**University Policy on Joint and Dual Awards**

**1. University Policy on Joint and Dual Awards**

The University may enter into dual and joint degree arrangements for both taught and research programmes. A dual degree is one in which a separate award is made by each partner. A joint degree is one in which a single award is made with both partners named on the single parchment

Key principles

1. The proposed partner institution must be of equivalent academic standing to Queen’s with a compatible mission and ethos. League tables such as Shanghai Jiao Tong University Rankings ([http://www.shanghairanking.com/)](http://www.shanghairanking.com/%29), Times Higher ([https://www.timeshighereducation.com](https://www.timeshighereducation.com/world-university-rankings/2016/world-ranking#!/page/0/length/25/sort_by/rank_label/sort_order/asc/cols/rank_only) and/or QS World Rankings (<http://www.topuniversities.com/qs-world-university-rankings>) provide information on relative rankings.

1. Where the partner institution is in a country with Higher Education accreditation and/or quality assurance requirements then it should be able to demonstrate that it meets those requirements. The Quality Assurance Agency (QAA) has a useful list of such countries and agencies at <https://www.qaa.ac.uk//en/international/international-partners>
2. The proposed partner institution should be recognised as excellent in the relevant discipline area(s). The league table <https://www.topuniversities.com/subject-rankings> is a useful source of such information.
3. The partnership proposal should support the University’s strategic goals and should provide strategic value as determined by the Faculty Management Committee (FMC). The proposal must be supported by the FMC.
4. There should be clear benefits for the University and for the students on the proposed joint/dual award.
5. Dual degree arrangements should be entered into only where a joint degree is not legally possible (for example in China or Russia) or where the dual degree is of benefit to Queen’s.

All arrangements will require Approval to Proceed by the FMC and approval by the Education Committee Quality and Standards (ECQS). Major strategic partnerships will require approval from Senate through the Scheme of Delegation.

**2. Specific Issues for Consideration**

In addition to the legal capacity of an institution to award a joint degree, the following issues should be considered:

1. Enrolment and registration procedures and transfer of enrolment data.
2. Identification of visa requirements for international students and what impact this may have on their study status in more than one institution.
3. Exchange of module information and assessment outcomes.
4. Alignment of regulations (must reach Queen’s minimum standards).
5. Roles and responsibilities in administering and collecting fees.
6. Clarification of student entitlements such as library access or access to support services.  (Library access may be determined by the student career path and entitlements may differ from other institutions involved in the collaborative arrangement).
7. Appointment and reimbursement of external examiners.
8. Clarification on the requirement for a European Diploma Supplement and how this will be produced for a joint award.
9. Development of Records of Achievements/Parchments and conferring of awards (MOAs should clarify the use of terms such as Parchment and Student Transcript in line with Queen’s understanding when determining roles and responsibilities).

These issues must be discussed with Student Services and Systems at a very early stage in the development of a Memorandum of Agreement.  Where a joint parchment is required a proposal must be sent to the Qsis Strategic Users Group at least one year prior to the production of the parchment.  The proposal must be specific regarding the design and wording of the joint parchment. Final approval of the design rests with the Chair of the ECQS and the Director of Academic Services.

Where a dual award is proposed, the University must be very clear about the entitlements of students and the responsibilities of each institution. In such instances, it may be appropriate to consider bespoke programme regulations which must meet Queen’s minimum standards but take into account the requirements of the partner institution.

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