

# Guidance for designing joint or double taught degrees

## 1. Legal requirements

- 1.1 It is the responsibility of the University to ensure that there are no legal or regulatory requirements in the country in which they are operating which may impede the award of a joint or double degree to students.

### Explanatory note

- Requirements for joint, double and dual doctoral award collaborations can be found in QHS CP6.

## 2. Course design

- 2.1 The defining feature of a joint or double degree is that it is a distinctive educational programme that none of the partners could offer, in that form, independently of others.
- 2.2 A joint or double degree course is jointly designed by both partners and is a joint enterprise from the earliest stages.
- 2.3 All partners in a joint or double degree arrangement must provide substantial contributions to the creation, management and decision making.
- 2.4 Joint and double degrees usually include mobility between the two institutions, and each partner delivers a substantial proportion of the course.
- 2.5 For joint degrees, decisions will need to be made about which institution issues the certificate and transcript.

## 3. Governance

- 3.1 The two institutions will need to establish mechanisms for maintaining joint oversight of the joint degree course, including any joint governance committees or boards. For double degrees, each partner oversees its own qualification.

## 4. Delivery and assessment

- 4.1 Each partner is normally responsible for the assessment of the parts of the course that it delivers. Mechanisms may be put in place for joint moderation of assessment across institutions.

- 4.2 The course teams need to establish whether a joint marking scheme will be used, or whether assessed work will be marked in accordance with each institution's marking scheme, and then re-scaled to a single scheme for the purposes of making the award.
- 4.3 All partners agree a common set of assessment regulations. Bespoke regulations may be designed and approved as part of the academic approval process, ensuring that the academic standards of each of the degree-awarding bodies are satisfied.
- 4.4 Academic appeals, irregularities, extenuating circumstances and complaints are either managed jointly by both partners using a set of pre-agreed processes, or are managed separately by the institution at which the student is studying at the time.
- 4.5 The course is jointly managed on a day to day basis by both partners in accordance with the approved Collaborative Operational Document.

## **5. Quality assurance**

- 5.1 The University is ultimately responsible for the standards and quality of the qualifications it awards, irrespective of who delivers it or where it is delivered.
- 5.2 Quality assurance arrangements made between the degree awarding bodies must protect those degree awarding bodies' academic standards. The standards and requirements for assuring quality and standards may exceed those usually required but may not be less.
- 5.3 The partners determine jointly the mechanisms for annual monitoring and reporting of the course.
- 5.4 External examining arrangements need to be agreed to satisfy UK requirements and the requirements of other partners involved. Where possible the University's normal external examining arrangements should apply. It may be feasible for joint or dual appointments to be made.
- 5.5 A joint Board of Examiners is held to determine progression and achievement of the students. For double degrees, separate boards may be held but should include representation from both partners at each.

<b>Policy owner</b>
CADQ

<b>Change history</b>			
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Sept 2017	12.09.17	01.10.17	No major changes
Sept 2018	12.09.18	01.10.18	None
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Sept 2020	16.09.20	01.10.20	Update to Supplement title to clarify this guidance applies to taught degrees only (cross-reference to research degree guidance also added)
Sept 2021	07.09.21	01.10.21	Change of Supplement number from SB9 to SB6.
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	None
Jan 2024	25.01.24	30.1.24	Renumbered CP4.

<b>Equality Analysis</b>		
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Sept 2016	N/A	