# Expert Teaching Arrangements Policy

# Section 1 - Introduction

(1) The University of Newcastle (University) recognises that, while College and School administrative structures are based upon discipline expertise, the breadth of discipline learning required by students in programs does not reside solely in the College and/or School with administrative responsibility for the program. Students benefit from multidisciplinary teaching and there is an expectation that in all programs there will be some multidisciplinary teaching available.

(2) Expert teaching arrangements will ensure that course content is delivered to students by subject matter experts drawn from across our University while recognising the value of contextual understanding within their program.

# Section 2 - Purpose

(3) This policy establishes the University's principles for managing expert teaching arrangements across the University, ensuring that students receive multidisciplinary learning experiences, taught by discipline exerts. It recognises issues relating to academic quality, the sustainability of academic units, and the efficiency of the University's resource management practices.

(4) This policy is supported by the Course Design and Management Manual, Course Assessment and Grading Manual and the Program Management Manual – Coursework and should be read in conjunction with these documents.

# Section 3 - Objectives

(5) The objective of this policy, with regard to students, is to ensure that students receive the highest quality learning experiences and are taught by subject matter experts who possess relevant knowledge, expertise, and the ability to provide appropriate and valuable contextualisation of course content.

(6) The objectives of this policy, with regard to course delivery, are to:

a. set guiding principles for expert teaching arrangement and expectations;
b. ensure that opportunities for expert teaching are identified and taken up whenever appropriate;
c. minimise duplication of teaching, content, and courses across the institution taking into account both academic and resource management considerations; and
d. improve communication and promote collaboration between Schools and Colleges in ways that benefit student educational experiences and outcomes, and align with the Learning and Teaching Strategy.

# Section 4 - Scope

(7) This policy applies to all undergraduate and postgraduate courses and programs offered by the University.

(8) This policy does not apply to non-award enabling programs.

# Section 5 - Definitions

(9) In the context of this Policy:

a. ‘Expert teaching’ is the delivery of a course by a School that includes any arrangement to meet the learning outcomes or content necessary for the achievement of the objectives of the program where the program is comprised, primarily, of content that sits outside of that School.

# Section 6 - Principles

(10) Students’ educational experiences, outcomes, and the delivery of high-quality and relevant teaching and learning practices must be prioritised when identifying, considering, negotiating, and providing oversight of expert teaching arrangements.

(11) Students benefit from the inclusion of various multidisciplinary learning experiences and approaches that reflect the environment they will participate in following graduation.

(12) Students benefit from discipline contextualisation which supports the attainment of program and course learning outcomes.

(13) Expert teaching arrangements are mutually beneficial to the parties involved and designed to meet the educational needs of students.

(14) Courses must be taught by subject matter experts from the relevant discipline possessing the necessary theoretical or foundational expertise, regardless of their school.

(15) Ownership of academic subject areas does not constitute exclusive ownership or exclusivity of expertise or delivery of content.

(16) Duplication of content and courses must be avoided.

# Section 7 - Requirements

### When are Expert Teaching Arrangements Necessary

(17) Expert teaching arrangements must be negotiated and implemented where:

a. the course is either core or compulsory in a program; and
b. the course content is delivered outside of the area with ownership of the program.

(18) Expert teaching arrangements must be negotiated where 50% or more of the content of:

a. an existing course coincides with that of another existing course; or
b. a proposed new course coincides with the content of an existing course.

### Developing Expert Teaching Arrangements

(19) The development of expert teachinng arrangements will be undertaken between the relevant Head of School or nominee (where the primary subject matter experts reside), the Program Convenor of the relevant Program(s) and the

Associate Dean (Education) from the College(s) prior to any associated proposal being submitted for approval to the relevant Governance Committee.

(20) Expert teaching arrangements must be developed where an overlap in content within courses is identified. This may occur when a new course is proposed, or for an existing course, when the overlap of content is identified.

(21) During the development, the constructive alignment or potential disparities between content, course learning outcomes, assessment methods and contextualisation must be considered.

(22) The aim of the development is to agree on an approach that prioritises student-centred and pedagogically sound course delivery.

(23) Consultation and development with relevant stakeholders (clause 18) must occur when it is planned that a course that utilises expert teaching arrangements will:

a. undergo major revision;
b. be withdrawn from offer; or
c. be removed from a program.

### Implementing Expert Teaching Arrangements

(24) Expert teaching arrangements may be implemented in different ways, including but not limited to, academic staff:

a. teaching a course, or part thereof, offered by their School; or
b. teaching a course, or part thereof, offered by a different School.

(25) Where substantial program changes may impact enrolments, the above consultation must be timed to ensure that any flow on staffing or budgetary or other resource impacts, may be mitigated. Details of the consultation must be included in the proposal submitted for approval.

(26) Ongoing compliance with the principles of this policy will be managed by the College Associate Dean (Education) who will be responsible for the identification of any undesirable duplication of teaching and content in courses within the College, or by other Colleges which may be addressed through expert teaching arrangements.

(27) When duplication of teaching, content or courses is identified within a College, or between Colleges, consultation will be undertaken to resolve matters. Matters that cannot be resolved are to be escalated.

# Section 8 - Roles and Responsibilities

| Role | Responsibilities |
|---|---|
| Senior Deputy Vice-Chancellor (Academic & Global) (SDVCAG) / Chair of Program and Course Approval Committee (PCAC) | As SDVCAG, consider and resolve issues that were not able to be resolved at the College level.<br>As Chair of PCAC:<br>- ensure that new program and course proposals, and proposals for major changes to programs, maximise the opportunities for expert teaching;<br>- provide oversight of University-level quality assurance and enhancement of expert teaching. |
| Program and Course Approval Committee (PCAC) | Ensure that new program and course proposals, and proposals for major changes to programs, maximise the opportunities for expert teaching arrangements.<br>Oversight of University-level quality assurance and enhancement of expert teaching. |

| Role | Responsibilities |
| --- | --- |
| Associate Dean (Education) | Identify opportunities for expert teaching arrangements.<br>Manage ongoing compliance with the Expert Teaching policy.<br>Negotiate and resolve instances where undesirable duplication of teaching and content in courses within the College is identified and report findings or outcomes to the College Board.<br>Represent the interests of their College and the Schools within the College to maximise the opportunities for expert teaching arrangements, and minimise undesirable duplication of teaching, content and courses in proposals considered by College Board and PCAC. |
| College Boards | Monitor all new course proposals originating in their College to maximise expert teaching opportunities and avoid undesirable duplication of teaching, content and courses within and between Colleges. |
| Heads of School | Negotiate expert teaching arrangements with relevant stakeholders.<br>Maintain oversight of major changes to the design and delivery of courses within their School where which included expert teaching arrangements. |
| Program Convenor | Ensure that courses utilising expert teaching arrangements:<br>- are consistent with the level and field of education of the program;<br>- contribute appropriately to the Program learning outcomes.<br>Work with the relevant School and College staff at all stages of course design, delivery and evaluation, giving joint consideration to the context and learning outcomes of the Program(s) to which the course contributes. |
| Course Co-ordinators and other academic staff undertaking expert teaching | Ensure that courses that utilise expert teaching arrangements support the program and course learning outcomes, and fulfil University expectations about curriculum relevance, quality, and quality of the student learning experience.<br>Work with the relevant School and College staff at all stages of course design, delivery and evaluation, giving joint consideration to the context and learning outcomes of the Program(s) to which the course contributes. |

## Status and Details

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| **Status** | Current |
| **Effective Date** | 22nd April 2024 |
| **Review Date** | 22nd April 2027 |
| **Approval Authority** | Academic Senate |
| **Approval Date** | 10th April 2024 |
| **Expiry Date** | Not Applicable |
| **Responsible Executive** | Belinda Yourn<br>Senior Deputy Vice-Chancellor (Academic & Global) |
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## Glossary Terms and Definitions

**"Enabling program"** - A tertiary preparation program offered to domestic students.

**"University"** - The University of Newcastle, a body corporate established under sections 4 and 5 of the University of Newcastle Act 1989.

**"Academic staff"** - A person employed as an academic staff member or appointed as an academic honorary appointee (including adjunct, clinical conjoint, visiting, honorary and conjoint appointments), but does not include persons who are employed solely as teachers or professional staff.

**"Course"** - When referring to a course offered by the University, a course is a set of learning activities or learning opportunities with defined, assessed and recorded learning outcomes. A course will be identified by an alphanumeric course code and course title. Course types include core courses, compulsory courses, directed courses, capstone courses and electives. For all other uses of this term, the generic definition applies.

**"Student"** - A person formally enrolled in a course or active in a program offered by the University or affiliated entity.

**"Learning outcome"** - In accordance with the AQF definitions, the expression of a set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

**"Postgraduate"** - Any qualification being at the level of Graduate Certificate or above.

**"Program"** - When referring to learning, a program is a sequence of approved learning, usually leading to an Award. For all other uses of this term, the generic definition applies.

**"Program Convenor"** - The academic staff member with overall responsibility for the management and quality of a program.

**"School"** - An organisational unit forming part of a College or Division, responsible for offering a particular course.

**"Staff"** - Means a person who was at the relevant time employed by the University and includes professional and academic staff of the University, by contract or ongoing, as well as conjoint staff but does not include visitors to the University.

**"Undergraduate"** - Refers to any qualification up to and including the level of a Bachelor Honours degree.

**"Unit"** - When referring to an academic unit, unit means the proportional amount of academic credit allotted to a course. This term is used to define the requirements for a program award of the University and indicate a student's

enrolment load. For all other uses of this term, the generic definition applies.

**"College"** - An organisational unit established within the University by the Council.