



# Collaborative Service Teaching Policy

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## OVERVIEW

Collaborative Service Teaching at The University of Adelaide is the practice of drawing on the academic expertise of one academic unit (usually a School) to teach, or teach into, a Course that is compulsory for students in a Program owned by another academic unit. This may be expertise in a Discipline, in Discipline Contextualisation, or in an Interdisciplinary area of knowledge.

This definition of Service Teaching does not encompass all possible arrangements for collaboration in teaching between schools. However, while not all teaching collaborations between schools constitute Service Teaching, all Service Teaching is delivered as a partnership between schools and/or faculties through a variety of different models of educational practice.

Teaching of, or into, compulsory courses on different programs owned by a school, by staff from different disciplines or departments within that school, is not regarded as Collaborative Service Teaching.

Teaching of, or into, cross-listed elective courses is not regarded as Collaborative Service Teaching. Single Guest Lecturing events normally are not regarded as Collaborative Service Teaching.

The policy sets out the framework for managing Collaborative Service Teaching across the University. It recognises issues relating to academic quality, the sustainability of academic units and the efficiency of the University's resource management practices.

The overarching purpose of the policy is to ensure that University of Adelaide students receive the highest quality learning experiences in Courses designed and taught by educators who possess relevant Disciplinary Expertise, Interdisciplinary Expertise, and expertise in Discipline Contextualisation.

The objectives of the Policy are to:

- Ensure that opportunities for Service Teaching are taken up whenever appropriate, and are managed effectively;
- Minimise duplication of teaching, content and Courses within and between faculties, taking into account both academic and resources management considerations;
- Enhance inter-school and inter-faculty collaboration through Service Teaching in ways that benefit student learning experiences and outcomes, and align with University strategy for curriculum and educational practice;
- Improve communication between academic units in relation to Service Teaching;

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- Ensure consistent, on-going quality assurance and enhancement of Service Teaching.

## **SCOPE AND APPLICATION**

The policy applies to all Service Teaching activities at The University of Adelaide, within or between faculties.

## **POLICY PRINCIPLES**

1. The interests of University of Adelaide students will come first in ensuring they are taught by experts in the Discipline, in contextual application of the Discipline, and in Interdisciplinary areas, relevant to the learning outcomes of their academic Program;
2. Discipline Expertise will usually be delivered by staff based in the University's academic unit that is most closely associated with specialisation in the Discipline. However, the location of specialist discipline expertise in an academic unit cannot be taken to imply ownership of that intellectual territory to the exclusion of others when the application of the discipline knowledge is of multi-disciplinary concern;
3. Service Teaching arrangements will be established whenever appropriate to avoid unnecessary duplication of Courses, content and teaching in separate academic units and to ensure that University teaching is based on the most appropriate academic expertise;
4. A transparent Collaborative Service Teaching Agreement, based on relevant evidence, will be adopted in each instance of Service Teaching;
5. Ongoing quality assurance and enhancement of Service Teaching will be incorporated into the University's formal Course and Program review processes;
6. University strategy, as well as academic and resourcing factors, will be considered when determining fair and appropriate Service Teaching Agreements;
7. Costs of Service Teaching will be recognised through equitable revenue share between partner academic units, normally on the basis of percentage contribution to teaching in the Course.

## **POLICY PROCEDURES**

### **1. Collaborative Service Teaching Arrangements**

- a) The University recognises a range of Collaborative Service Teaching arrangements including the following, but not limited to:
  - i. A Service Teaching Provider delivers an entire Course;
  - ii. A Service Teaching Provider delivers Discipline elements of a Course;
  - iii. A Service Teaching Provider delivers Interdisciplinary elements of a Course;
  - iv. A Service Teaching Provider delivers Discipline Contextualisation elements of a Course.
- b) Members of academic staff who provide Service Teaching may be involved through:
  - i. Teaching of, or into, a Course coordinated by their own school or faculty, which is a compulsory Course for students in Program(s) offered by another school or faculty;
  - ii. Teaching of, or into, a Course coordinated by a different school, which is a compulsory Course for students in Program(s) offered by that School or faculty.
- c) Academic staff from the Provider and Client Schools will work together at all stages of Course design, delivery and evaluation, giving joint consideration to the context and learning outcomes of the Program(s) in which the Course sits. Service Teaching Provider and Client parties will discuss and agree on an appropriate Service Teaching arrangement and on appropriate learning tasks, assessments and content designed to foster high quality student learning experiences and student success.

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## 2. Collaborative Service Teaching Agreement

- a) A Service Teaching Agreement must be formalised and recorded in writing before a Service Teaching arrangement commences (see Template). In order to minimise duplication of teaching, content and Courses within and between faculties, an Agreement is required when:
  - i. substantial content (>30%) of an existing Course coincides with that of another existing Course taught by another academic unit;
  - ii. substantial content (>30%) of a proposed Course coincides with the subject matter of an existing Course;
  - iii. substantial content (>30%) of an existing or proposed new Course coincides with the subject matter of the disciplines or professional areas of another academic unit.
- b) A Service Teaching Agreement will:
  - i. identify the elements of teaching to be provided by the Service Teaching Provider;
  - ii. specify the % component of the Service Teaching Course to be delivered by the Service Teaching Provider;
  - iii. prescribe the educational management and quality assurance for the Service Teaching.

## 3. Service Teaching Procedures

- a) Service teaching agreement negotiations should occur between the Heads of the Service Teaching Provider and Client academic units in the first instance, taking into account the resourcing requirements of Provider units as appropriate, and within the context of the University's academic and resources policies and processes.
- b) When it is planned that a Course that utilises Service Teaching will be created, undergo major revision or be withdrawn, all stakeholder parties (Providers and relevant Clients) must be consulted. Major course revision is defined for the purpose of this Policy as: a significant change to learning outcomes; a significant change to curriculum content beyond routine update of existing content; and/or, a change to assessment task(s); a change to Course delivery mode and/or assessment delivery mode.
- c) Faculty Learning and Teaching Committees will monitor all new Course proposals originating in their faculty to maximise Service Teaching opportunities and avoid undesirable duplication of teaching, content and Courses within and between faculties.
- d) The Faculty Learning and Teaching Committee will maintain oversight of major changes to the design and delivery of Courses coordinated by staff within their faculty which are included within a Service Teaching Agreement.
- e) Faculties will consider if there is undesirable duplication of teaching and content in Courses within and between faculties when conducting Course Reviews.
- f) When duplication of teaching, content or Courses is identified within a faculty, or between faculties, consultation will be undertaken to resolve matters.
- g) University Academic Program and Entry Committee (APEAC) will monitor new Program proposals, and proposals for major changes to Programs to maximise Service Teaching opportunities. Program proposals must confirm that Service Teaching consultation has occurred between stakeholders.
- h) Cyclical Course Reviews will monitor the quality of Courses for which Service Teaching Agreements exist through the standard University Course Review process.
- i) Cyclical University Program Reviews will monitor the coherence and quality of Service Teaching provision at Program level.

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- j) Service Teaching Agreements should be updated every two years.

#### **4. Responsibilities**

- a) The Deputy Vice-Chancellor (Academic) is responsible for ensuring that new Programs and major revisions to Programs maximise the opportunities for Service Teaching, and for oversight of University-level quality assurance and enhancement of Service Teaching. A register of Service Teaching Agreements will be maintained at institution-level by the Division of Academic and Student Engagement.
- b) The Deputy Vice-Chancellor (Academic) is responsible for mediation and decision in cases of Service Teaching issues that have not been resolved at faculty level.
- c) Deputy Deans Learning and Teaching are responsible for the identification of Service Teaching opportunities, for faculty monitoring of the quality assurance and enhancement of Service Teaching provided by their faculty, and for ensuring Service Teaching Agreements for Service Teaching provided by their faculty are up-to-date.
- d) Heads of School are responsible for negotiating Service Teaching arrangements and Agreements with another academic unit.
- e) Program Coordinators from the Service Teaching Client schools are responsible for:
- i. ensuring that Service Teaching Courses:
    - a. are consistent with the level and field of education of the academic Program;
    - b. contribute to the Program Learning Outcomes of academic Programs in which Service Teaching Courses are core, and that assessment methods are consistent with the learning outcomes being assessed and are capable of confirming that all specified learning outcomes are achieved;
  - ii. participating in periodic Course Review of Service Teaching Courses in the Program(s) they coordinate.
- f) Course Coordinators from the Service Teaching Provider schools are responsible for ensuring that Service Teaching Courses support the Program and Course learning outcomes, and fulfil University expectations about curriculum relevance and quality, and quality of the student learning experience. Provider responsibilities include:
- i. Providing high quality Service Teaching that takes account of the requirements of Clients of the teaching;
  - ii. Involving Clients of the teaching in ensuring the Course's relevance to their students;
  - iii. Being responsive to feedback from Clients and their students;
  - iv. Consulting with Clients when changes to the Course are proposed;
  - v. Conducting periodic Course Review in accordance with the standard University Course Review process.

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## DEFINITIONS

**Discipline Expertise:** expert specialisation in a recognised branch of academic or professional knowledge.

**Discipline Contextualisation Expertise:** expert specialisation in the application of Discipline knowledge in other academic or professional domains.

**Interdisciplinary Expertise:** expert specialisation in a recognised domain that involves or combines more than one recognised branch of academic or professional knowledge.

**Program Owner:** the faculty, school or other academic unit that administers the Program in which the Course that utilises Service Teaching sits.

**Service Teaching:** the practice of drawing on the academic expertise of one academic unit (usually a school) to teach students in a Course that is compulsory for students in a Program owned by another academic unit. This may be expertise in a Discipline, in Discipline Contextualisation, or in an Interdisciplinary area of knowledge. Teaching of, or into, cross-listed elective courses is not regarded as Service Teaching. Single Guest Lecturing events normally are not regarded as Service Teaching.

**Service Teaching Agreement:** the formal agreement between Service Teaching Client and Provider unit (usually schools).

**Service Teaching Client:** the academic unit that partners with a Service Teaching Provider to receive teaching specified within a Service Teaching Agreement.

**Service Teaching Provider:** the academic unit that partners with a Service Teaching Client to provide teaching specified within a Service Teaching Agreement.

## [GUIDELINES – SCHEDULE A]

<b>RMO File No.</b>	F.2020/831
<b>Policy Custodian</b>	Deputy Vice-Chancellor and Vice-President (Academic)
<b>Responsible policy officer</b>	Pro Vice-Chancellor (Student Learning)
<b>Endorsed by</b>	Academic Board on 1 September 2021
<b>Approved by</b>	Vice-Chancellor and President on 1 September 2021
<b>Related Documents and Policies</b>	<i>Nil</i>
<b>Related Legislation</b>	<i>Nil</i>
<b>Superseded Policies</b>	<i>Nil</i>
<b>Effective from</b>	1 September 2021
<b>Review Date</b>	31 August 2024
<b>Contact for queries about the policy</b>	Please email: <a href="mailto:lgscompliance@adelaide.edu.au">lgscompliance@adelaide.edu.au</a>

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## COLLABORATIVE SERVICE TEACHING AGREEMENT TEMPLATE

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### SECTION 1: SERVICE TEACHING

Course Title, Code and Field of Education (FOE):

Course Coordinator(s): (name(s))

Program(s) in which the Course is offered: (program title(s))

Service Teaching Client: (area name)

Service Teaching Provider: (area name)

Description of the Service Teaching arrangement:

- The Service Teaching Provider delivers the entire Course
- The Service Teaching Provider delivers Discipline elements of the Course;
- The Service Teaching Provider delivers Interdisciplinary elements of the Course
- The Service Teaching Provider delivers Discipline Contextualisation elements of the Course;
- The Service Teaching Provider and the Service Teaching Client jointly deliver Discipline, Interdisciplinary and/or Discipline Contextualisation elements of the Course.

Briefly describe the elements of teaching to be provided by the Service Teaching Provider below with reference to the current Course Outline (including curriculum content, main learning/teaching activities, and assessments):

The percentage component of the Service Teaching Course to be provided by the Service Teaching Provider: (%)

### Educational management and quality assurance for the Service Teaching

Briefly describe the arrangements to be put in place for educational management and quality assurance of the Service Teaching, as aligned to Policy requirements and including date of next annual review:

Review of Agreement: date for next annual review

### SECTION 4: TERMS AND CONDITIONS

When it is planned that the course will undergo major revision (defined as a change to learning outcomes; a significant change to curriculum content beyond routine update of existing content; a change to assessment task(s); a change to Course delivery mode and/or assessment delivery mode) or withdrawn, all stakeholder parties will be consulted.

### SECTION 5: SIGNATORIES TO THIS AGREEMENT

..... Head, Client School/Area	..... Signature Date:.....
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..... Head, Provider School/Area	..... Signature Date:.....
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Completed agreement templates must be provided to [lgscompliance@adelaide.edu.au](mailto:lgscompliance@adelaide.edu.au) in order that they can be added to the register referred to in Procedure 4.a of the Collaborative Service Teaching Policy.