                      | 7         |
| 9 Microcredential courses.....                                | 8         |
| 10 Naming continuing education courses.....                   | 9         |
| 11 Evidence of completion of courses .....                    | 10        |
| 12 Approving courses other than microcredential courses ..... | 10        |
| 13 Approving microcredential courses .....                    | 12        |
| 14 Quality assurance .....                                    | 13        |
| 15 Roles and responsibilities .....                           | 14        |
| <b>Notes</b> .....  | <b>17</b> |
| <b>Amendment history</b> .....                                | <b>18</b> |

### 1 Name of policy

This is the Continuing and Extra-Curricular Education Policy 2022.

### 2 Commencement

This policy commences on 1 January 2023.

### 3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

### 4 Statement of intent

This policy:

- (a) prescribes the nature and scope of continuing and extra-curricular education at the University;
- (b) establishes governance, approval and quality assurance arrangements for continuing and extra-curricular education in the University;
- (c) supports educational excellence, strategic development and innovation; and
- (d) provides a framework for aligning the continuing education strategies of academic and specialist units with the University's strategic priorities.

### 5 Application

- (1) This policy applies to:
  - (a) continuing education; and
  - (b) extra-curricular education.
- (2) This policy does not apply to:
  - (a) higher education award courses and their components (including units of study in the Open Learning Environment);
  - (b) courses leading to a qualification (including non-AQF courses) approved by the Academic Board; or
  - (c) public lectures.

### 6 Definitions

In this policy:

**academic unit** has the meaning given in the [Learning and Teaching Policy 2019](#) which, at the date of this policy, is:

a faculty, University school, board of studies, school, department, centre or interdisciplinary committee of the University.

In this policy *academic unit* only refers to units employing qualified academics on an ongoing basis as University staff members to teach courses in their area of expertise. It does not refer to specialist units.

**academic integrity** has the meaning given in subclause 8(2) of the [Academic Integrity Policy 2022](#).



|  |  |
|--|--|
| <b>award course</b>                              | has the meaning given in the <a href="#">Coursework Policy 2021</a> , which at the date of this policy is:<br><br>means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate, including a Sydney Professional Certificate.  |
| <b>Australian Qualifications Framework (AQF)</b> | means the national framework for recognition and endorsement of education qualifications.  |
| <b>AQF qualification</b>                         | means a qualification, accredited by the <a href="#">Australian Skills Quality Authority</a> or the <a href="#">Tertiary Education Quality Standards Agency</a> or by a self-accrediting institution as meeting standards and criteria specified in the AQF, using titles regulated by the AQF.  |
| <b>Centre for Continuing Education</b>           | means the unit of that name within the portfolio of the Deputy Vice-Chancellor (Education).  |
| <b>continuing education</b>                      | means any formal or informal learning, which is not part of a course of study for a qualification approved by the Academic Board. This includes but is not limited to: <ul style="list-style-type: none"><li>• continuing professional development courses</li><li>• corporate training courses</li><li>• executive education courses</li><li>• open courses</li><li>• pathway courses</li><li>• personal interest courses</li><li>• professional development courses</li><li>• staff development and support courses</li><li>• microcredential courses</li><li>• continuing education courses offered together with other providers</li></ul> |
| <b>continuing education student</b>              | means a person who is enrolled in any form of continuing education or extra-curricular education at the University.  |
| <b>continuing professional development</b>       | means a continuing education course of learning undertaken to maintain professional knowledge and skills related to a profession, as part of a professional accreditation obligation.  |
| <b>corporate training course</b>                 | means a continuing education course commissioned by an employer to address a skill or knowledge gap in a workforce. Corporate training courses are normally customised to the workplace and may or may not lead to the award of a qualification.   |



|  |  |
|--|--|
| <b>credit</b>                          | <p>has the meaning given in the <a href="#">Coursework Policy 2021</a>, which at the date of this policy is:</p> <p>means advanced standing based on previous attainment in:</p> <ul style="list-style-type: none"><li>• another award course at the University or at another institution;</li><li>• a non-award course, other than a microcredential, approved by the Academic Board;</li><li>• a microcredential obtained from the University; or</li><li>• another non award course, including a microcredential obtained from another institution, approved for credit as provided in this policy.</li></ul> <p>The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.</p> |
| <b>credit eligible microcredential</b> | <p>means a microcredential awarded by the University which:</p> <ul style="list-style-type: none"><li>• meets the requirements of subclause 8A(7); and</li><li>• has been approved as being eligible for a specified number of credit points towards specified award courses for a specified amount of time.</li></ul>   |
| <b>Dean</b>                            | <p>includes, where appropriate, an Executive Dean or a Head of School and Dean of a University school.</p>   |
| <b>digital badge</b>                   | <p>means a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and establishing resources for its validation.</p> <p><b>Note:</b> For the specifications for digital badges, see the <i>Open Data Standard</i> published by IMS Global Learning Consortium.</p>  |
| <b>executive education program</b>     | <p>means an academic program targeted at business leaders and senior executives. These programs normally do not lead to a qualification but may be taken for credit in a postgraduate award course subject to the approval of a faculty and the Academic Board.</p>  |
| <b>extra-curricular education</b>      | <p>means education provided to students of the University which is not an approved component of an award course (whether credit-bearing or given a zero-credit point weighting). This includes but is not limited to:</p> <ul style="list-style-type: none"><li>• student support courses</li><li>• compliance courses</li></ul>   |
| <b>faculty</b>                         | <p>includes, where appropriate, a University school.</p>   |



|   |  |
|---|--|
| <b>higher education award</b>               | <p>means an award course at the levels of:</p> <ul style="list-style-type: none"><li>• diploma,</li><li>• bachelor,</li><li>• bachelor with honours,</li><li>• graduate certificate,</li><li>• graduate diploma,</li><li>• master</li><li>• doctorate.</li></ul> <p>It does not include an honorary award.</p>   |
| <b>Higher Education Standards Framework</b> | <p>means the framework established by section 58 of the <a href="#">Tertiary Education Quality and Standards Agency Act 2011</a>.</p>  |
| <b>Non-Award Subcommittee</b>               | <p>means the subcommittee of the University Executive Strategic Course Portfolio Committee that provides academic quality assurance and oversight for non-award continuing and extra-curricular education courses.</p>   |
| <b>non-specific credit</b>                  | <p>has the meaning given in the <a href="#">Coursework Policy 2021</a>, which at the date of this policy is:</p> <p>means a 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.</p>  |
| <b>microcredential</b>                      | <p>means a continuing education course which results in certification of assessed learning that focuses on specific knowledge, skills and capabilities and verifies that the holder possesses a particular professional skill. It is a non-award certification, which may in certain circumstances be considered for credit towards an award course. For the purposes of this policy, the Sydney Professional Certificate is not a microcredential.</p>          |
| <b>open course</b>                          | <p>means a course without admission requirements or prerequisites offered online through an external platform to people who are not necessarily enrolled in an award course.</p>   |
| <b>Open Learning Environment</b>            | <p>has the meaning given in the <a href="#">Coursework Policy 2021</a>, which as at the date of this policy is:</p> <p>means a shared pool of units of study which are:</p> <ul style="list-style-type: none"><li>• of zero, two or six credit points value;</li><li>• approved by the relevant delegate; and</li><li>• available to all students according to the award course resolutions applicable to the award course in which they are enrolled.</li></ul> |



|   |  |
|---|--|
| <b>pathway program</b>                      | means a program that provides bridging preparation for tertiary study following, or in conjunction with, secondary study.  |
| <b>personal interest course</b>             | means a course that does not lead to a qualification and which is offered to expand the knowledge or skills of the student in an area not directly or necessarily related to an occupation.  |
| <b>professional development course</b>      | means a course undertaken by an individual to improve professional knowledge, skills and abilities.  |
| <b>specialist unit</b>                      | means an organisational unit within the University that is not an academic unit, but which may provide continuing or extra-curricular courses in a specialist area related to the unit's operations.   |
| <b>staff development and support course</b> | means a course offered to University staff. A staff development and support course may be a component in an award course leading to a qualification but is not required to be.   |
| <b>student</b>                              | means, for the purposes of this policy: <ul style="list-style-type: none"><li>• a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student. (See the <a href="#">Coursework Policy 2021</a>); or</li><li>• a continuing education student.</li></ul>                             |
| <b>student support course</b>               | means a course providing extra-curricular education to students enrolled in an award course, but which is not accredited by the Academic Board as a component of that award course.  |
| <b>Sydney Professional Certificate</b>      | has the meaning given in the <a href="#">Coursework Policy 2021</a> , which at the date of this policy is:<br><br>means an award, outside the Australian Qualifications Framework, obtained upon completion of an advanced course of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the <i>University of Sydney (Coursework) Rule 2014</i> . |

## 7 Purposes and principles

- (1) The purpose of continuing education is to provide flexible opportunities for lifelong learning, skill development and training to participants.
- (2) The purpose of extra-curricular education is to provide opportunities to award course students, outside the curriculum, for:
  - (a) learning support;
  - (b) compliance training;
  - (c) safety standards training; and
  - (d) other educational enrichment.



- (3) Continuing education and extra-curricular education should be:
  - (a) informed by expertise within the University; and
  - (b) aligned with the University's strategic objectives.
- (4) Continuing education and extracurricular education must be:
  - (a) approved as specified in clause 12 or 13; and
  - (b) subject to quality assurance, review and reporting as specified in clause 14.

## **8 Requirements for offering courses**

- (1) Continuing education courses and extra-curricular education courses may only be offered as specified in this clause.
- (2) Continuing education and extra-curricular courses may be offered by:
  - (a) a faculty;
  - (b) an academic unit or specialist unit that reports to a Dean or Deputy Vice Chancellor;
  - (c) the Centre for Continuing Education.
- (3) Subject to the approval of the Dean:
  - (a) faculties;
  - (b) University schools; and
  - (c) academic and specialist units under the governance of a faculty and reporting to a Dean

may offer the following courses, consistently with the requirements of this policy:

- (i) continuing professional development courses;
  - (ii) corporate training courses;
  - (iii) executive education courses;
  - (iv) extra-curricular courses;
  - (v) personal interest courses;
  - (vi) professional development courses;
  - (vii) open courses;
  - (viii) pathway courses;
  - (ix) staff development courses;
  - (x) student support courses;
  - (xi) research development courses; and
  - (xii) microcredential courses.
- (4) Subject to the approvals specified in clauses 12 and 13, academic and specialist units within the portfolio of a Deputy Vice Chancellor may, within their area of academic expertise, offer courses of the kinds listed in subclause 8(3).



- (5) Subject to subclause 8(6), the Centre for Continuing Education may offer courses of the kind listed in subclause 8(3) if they are approved by:
  - (a) the Deputy Vice-Chancellor (Education) with the endorsement of the Non-Award Subcommittee; or
  - (b) a Dean, when they are offered in partnership with a faculty.
- (6) In addition to the requirements of clauses 8, 12 and 13, the following courses also require the prior endorsement of the Deputy Vice-Chancellor (Education):
  - (a) open courses; and
  - (b) continuing education courses conducted jointly with another institution.
- (7) In addition to the requirements of clauses 8, 12 and 13, research development courses require the prior endorsement of the Deputy Vice-Chancellor (Research):
- (8) A pathway course may fulfil all or part of an admission requirement for a University of Sydney award course, including requirements specified in a conditional offer, if such use is approved by the Admissions Committee and the Academic Board.

**Note:** The approval required by this subclause is in addition to the approval of the pathway course as a course under this clause 8.
- (9) Continuing education courses conducted jointly with another institution and which lead to a University qualification must comply with the requirements of the [Educational Services Agreements Policy 2017](#).

## 9 Microcredential courses

- (1) The curriculum framework for microcredential courses must include:
  - (a) specified knowledge and skills, expressed as learning outcomes;
  - (b) the learning experiences and inquiry processes through which learning outcomes are acquired and applied; and
  - (c) an assessment process through which learning outcomes are demonstrated.
- (2) The learning outcomes for microcredential courses must be consistent with, or contribute to, the learning outcomes specified for qualifications at AQF level 8 or above.

**Note:** See the [AQF website](#) and [National Microcredentials Framework](#)
- (3) Students in microcredential courses must be given opportunities to interact with other students and their teachers.
- (4) Assessment processes for microcredential courses must:
  - (a) be consistent with the maintenance of academic integrity; and

**Note:** See Part 4 of the [Academic Integrity Policy 2022](#) for the University's approach to academic integrity.

  - (b) result in grades of pass or fail only
- (5) Individuals teaching microcredential courses must have one or more of:
  - (a) a relevant qualification at AQF level 9 or higher;
  - (b) equivalent academic attainment;





- (c) equivalent professional experience; or
  - (d) appropriate training, and guidance from a supervisor who is an academic staff member with the qualifications or experience, specified in this subclause.
- (6) A microcredential course must include a minimum of 15 hours of expected student effort, including:
- (a) class time;
  - (b) private study;
  - (c) assessment preparation; and
  - (d) assessment.
- (7) In order to be credit eligible, a microcredential course must:
- (a) include a minimum of 50 and a maximum of 150 hours of learner effort, including
    - (i) class time;
    - (ii) private study;
    - (iii) assessment preparation; and
    - (iv) assessment,
  - (b) require that each 25 hours of student effort is equivalent to one credit point;
  - (c) have learning outcomes that are mapped to:
    - (i) an existing unit of study as part of an award course at the 5000 level, or higher ;
    - (ii) an award course at AQF level 8 or above; or
    - (iii) generic learning outcomes at AQF level 8 or above;and
  - (d) include an assessment process where each individual student can demonstrate achievement of the specified learning outcomes.
- (8) A student who successfully completes a credit eligible microcredential may obtain non-specific credit, consistently with the [Coursework Policy 2021](#).

**Note:** See the [Coursework Policy 2021](#) for further details of credit availability.

## 10 Naming continuing education courses

Names of continuing education courses must not:

- (a) use titles in the Australian Qualifications Framework; or
- (b) include words which suggest a qualification, including:
  - (i) certificate (except as specified in subclause 11(1));
  - (ii) diploma;
  - (iii) bachelor;
  - (iv) master; or



- (c) include the term microcredential, unless approved as required by subclause 13.

## 11 Evidence of completion of courses

- (1) After completion of a continuing education course other than a microcredential course, a student may be issued with a certificate of attendance or a certificate of completion provided that:
  - (a) the certificate contains a statement that the course of study is not a higher education award and not a qualification recognised under the AQF; and
  - (b) where the continuing education course delivers training or competencies on behalf of an external partner, the certificate specifies the professional body, employer or other organisation that determines the standards.
- (2) After successful completion of microcredential or extra-curricular education courses, a student may be issued with a digital badge, approved by the Deputy Vice-Chancellor (Education).
- (3) Digital badges for microcredentials must:
  - (a) include a statement that the microcredential is:
    - (i) not a higher education award; and
    - (ii) not a qualification recognised under the AQF; and
  - (b) if the microcredential is credit eligible, specify:
    - (i) the courses of study and qualifications for which credit is available;
    - (ii) the amount of credit available; and
    - (iii) the period of time during which the credit is available.
- (4) After completion of an extra-curricular education course, a student may be issued with a digital badge approved by the Deputy Vice-Chancellor (Education). The digital badge metadata must include:
  - (a) a statement that the extra-curricular education course is:
    - (i) not a higher education award; and
    - (ii) not a qualification recognised under the AQF; and
  - (b) the achievement of specified graduate qualities which the extra-curricular education courses has enabled the student to develop and demonstrate.

## 12 Approving courses other than microcredential courses

- (1) Except for microcredential courses, continuing education courses and extra-curricular education courses offered by a faculty, or an academic unit or specialist unit within a faculty, must be approved by a Dean or by a process managed and approved by a Dean.

**Note:** See clause 13 for approval requirement for microcredential courses.



- (2) Continuing education courses and extra-curricular education courses offered by a faculty in partnership with the Centre for Continuing Education must:
- (a) be subject to an agreement between the Faculty Finance Director and Director of the Centre for Continuing Education, before course endorsement or approval, about:
    - (i) the basis upon which revenues will be shared;
    - (ii) the method for charging fees;
    - (iii) the mechanism for distributing revenues; and
    - (iv) records management;
  - (b) be endorsed by the Faculty Education Committee;
  - (c) be approved by the Dean.
- (3) Continuing education and extra-curricular education courses offered by the Centre for Continuing Education that are not offered in partnership with a faculty must be approved by the Deputy Vice-Chancellor (Education) after endorsement by the Non-award Subcommittee.
- Note:** The [Educational Services Agreements Policy 2017](#) will apply to any arrangements whereby courses are offered with, through, or on behalf of, external parties.
- (4) Continuing education and extra-curricular education courses offered by academic units or specialist units not within a faculty must be approved by:
- (a) the relevant Deputy Vice-Chancellor; or
  - (b) the Director, Charles Perkins Centre, when the course is offered by the Charles Perkins Centre.
- (5) A decision maker approving a continuing and extra-curricular education course must consider:
- (a) quality;
  - (b) the proposed name of the course and the certificate given to successful students;
  - (c) the rationale for, design of and intended outcomes of the course;
  - (d) where it is proposed to include assessment:
    - (i) the rationale for having assessment;
    - (ii) the method of assessment;
    - (iii) the standards framework for the assessment; and
    - (iv) how competencies and standards are to be established and monitored;
  - (e) alignment with University and, where appropriate, faculty strategy;
  - (f) qualifications, expertise and experience of the individuals delivering the course;
  - (g) safety and risk;
  - (h) compliance requirements, including with legislation on working with children, where relevant;



- (i) demand and financial sustainability;
- (j) the terms of any agreements with external parties, including whether competencies and standards have been specified appropriately.

**Note:** The [Educational Services Agreements Policy 2017](#) will apply to any arrangements whereby courses are offered with, through, or on behalf of, external parties.

- (6) Approval to offer a course should be for a specified period not exceeding seven years, after which a course may be re-approved as described in this section.

### 13 Approving microcredential courses

- (1) The Non-Award Subcommittee must endorse and the Deputy Vice-Chancellor must approve all microcredential courses before they are offered.
  - (a) Approval may be for a maximum period of seven years.
  - (b) Courses must be resubmitted for approval at the end of each approval period.
- (2) Proposed microcredential courses must be endorsed before being submitted to the Non-Award Subcommittee for review and endorsement:
  - (a) by the relevant Dean, for those to be offered by a faculty, or an academic unit or specialised unit within a faculty; or
  - (b) by the head of the relevant unit, for those to be offered by an academic or specialist unit which is not within a faculty.
- (3) If it is proposed that a microcredential course will be credit eligible, before consideration by the Non-Award Subcommittee:
  - (a) the relevant program director must consider the proposal and determine:
    - (i) the specified award courses a successful student may enrol in;
    - (ii) the amount of credit a successful student can count towards an award course; and
    - (iii) the specified period of time that credit is to be available; and
  - (b) the relevant Faculty Education Committee must consider, and if appropriate, endorse:
    - (i) the proposed course; and
    - (ii) the credit arrangements specified by the program director.
- (4) It is not necessary for Faculty Education Committees to endorse microcredential courses which are not proposed to be credit eligible.
- (5) When deciding to endorse or approve a proposed microcredential course, the relevant decision maker must consider:
  - (a) each of the matters specified in subclause 10(5);
  - (b) the intended participants in the microcredential course;
  - (c) any assumed knowledge necessary or relevant to the course;
  - (d) the alignment of learning outcomes to AQF levels and, where relevant, to award courses and units of study;



- (e) the academic integrity of the proposed assessment processes;
- (f) how the proposed microcredential fits with the University's existing portfolio of microcredentials; and
- (g) how the proposed microcredential complements and enhances the University's portfolio of award courses.

## 14 Quality assurance

- (1) All continuing and extra-curricular education courses must be designed to achieve excellence in educational outcomes, experience and environment.
- (2) Learning environments must be accessible to students with disabilities.
- (3) At the course level, student experience must be:
  - (a) measured through surveys and other appropriate instruments each time a course is offered;
  - (b) reviewed in the light of student feedback and outcomes each time the course is offered; and
  - (c) reported as directed by the Dean or head of academic or specialist unit.
- (4) The head of an academic or specialist unit must provide an annual report on the unit's continuing and extra-curricular education:
  - (a) to the relevant Dean; or
  - (b) if the academic centre is not under the governance of a faculty, to the Non-Award Subcommittee.
- (5) The Dean must provide an annual report on the faculty's continuing and extra-curricular education activity, quality, strategic alignment and sustainability to the faculty leadership group and faculty board.
- (6) The faculty board must consider the Dean's report and forward it, with appropriate comments, to the Non-Award Subcommittee.
  - (a) The Non-Award Subcommittee will determine the dates by which all reports required by subclauses 14(4), 14(5) and 14(6) are to be provided each year.
- (7) The Non-Award Subcommittee must report annually to the University Executive Strategic Course Portfolio Committee and University Executive Education Committee on the previous year's continuing and extra-curricular education activity, including its quality, strategic alignment and sustainability.
  - (a) The Chair of the Non-Award Subcommittee will determine the date by which this report is to be provided.
- (8) The University Executive Education Committee must consider the report of the Non-Award Subcommittee and, if appropriate, make recommendations to the University Executive, to faculties, and academic and specialist units on quality and strategic alignment.
- (9) The University Executive Strategic Course Portfolio Committee must consider the report of the Non-Award Subcommittee and, if appropriate, make recommendations to the University Executive, to faculties and academic and specialist units on sustainability.



## 15 Roles and responsibilities

- (1) **The Academic Board** approves pathway courses completed to fulfil admission requirements for study at the University.
- (2) **The University Executive Strategic Course Portfolio Committee** is responsible for:
  - (a) receiving reports from the Non-Award Subcommittee on the sustainability of continuing and extra-curricular education within faculties, centres, academic units and specialist units; and
  - (b) as appropriate, making recommendations on sustainability of continuing and extra-curricular education to Deans, Heads of Units and the University Executive.
- (3) **The University Executive Education Committee** is responsible for:
  - (a) receiving reports from the Non-Award Subcommittee on the quality and strategic alignment of continuing and extra-curricular education within faculties, centres, academic units and specialist units; and
  - (b) as appropriate, making recommendations on quality and sustainability of continuing and extra-curricular education to Deans, Heads of Units and the University Executive.
- (4) **The Deputy Vice-Chancellor (Education):**
  - (a) approves microcredentials;
  - (b) approves continuing and extra-curricular education courses offered by the Centre for Continuing Education that are not offered in partnership with a faculty;
  - (c) approves offering of interdisciplinary continuing education courses;
  - (d) approves continuing and extra-curricular education courses that are not offered by:
    - (i) a faculty or academic or specialist unit that reports to a Dean and is under the governance of a faculty;
    - (ii) an academic or specialist unit that reports to a Deputy Vice-Chancellor other than the Deputy Vice-Chancellor (Education); or
    - (iii) the Charles Perkins Centre;
  - (e) endorses the offering of courses specified in subclause 8(6);
  - (f) approves continuing and extra-curricular education learning management systems; and
  - (g) approves the digital badges to be issued on successful completion of extra-curricular education courses.
- (5) **The Deputy Vice-Chancellor (Research)** endorses the offering of courses specified in subclause 8(7).
- (6) **Deans:**
  - (a) approve the educational approach, approval process and offering of continuing education courses within their area of responsibility;
  - (b) provide for the appointment of appropriately qualified staff to teach continuing and extra-curricular education within their areas of responsibility;



- (c) where appropriate, endorse proposals for approval of microcredential courses to be offered by their faculty, or by academic units or specialised units within their faculty;
  - (d) are responsible for:
    - (i) the strategic alignment, quality and sustainability of continuing education courses in their areas of responsibility;
    - (ii) monitoring information on quality, outcomes, sustainability and feedback;
    - (iii) reporting the results of such monitoring, to the faculty and to the Non-Award Subcommittee; and
    - (iv) the outcomes of the course approval process for continuing and extra-curricular education in their faculty.
- (7) **The Non-Award Subcommittee:**
- (a) endorses and recommends that the Deputy Vice-Chancellor (Education) approve the offering of interdisciplinary continuing education courses, on the recommendation of relevant Deans;
  - (b) endorses and recommends that the Deputy Vice-Chancellor (Education) approve continuing education courses offered by the Centre for Continuing Education that have not been approved by a Dean;
  - (c) is jointly responsible with relevant Deans and Deputy Vice-Chancellors for:
    - (i) the strategic alignment and quality of interdisciplinary continuing education courses;
    - (ii) monitoring information on quality, outcomes and feedback; and
    - (iii) reporting the results of such monitoring to the Deputy Vice Chancellor (Education);
  - (d) endorses and recommends that the Deputy Vice-Chancellor (Education) approve microcredential courses, with the endorsement of relevant Deans or heads of units and, where appropriate, program directors and Faculty Education Committees.
  - (e) is responsible for overseeing the quality of continuing and extra-curricular education, including by:
    - (i) monitoring its quality and strategic alignment;
    - (ii) monitoring collection of information on quality, student experience and outcomes;
    - (iii) making recommendations on quality and strategic alignment of continuing education to the University Executive; and
    - (iv) providing strategic leadership in educational excellence and innovation.
  - (f) provides regular reports on its activities to the University Executive Strategic Course Portfolio Committee; and
  - (g) provides an annual report to the university Executive Strategic Course Portfolio Committee and the University Executive Education Committee.
- (8) **Faculty Education Committees** consider, and where appropriate endorse, credit arrangements proposed for credit eligible microcredential courses.



- (9) **Program directors** determine credit arrangements for proposed credit eligible microcredentials.
- (10) **Heads of academic and specialist units outside faculties:**
- (a) approve the educational approach and offering of continuing education courses within their area of responsibility;
  - (b) are responsible for:
    - (i) monitoring the strategic alignment, quality and sustainability of continuing education offered by the academic or specialist centre; and
    - (ii) reporting on its outcomes, activities, quality and sustainability to the relevant Dean and the Non-Award Subcommittee; and
    - (iii) overseeing the organisation, management and quality of continuing education within the academic or specialist centre.
- (11) **Individual teachers:**
- (a) support and lead learning to the standards specified by the relevant Dean or head of specialist or academic centre;
  - (b) prepare the educational content and conduct educational activities of the course; and
  - (c) monitor and support educational quality and academic integrity.

## **16 Rescissions, replacements and transitional arrangements**

This document replaces the *Continuing and Extra-Curricular Education Policy 2017*, which is rescinded as from the date of commencement of this document.





## NOTES

### **Continuing and Extra-Curricular Education Policy 2022**

Date adopted: 15 November 2022  
Date commenced: 1 January 2023  
Date amended: 5 May 2023 (administrative amendments)  
Owner: Deputy Vice-Chancellor (Education)  
Review date: 1 January 2028  
Rescinded documents: Continuing and Extra-Curricular Education Policy 2017  
Related documents:

*Tertiary Education Quality and Standards Act 2011 (Cth)*

*National Microcredentials Framework 2021 (Cth)*

*Student Charter 2020*

*University of Sydney (Student Academic Appeals) Rule 2021*

*University of Sydney (Student Discipline) Rule 2016*

*Coursework Policy 2021*

*Educational Services Agreements Policy 2017*

*Learning and Teaching Policy 2019*

*Cyber Security Policy 2019*

*Acceptable Use of ICT Resources Policy 2019*

*Privacy Policy 2017*

*Work Health and Safety Policy 2016*

*Risk Management Policy 2017*

*Bullying, Harassment and Discrimination Prevention Policy 2015*

*Working with Children and Vulnerable Adults Policy 2021*

*Workforce Engagements and Payments Policy 2016*

*Continuing and Extra-Curricular Education Procedures 2018*

*Student Complaints Procedures 2015*



## AMENDMENT HISTORY

| <b>Provision</b>           | <b>Amendment</b>   | <b>Commencing</b> |
|----------------------------|--|-------------------|
| 5; 7(4)(a);<br>8(4); 10(6) | Correcting internal policy references  | 5 May 2023        |
| 6; 9(4)(a)                 | Replacing Academic Honesty in Coursework Policy 2015 with Academic Integrity Policy 2022 | 5 May 2023        |