**Questions and considerations when entering a partnership**

**Nature of the partnership**

* Are we embarking on a partnership of equals? Is this automatically to be assumed?
* How might the partnership be perceived by the partners? If those perceptions are different but tacit, how might they be unearthed and made explicit?
* What are the implications for implementation if there are differences in perception?

**Nature of the degree**

* What do academics and students perceive themselves to be signing up for?
* Is the degree identical in both institutions? Is this a) possible and b) desirable?
* Is the aim to establish a franchise or to establish autonomy for the new partner? What are the implications for either?

**Delivery**

* Are the degrees to be delivered by:
1. a joint team from both institutions?
2. by faculty from the UK institution?
3. by the institution in which the degree is being delivered?
4. Initially by a joint team, then ceded to the institutional faculty in the country in which the degree is being delivered?
* What are the arising issues in these delivery models?

**Quality Assurance**

Should central QA procedures provide the lead/loci for driving the required standards and outcomes?’ If not, where else should the responsibility be situated?

* How are the QA philosophies and procedures in the two partner institutions (and countries) to be reconciled? Are there two very different regimes to satisfy? Where does the locus of authority lie?
* How might academic staff be enabled to work together on these issues?
* Where are the potential areas for conflict and contest?

**Teaching, Learning and Assessment**

* How are the potentially differing approaches to TLA perceived and addressed or reconciled?
* If we view TLA as curricular issues, which views should prevail, given the name on the degree title?
* How far should TLA issues be allowed to stay context dependent?
* How might this affect the nature of the degree?

**Educational Development**

* How can educational development be developed and sustained in the two institutions?
* Should there be joint TLHE programmes delivered in collaboration between partners? Do such programmes already exist in each institution? If not, how can they be grown?
* What is the perceived relationship between QA and QE for teaching and learning? Which one leads the agenda in each institution?

**Student Support**

* Should these be parallel systems within each institution?
* If there are differing approaches to teaching and learning and assessment in each institution, how can student support be made most effective across the institutions?

**Relations between individual members and teams of staff**

* How can relations between individuals and teams of academic partners be grown and nurtured?
* If institutional level QA leads the agenda, could this be harmful to these relations?
* If relations are first established at institutional level through MoEs, fees regimes, QA procedures, how can QE processes be built in from the beginning?
* If they are not, what are the implications for staff relations?

**Conclusions**

* There is a need from the beginning to ensure as far as possible that such questions are considered and openly discussed at all levels in the partnership.
* This involves cross campus collaboration and coordination between: International Offices, Quality Assurance offices, Faculties and Departments, and importantly, implementers of the partnership at the level of teaching, learning and assessment
* Agreements are institutionally and legally important, but in themselves are insufficient for a solid partnership
* Institutional partnerships are built around the people involved in delivering core business – teaching, learning and assessing
* Mechanisms need to be in place from the beginning to ensure the engagement of teaching and research staff from both partners at this foundation level