



INGENIUM
European University

INGENIUM
Collaborative Teaching and Learning
Guidelines and FAQs

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EXECUTIVE SUMMARY

These Guidelines explain how to propose, develop and deliver an INGENIUM Collaborative Teaching and Learning initiative through INGENIUM Annual Education Calls. They are addressed to academic staff at the ten partner universities who want to teach together with a colleague at another partner, and to the Heads of Department, Partner Coordinators and administrative colleagues who support them. The abbreviation CTL is used throughout.

Collaborative Teaching and Learning is the most accessible form of collaboration in the INGENIUM educational offer. It requires no new accreditation, no new programme and no minimum size. The only firm requirement is that academics from at least two INGENIUM partner universities teach together. Everything else — the format, the length, the credit value, the number of students — is for the proposing team to decide. A single guest seminar delivered online is a valid proposal; so is a fully co-taught module running across two or more curricula.

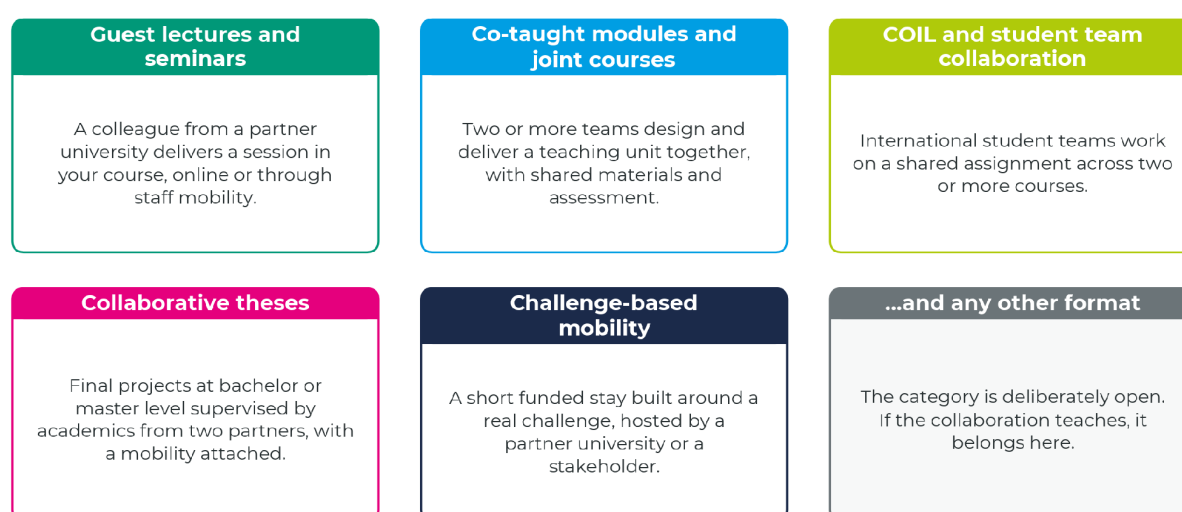


Figure 1. The formats of Collaborative Teaching and Learning. The category is open: any collaboration in which academics from two or more partner universities teach together belongs here.

Two of these formats are new to this edition and deserve particular attention as flagship Next INGENIUM initiatives. Collaborative theses bring together supervisors from two partner universities around final projects at bachelor or master level, with a mobility attached. **Challenge-based mobility** funds short stays built around a real challenge, hosted by a partner university or by a stakeholder organisation. Both are funded from INGENIUM project funds, and both need a first cohort in the second semester of 2026/2027 so that the colleagues involved can shape the full model for 2027/2028.

There are two routes into the call. The fast track is for collaborations that are ready to run in the second semester of 2026/2027: it takes a direct application, with no expression of interest, and decisions are taken on a rolling basis. The general call is for collaborations launching in the academic year 2027/2028: it opens with an expression of interest, continues

through a networking and matchmaking phase, and closes with a final application in December 2026.

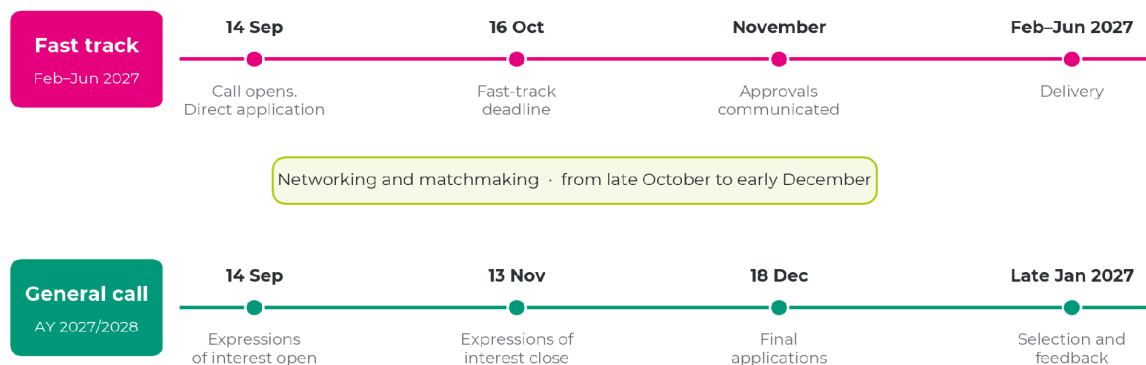


Figure 2. The two routes through the call, with the deadlines for each.

Proposals are assessed against three dimensions — Relevance, Quality and Impact — on a ten-point scale, with a minimum of six points required to pass. Assessment is enhancement-oriented: where a proposal falls short on one dimension but is otherwise strong, the feedback provided by the Committee indicates the potential for improvement.

The call at a glance	
Applicants	Academic staff at any INGENIUM partner university, at bachelor, master or doctoral level. Administrative colleagues and students may be part of the team.
Minimum requirement	Academics from at least two INGENIUM partner universities teaching together. There is no minimum number of ECTS, hours or students.
Formats	Guest lectures and seminars, co-taught modules and joint courses, COIL and student team collaboration, collaborative theses, challenge-based mobility, and any other teaching collaboration.
Two routes	Fast track: apply directly by 16 October 2026, deliver February–June 2027. General call: expression of interest by 13 November 2026, final application by 18 December 2026, deliver in 2027/2028.
Funding	Up to EUR 10,000 may be requested per initiative. There is no minimum, and many good proposals need nothing at all.
Assessment	Relevance (3) + Quality (4) + Impact (3) = 10 points. Minimum 6 to pass.
Reviewers	Technical review by the mixed transition group, supported by the Secretariat. Endorsement by the Academic Committee (fast track) or the Education Council (general call).
Link to Pathways	A collaboration attached to a Pathway can be submitted together with the Pathway application, and is then assessed within the Pathway's score.

Table 1. Summary of the call for Collaborative Teaching and Learning, 2026/2027 edition.

Read alongside the *Annual Education Call 2026/2027* guide and the *Student Cycle and Student Calendar*. Questions: ingenium@uniovi.es.

1. What is an INGENIUM Collaborative Teaching and Learning initiative?

An INGENIUM Collaborative Teaching and Learning initiative is any teaching activity designed or delivered jointly by academics from two or more INGENIUM partner universities. It is normally embedded in courses that already exist and are already accredited at each partner university, which is what makes it the fastest route into the INGENIUM educational offer: nothing new needs to be approved, and no new degree structure is created.

The purpose is to give students an international learning experience without requiring them to travel, while giving academics a working relationship with colleagues elsewhere in the Alliance. A collaboration may be small — a single session, one shared assignment — or substantial, running across a full semester in both curricula. Both are valued, and the evaluation framework in Section 5 does not reward size for its own sake.

Three characteristics distinguish a CTL initiative from the other categories of the Annual Education Call:

- **It is bottom-up.** The Alliance describes the category and supports it, but the shape of each collaboration follows its academic purpose. There is no prescribed model.
- **It is embedded.** The collaboration takes place inside teaching that is already happening, rather than alongside it as an extracurricular addition. This is what makes it sustainable beyond the funded period. In the case of challenge-based mobility, although it is recommended that it is linked or embedded to a course, it can also be articulated without a strict link with an existing course.
- **It is collaborative in delivery, not only in design.** Two academics agreeing to exchange materials is a good start, but the Alliance is looking for collaborations that students can actually experience. Wherever the format allows it, students from the participating partner universities should engage directly with one another.

The one firm requirement. A proposal must involve academics from at least two INGENIUM partner universities working together on teaching. There is no minimum number of ECTS, contact hours, students or partner universities beyond that. Everything else in these Guidelines is guidance.

1.1 What the Alliance is looking for

Within that open frame, five things make a collaboration stronger. They recur throughout these Guidelines and they carry the most weight in the evaluation.

- **Embedding in programmes and Pathways.** A collaboration that sits inside an accredited course, and better still inside an INGENIUM Pathway Programme, reaches students automatically and survives beyond the funded period. Section 4.7 explains how to attach a collaboration to a Pathway without submitting twice.

- **Stakeholder engagement.** Companies, public authorities, hospitals, NGOs, museums and research centres give students a real audience and a real problem. Stakeholder involvement is an expectation for challenge-based mobility and a strength everywhere else. Challenges raised by an associate partner or a regional organisation carry particular weight under the relevance criterion.
- **Alignment with the INGENIUM Innovation in Education Strategy.** The Alliance's pedagogical framework organises its ambition around four directions: student-centred education, excellent teaching, co-operation and co-creation, and artificial intelligence and digitalisation in education. A collaboration that advances one of them deliberately is a stronger proposal than one that advances it by accident.
- **Direct engagement between students.** The point of the category is an experience students have, not an arrangement between two academics. Wherever the format allows it, design for students at the participating universities to work with one another.
- **Continuity.** The best collaborations outlast their funding, or grow into something larger: a Blended Intensive Programme, a micro-credential, a Course Catalogue contribution, a Pathway component. Say so in the application if that is the intention.

1.2 What belongs in this category, and what belongs elsewhere

The Annual Education Call has several categories, and some collaborations could plausibly sit in more than one. The table below gives the usual routing. It is a guide rather than a gate: if a proposal arrives in the wrong category, the technical review will reclassify it rather than reject it, and the proposing team will be told. In the previous round, three proposals submitted as collaborative teaching were in substance a Blended Intensive Programme or a micro-credential, and all three went forward.

If your idea is...	It belongs in...	Because
A short intensive course abroad with a collaborative online component, involving at least three institutions and awarding at least 3 ECTS	Blended Intensive Programmes	Erasmus+ rules, funding and reporting apply, and BIP codes must be obtained
A short certified qualification accredited in alignment with the European Approach to micro-credentials	Micro-credentials	The accreditation route and the European Digital Credential differ
A newly created short learning experience, designed from scratch rather than embedded in an existing course	Micro-modules	New creations belong here even where they are not formally accredited
An experiment or innovation in teaching practice, where delivery to students may follow the project rather than happen during it	Teaching innovations	The emphasis is on testing and documenting the innovation itself, not on delivering a collaboration to students within the project

If your idea is...	It belongs in...	Because
An existing course of yours that you want to open to students at other partners, without co-designing anything	Course Catalogue contributions	No joint design is required, and the semester-2 deadline is 16 October
A training activity for colleagues rather than for students	Training proposals	These feed the initial edition of the INGENIUM Staff Academy
A new joint, double or multiple degree programme	Joint Programmes	Accreditation under the European Approach is required
An internationally enriched study route inside an existing degree	Pathways	The Pathway framework and its own Guidelines apply
Any other teaching you would do together with a colleague at another partner	Collaborative Teaching and Learning	This is the open category

Table 2. Routing between the categories of the Annual Education Call.

Two clarifications follow. A CTL initiative may deliberately prepare a future Blended Intensive Programme or micro-credential — several proposals in the previous round did exactly that — and it is helpful to say so in the application. And a course developed through a collaboration can also be offered to the Course Catalogue afterwards, which is the simplest way to make it available to Pathway students across the Alliance.

2. The call at a glance

2.1 The two routes

The call runs two routes with different purposes. Choosing correctly is the single most consequential decision a proposing team makes, because it determines when the collaboration can run.

The fast track is for existing collaborations proposing initiatives that have already matured — through a previous collaboration, an Education Lab, a research relationship, a Blended Intensive Programme or a comparable framework — and can be delivered between February and June 2027. There is no expression of interest necessary: proposals go straight to the final application form. Assessment is rolling, so feasibility is analysed as each proposal arrives and teams receive an early indication. Approvals are communicated in November, leaving the whole second semester for delivery, and the resulting activities are offered to students from November onwards.

The general call is for collaborations launching in the academic year 2027/2028. It has three stages. An expression of interest, submitted between 14 September and 13 November 2026, is deliberately light: it does not commit anyone to anything and requires no institutional support. From late October to early December the Alliance runs a networking and matchmaking phase, which overlaps deliberately with the expression of interest period. The final application is due on 18 December 2026.

2.2 The dates that matter

Milestone	When	What happens
Call opens	14 September 2026	Both routes open. Fast-track applications and expressions of interest for the general call can be submitted from day one. The FAQ is published and developed as questions arrive
Institutional rules published	From 14 September 2026	Each partner university publishes its own rules on the use of funds, updated for the general call in October
Information sessions and webinars	From mid-September 2026	General sessions, fast-track sessions and sessions grouped by collaboration type
Fast-track deadline	16 October 2026	Final applications for collaborations to be delivered between February and June 2027
Networking and matchmaking	Late October to early December 2026	Networking sessions across the Alliance and keyword-based matching. Colleagues who have submitted an expression of interest are invited to host sessions
Fast-track approvals	November 2026	Communicated on a rolling basis. Approved activities are offered to students from November onwards

Milestone	When	What happens
Expressions of interest close	13 November 2026	The concepts received form the basis for the remainder of the matchmaking phase
General call deadline	18 December 2026	Final applications for collaborations launching in the academic year 2027/2028
Technical review	Early January 2027	Carried out by the mixed transition group, supported by the Secretariat
Selection and feedback	Late January 2027	Validation and final selection by the Education Council, with student representation. Feedback provided to all applicants
Fast-track delivery	February–June 2027	Selected fast-track collaborations run, with preparation sessions provided for the teams involved
Preparation for 2027/2028	February–July 2027	Selected general-call teams take part in the training cycle and complete their factsheets, arrangements and student information
Review	June–July 2027	Pilot evaluation, including what this category delivered against the Alliance's targets, feeding refined criteria for the first complete cycle

Table 3. *Timeline for Collaborative Teaching and Learning in the 2026/2027 edition of the Annual Education Call.*

2.3 Where to get support

You are not expected to work this out alone. Support is available from the INGENIUM Secretariat, from the INGENIUM local offices at each partner university, and from colleagues across the Alliance working on the call. Contact points are published on the call website.

As a rule of thumb, anything institutional — how funds may be used at your university, timetabling, local recognition rules, how your faculty handles thesis supervision — goes to your own INGENIUM local office, which knows the local answer. Anything about the call itself goes to the Secretariat at ingenium@uniovi.es. The FAQ published with the call is developed continuously as questions arrive, so a question asked early usually helps several colleagues.

3. Formats of Collaborative Teaching and Learning

The formats described below reflect what colleagues across the Alliance have proposed and delivered so far. They are illustrations, not a closed list, and they combine freely: a co-taught module may include a guest lecture from a third partner and lead to a challenge-based mobility for the students who go furthest with it. A proposal that fits none of them is not disadvantaged, provided it meets the requirement in Section 1.

3.1 Guest lectures and joint seminars

Description. A colleague from a partner university delivers one or more sessions within an existing course, online or in person through Erasmus+ staff mobility. In its most developed form, several partners agree on a rotating calendar of contributions embedded in equivalent courses at each partner university, so that each teaching team both gives and receives.

Target group. Teams taking a first step, courses with limited room for redesign, and disciplines where a specialist perspective from another national context adds immediate value — comparative law, public policy, applied engineering, health systems.

Considerations. A guest lecture works as a catalyst, not as an isolated event. Students should prepare in advance through guided materials or group work, and the session should leave something behind: a case, a debate, a piece of assessed work. Where sessions rotate between partners, agree on the calendar and the topics well before the semester begins.

3.2 Co-taught modules and joint courses

Description. Two or more teams design and deliver a teaching unit together, with shared learning outcomes, shared materials and, where regulations allow, a shared assessment rubric. Recognition is normally arranged through each partner university's existing course assessment, so no new approval is required.

Target group. Teams with an established relationship, equivalent courses in two curricula, and topics where the comparison between national contexts is itself part of the learning.

Considerations. Timetables are the most common obstacle. Where calendars do not align, two complementary courses counted separately at each partner university are considerably easier to run than a single joint course, and deliver much of the same value. Agree early on which platform hosts the shared work, and design the asynchronous components to be genuinely interactive rather than a repository of recordings.

3.3 COIL, virtual exchange and student team collaboration

Description. International student teams work together on a shared assignment across two or more courses, combining synchronous sessions with asynchronous collaborative work. Collaborative Online International Learning is the best-known structured form, but the family also includes simulations, peer-review exchanges, joint case competitions and role-based projects.

Target group. Any discipline in which students produce something. It is the format that most directly answers the Alliance's ambition of giving an international experience to students who cannot travel.

Considerations. Team formation is the difference between a COIL that works and one that does not. Plan a dedicated session for it before the substantive work begins. Set out explicitly how differences in language proficiency, time zone and assessment culture will be handled, and treat online collaboration as a learning outcome in its own right rather than as a delivery mode.

3.4 Collaborative theses

Description. A final thesis project at bachelor or master level supervised by academics from at least two partner universities, with a short mobility attached so that the student can spend time at the second university. Other final-project formats — joint capstone projects, for instance — are equally possible within each university's regulatory limits.

How a proposal is built. The usual form is a topic pool: two or more academics agree on a set of topics they are willing to co-supervise, name themselves as supervisors, and the topics are then published to students through the Student Calendar. A proposal may equally name students directly at the application stage, where the arrangement has already been agreed on. In this first edition both are accepted; flexibility matters more than uniformity.

Target group. Disciplines where empirical material, archives, laboratories or professional settings at a partner university genuinely improve the work — and, increasingly, any project where the process of enquiry deserves as much structure as the result.

Considerations. Local thesis regulations differ, and some partners require a formally appointed internal supervisor. Confirm with your own faculty that supervision across two universities is possible before submitting, and state the position honestly in the application if it is still being clarified. Topics should be broad enough for the student to make the project their own.

Doctoral level. Collaborative supervision at doctoral level is not proposed through this category. Co-supervision arrangements and co-tutelles are proposed under doctoral collaborations, within the INGENIUM Doctoral Ecosystems and the framework overseen by the INGENIUM Research School Board.

3.5 Challenge-based mobility

Description. A short funded stay — typically five days to two weeks — at another INGENIUM university or at a company, NGO, public authority or research centre linked to a partner, built around a clearly defined real challenge rather than around a course. Challenges may be research-oriented, practice-oriented, or a combination of the two. Linking the mobility to a course is recommended but not required.

What staff propose through this call. Academics apply for the coordination of a challenge-based mobility initiative. A proposing team may act as the sending university, as

the hosting university, or as both, and ideally works with a stakeholder from its own regional ecosystem. A worked example: two academics from two partners propose a challenge-based mobility in which students from one university travel to the other to work on maritime simulation, with a port authority as the authentic audience for the result.

Two ways to attach it. A challenge-based mobility may be linked to a CTL initiative — students prepare in class, then travel to work on the challenge — in which case a single application covers both. Alternatively, challenges may be offered to the general challenge pool from which students and their academic advisors draw during the year. The application form asks which of the two applies; a proposal may do both.

Target group. Any programme with an applied dimension, and particularly collaborations with a stakeholder who has a real problem worth solving. It is also the format that scales most easily: challenges are individual or small-group, so they can grow without renegotiating a curriculum.

Considerations. Design the challenge against learning outcomes from the outset, so that credit is possible. Where ECTS cannot be awarded, recognition should still be documented — through a digital badge, a certificate detailing the learning outcomes, or an entry in the Pathway certificate where the student is enrolled in a Pathway. Supervision arrangements at the host, including a named Host Mentor, should be settled before the student travels.

Funding source. Challenge-based mobility grants are funded from INGENIUM project funds. They are distinct from Erasmus+ KA131, and the two streams remain strictly separate in all documentation and reporting. Section 6 sets out which source pays for what.

3.6 Other formats

The category is residual by design. Simulations, joint laboratory sessions, shared field work, co-designed assessment exchanges, collaborative reading groups, joint studio critiques and formats that do not yet have a name are all eligible. If two academics from two partner universities are teaching together and it does not belong to another category of the call, it belongs here.

3.7 Comparing the formats

Format	What students do	Mobility involved	Effort to set up
Guest lectures and seminars	Attend a session delivered by a colleague from another partner	Optional staff mobility	Low
Co-taught modules and joint courses	Follow a teaching unit designed and delivered by two or more teams	Optional staff mobility	High
COIL and student team collaboration	Work in international teams on a shared assignment	None required, possible student and staff mobility	Moderate

Format	What students do	Mobility involved	Effort to set up
Collaborative theses	Write a final project supervised across two partner universities	Short student mobility attached, staff mobility possible	Moderate
Challenge-based mobility	Address a real challenge at a partner university or stakeholder organisation	Short student mobility, 5 days to 2 weeks	Moderate
Other formats	As designed by the proposing team	As designed	As designed

Table 4. The formats compared. Effort to set up is indicative and depends heavily on how far the partnership has already developed.

4. How to apply

4.1 The fast track: direct application

A fast-track proposal is submitted using the Final Application Form (Annex 2), with the fast-track route indicated at the top. It should describe a collaboration that can realistically be scheduled in the second semester: named partners, an implementation timeline, an indication of student numbers, and any funding required.

The fast track is particularly important for collaborative theses and challenge-based mobility. Both need a first cohort in the second semester so that the supervisors and academic advisors involved can shape the full model for 2027/2028 from experience rather than from design intentions. It is also the route through which a Pathway already running in 2026/2027 can add a new collaborative teaching component and secure additional funding for it.

4.2 The general call, stage one: expression of interest

The expression of interest is submitted using Annex 1. It is short by design. At this stage you are not expected to have a partner, a budget or a schedule — only a course, a concept and a reason why the collaboration would improve what your students learn.

An expression of interest should convey:

- who is proposing, and in which course or programme the collaboration would sit;
- what kind of collaboration you have in mind, using the formats in Section 3 as a reference point;
- whether you already have a partner, or what kind of partner you are looking for — the more specific this is, the more useful the matchmaking becomes;
- what students would gain, in relation to the learning outcomes of the course;
- whether the collaboration is linked to an INGENIUM Pathway Programme, and whether a stakeholder would be involved;
- any constraints that prospective partners should know about now, such as curriculum approval cycles or timetabling.

Submitting an expression of interest does not commit you to submitting a final application.

4.3 The general call, stage two: networking, matchmaking and proposal refinement

From late October to early December the Alliance runs the phase in which most partnerships are actually formed. It overlaps deliberately with the expression of interest period, so that concepts can find their partner while they are still taking shape. Colleagues who have submitted an expression of interest are invited to host networking sessions on their own topic, which is the most direct way to reach the people working closest to your field.

Alongside those sessions, a keyword-based matching mechanism lets staff search for colleagues working on topics close to their own, drawing on the expressions of interest received.

Support during this phase also includes thematic information sessions, guidance on choosing a format, and help connecting a collaboration to the wider INGENIUM offer — an existing Pathway looking for international learning components, a Blended Intensive Programme with places available, or a stakeholder with a challenge worth working on.

4.4 The general call, stage three: the final application

The final application is submitted using Annex 2, by 18 December 2026 for the general call and by 16 October 2026 for the fast track. One application covers the whole collaboration: the lead applicant submits on behalf of all participating teams and lists every academic coordinator with their university and contact details. Partners do not submit separately.

The application asks for the design of the collaboration, the implementation timeline, the number of student places and whether they are open to all INGENIUM students or only to the participating universities, the language of delivery, the assessment and recognition arrangements, and the resources required. Sections on collaborative theses and challenge-based mobility are completed only if those formats apply.

Formal institutional endorsement is not required. The application does ask you to confirm that the collaboration is embedded in a course or programme that is already accredited at your university, and that your Head of Department or equivalent is aware of it and of any implications for timetabling or resources.

4.5 Submitting a collaborative thesis proposal

A collaborative thesis proposal registers supervision capacity rather than a course. The application asks for the topics offered, the named supervisors at each partner university, the number of theses envisaged, the mobility attached to each, and confirmation of whether local thesis regulations permit supervision across two universities — including an honest “not yet confirmed” where that is the position.

Selected topics are published to students through the INGENIUM Student Calendar, which describes three routes in: topics published from this call, topics drawn from the INGENIUM stakeholder pool, and topics that students propose directly to academics who have signalled interest. A proposal that names students at the outset is equally acceptable in this first edition.

4.6 Submitting a challenge-based mobility proposal

A challenge-based mobility proposal describes the challenge and the arrangements around it: the theme and learning objectives, the host unit, laboratory, facility or stakeholder organisation, the supervision arrangements including a named Host Mentor where known, the suitable duration, and the number of mobilities envisaged with their direction of travel.

The application asks two further questions specific to this format. The first is whether the proposing team acts as sending university, hosting university or both. The second is whether the challenge is attached to a CTL initiative, offered to the general challenge pool, or both. Stakeholder involvement should be named where it exists.

4.7 Collaborations linked to a Pathway

Collaborative teaching is one of the most effective ways to build the international learning component of a Pathway Programme, and the call is designed so that the connection does not generate extra paperwork.

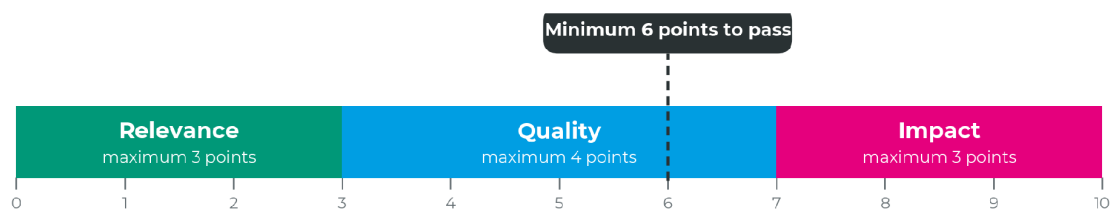
- **If the collaboration is linked to a Pathway, please indicate it in the application.** The form asks you to tick the box and name the Pathway. This is recorded whether the Pathway is already running or is itself being proposed in this call, and it counts under the relevance criterion.
- **A collaboration proposed together with a Pathway is assessed within the Pathway's score.** Where the two are submitted as a bundle, the collaborative teaching component is considered as part of the overall assessment of the Pathway rather than scored separately. Pathway proposers may also list the collaborations they intend to develop inside the Pathway application itself; arrangements for this are being set out separately.
- **An existing Pathway can add a collaboration through the fast and regular track.** Pathways launched in 2026/2027 can propose new collaborative teaching components for the second semester and secure additional funding for them, without reopening the Pathway itself.

5. How to deliver an impactful proposal — evaluation system

Proposals are assessed against three complementary dimensions: Relevance, Quality and Impact. The framework is common to the whole Annual Education Call, with the sub-criteria below adapted to Collaborative Teaching and Learning. Points are not allocated to individual sub-criteria, but within each dimension some weigh more heavily than others, and these are marked below.

Evaluation criterion	Maximum score
Relevance	3
Quality	4
Impact	3
TOTAL	10

Table 5. The scoring framework for Collaborative Teaching and Learning proposals.



Every proposal is assessed against the same three dimensions, whichever format and whichever route it follows.

Figure 3. Assessment at a glance. A proposal must reach at least six points out of ten to qualify for selection.

5.1 Relevance

Maximum 3 points. This criterion asks whether the proposal advances what the Alliance has committed to, and whether it responds to a genuine educational need.

- **Embedding in the educational offer, and the connection to an existing or proposed INGENIUM Pathway Programme.** This weighs most heavily.
- **Societal and labour-market relevance, drawing on stakeholder involvement and the Knowledge Ecosystems.** This weighs most heavily, and it is an expectation for challenge-based mobility.
- The contribution to the European Campus and to genuine jointness in design and delivery.
- The alignment of the collaboration with the learning outcomes of the courses it sits in.
- Alignment with the INGENIUM Innovation in Education Strategy and its four directions: student-centred education, excellent teaching, co-operation and co-creation, and artificial intelligence and digitalisation in education.

5.2 Quality

Maximum 4 points. This criterion asks whether the collaboration is well designed and can actually be delivered.

- **Feasibility and regulatory realism, including an honest account of what is already possible and what still needs to be arranged.** This weighs most heavily.
- **The extent to which students from the participating partner universities engage directly with one another.** This weighs most heavily.
- The pedagogical coherence of the design and the clarity of what students will do.
- The credibility of the implementation timeline and of the assessment and recognition arrangements.
- The quality of the online and blended design, with no passive formats and with online collaboration treated as a learning outcome.
- Inclusion, multilingualism, accessibility and sustainability built into the design rather than added afterwards.

5.3 Impact

Maximum 3 points. This criterion asks what will change, and whether it will last.

- **The prospects for continuing beyond the funded period, and the potential to grow into a Blended Intensive Programme, a micro-credential, a Course Catalogue contribution or a Pathway component.** This weighs most heavily.
- The number of students reached and the quality of what they gain.
- The breadth and novelty of the partnership, including colleagues, faculties and universities new to INGENIUM collaboration.
- Embedded and seamless student and staff mobility, where mobility forms part of the design.
- The contribution to the Alliance's targets for the category.

5.4 How proposals are assessed

Assessment in this edition is deliberately light and enhancement-oriented. The purpose is to help good ideas become deliverable, not to rank a competitive field. Where a proposal falls short on one dimension but is otherwise strong, the assessment records what would fix it, and that feedback is returned to the proposing team.

Criterion	Excellent	Good	Needs improvement
Relevance	Clear contribution to the Alliance's objectives and evident added value for students	Generally aligned, with minor weaknesses	Limited alignment or unclear rationale

Criterion	Excellent	Good	Needs improvement
Quality	Well designed, feasible and coherent, with genuine student engagement across partner universities	Feasible but requiring refinement	Significant weaknesses in design or feasibility
Impact	Clear benefit for students and credible prospects for continuation	Positive impact but limited evidence	Impact not clearly demonstrated
TOTAL	7.5 – 10	6.0 – 7.4	below 6.0

Table 6. Qualitative scoring rubric, used together with the sub-criteria in Sections 5.1 to 5.3.

A proposal that scores below six points does not qualify for selection on the strength of the application as submitted. It may nonetheless receive a conditional approval where the assessment identifies specific changes that would make it deliverable and the proposing team implements them. This is a competitive call, so a conditionally approved proposal receives financial support only where resources remain available once the selected proposals have been funded.

5.5 Who decides, and when

Every proposal first undergoes a technical review carried out by the mixed transition group responsible for collaborative teaching, supported by the INGENIUM Secretariat. The technical review checks eligibility, applies the criteria above, records the rationale, and where appropriate proposes reclassification to another category of the call.

- **Fast track.** Technical review is rolling, so proposals are analysed as they arrive and teams receive an early indication. Endorsement is given by the Academic Committee, and approvals are communicated in November 2026.
- **General call.** Technical review takes place in early January 2027. Validation and final selection follow in late January through the Education Council, with student representation. Results and feedback are communicated by the end of January 2027.

Feedback is provided for all proposals, whether selected or not, summarising the strengths of the application and, where appropriate, what would strengthen a resubmission. A proposal that is not selected may be resubmitted in a subsequent cycle; resubmission is not automatic and carries over no prior score.

6. Resources and funding

6.1 What can be requested

There is no minimum. Many strong collaborations need no funding at all: a rotating calendar of online guest lectures, a COIL module built on platforms both universities already run, or a co-designed assessment exchange can be delivered within existing teaching loads. Proposals that request nothing are not disadvantaged.

Where funding is needed, the maximum that may be requested for a single initiative is **EUR 10,000**. The application asks for a short breakdown rather than a formal budget: what the money is for, and roughly how much of it goes to each element. The precise details are then arranged between the development team and the partner universities involved, offering flexibility and guidance.

Costs typically requested include short staff mobility for teaching, student mobility attached to a challenge or a thesis, platforms and tools required for the collaboration, materials development, and the costs of bringing a stakeholder into the teaching.

6.2 Which source pays for what

Collaborative teaching draws on more than one funding stream, and keeping them separate is a requirement rather than a preference. Cost declarations must be strictly separated across streams so that no activity is funded twice.

What is being funded	Usual source	Notes
Challenge-based mobility grants	INGENIUM and Next INGENIUM project funds	Never Erasmus+ KA131. Approximately EUR 500–1,000 for a week, depending on destination
Mobility attached to a collaborative thesis	INGENIUM and Next INGENIUM project funds	Designed with the supervisors, at comparable rates
Staff mobility for teaching	Erasmus+ KA131 or INGENIUM project funds	Either is possible; state in the application which you intend to use
Platforms, tools and materials	INGENIUM project funds or institutional resources	Subject to the purchasing rules of the partner university concerned
Blended Intensive Programme costs	Erasmus+ BIP organisational support and KA131	If your idea is a BIP, it belongs in that category — see Table 2
Staff time and compensation	Institutional rules apply	Whether staff time can be bought differs by partner; see the institutional FAQ at your own university

Table 7. Funding sources for Collaborative Teaching and Learning. The separation between INGENIUM project funds and Erasmus+ KA131 is strict.

6.3 Institutional rules

Money is the question staff ask first, and the answer differs by university. Each partner publishes its own rules on how the funding can be used — staff compensation, travel, purchases — in an institutional FAQ, available from 14 September 2026 for the fast track and updated for the general call in October. Consult it before building a budget, and route institutional questions to your INGENIUM local office rather than to the Secretariat, which cannot answer on partners' behalf.

7. After selection

Selection marks the beginning of delivery rather than the end of the process. The paragraphs below set out what happens between a decision and a running collaboration.

7.1 Preparing for delivery

Selected teams should complete the practical arrangements early. Student feedback across the Alliance is consistent on this point: the complaint is rarely poor organisation, it is late organisation. The following should be settled before students are told about the activity:

- the calendar, including the dates of any synchronous sessions and the assessment deadlines at each partner university;
- how students register, how many places are available at each partner, and what happens if demand exceeds them;
- the language of instruction, stated plainly;
- what the student receives at the end — credits, a certificate, a badge, or a combination — and who issues it;
- the platform hosting the shared work, with access arranged for students at every participating university;
- for mobility, when grants are paid and what the student receives, arranged with the International Relations Office.

7.2 The initiative factsheet

Each selected initiative completes a short factsheet: participating universities and contacts, format, level and target group, ECTS where applicable, delivery mode and language, dates, number of places, and what students receive on completion. The factsheet is the reference document used to promote the initiative and to answer student and administrative queries, and it is what the Secretariat draws on for the Student Calendar and the call pages.

Factsheets are developed during the preparation stage: November to January for the fast track, and January to July for the general call. A template is provided by the Secretariat.

7.3 Reaching students

What staff propose in the autumn becomes what students can act on from November onwards. Fast-track collaborations are offered to students from November 2026, together with top-down proposals and initiatives carried over from the previous round. Collaborations selected through the general call reach students during 2027, ahead of the academic year 2027/2028.

Both routes reach students through the INGENIUM Student Calendar, published on 1 October 2026, and through the student-facing calls that follow it. Selected teams should expect to provide the factsheet content in time for that promotion, and to name the contact who will answer student questions at each participating university.

A proposal that names no student offer is an incomplete proposal. Where the initiative requires students to apply — collaborative theses, challenge-based mobility, places on a co-taught module open beyond the participating universities — the application should say so, and the arrangements are then coordinated with the student cycle.

7.4 Preparation and training

Selected teams are prepared for delivery rather than left to it. Applicants who submit a proposal through the general call take part in the training cycle that supports them through the design and preparation of their collaboration, and specific preparation sessions are provided for fast-track teams, whose delivery begins sooner.

The training is organised by collaboration type, so that what a collaborative thesis supervisor needs is not what a challenge-based mobility proposer needs, and it is tied to delivery rather than offered in the abstract. The experience of the colleagues who deliver this first generation of collaborations will feed the revised INGENIUM Innovation in Education Strategy.

7.5 Monitoring and continuous improvement

At the end of delivery the INGENIUM Community Questionnaire is administered to participating students and staff, and the lead applicant provides a short report covering what was delivered, how many students took part, what worked and what would be done differently.

Collaborations are also expected to leave something behind for colleagues who come next: a short description of how the collaboration was set up, what was agreed with the partner and what proved difficult. This material is what turns a set of individual collaborations into a body of practice.

8. Roles and responsibilities

A CTL initiative is lighter than a Pathway or a joint programme, and its governance is correspondingly light. What matters is that responsibilities are clear between the participating teams, that someone is accountable for delivery, and that the initiative is connected to the Alliance structures that support and monitor it.

8.1 Principles

- **Academic ownership.** The proposing team designs the collaboration and remains responsible for its academic content and quality.
- **A single point of contact.** Each initiative names a Lead Applicant who acts as the contact for the Alliance, without implying seniority over the other partners.
- **Institutional awareness.** Formal institutional endorsement is not required, but the Head of Department or equivalent should be aware of the collaboration and of any timetabling or resource implications.
- **Student-centred delivery.** Students are the beneficiaries and, wherever possible, partners in the design.
- **Evidence for improvement.** Each initiative contributes evidence — participation, feedback, what worked — to the continuous improvement of the Alliance's educational offer.

8.2 Alliance-level roles

Role	Responsibility
Education Council	The Alliance's academic governance body. Validates the assessment of general-call proposals and takes the final selection decision, with student representation. The Education Council will start to be active from early 2027.
Academic Committee	Endorses fast-track proposals during the closing phase of the current INGENIUM project, on a rolling basis as proposals are assessed.
Mixed Transition Group for Collaborative Teaching	Pairs the work package currently responsible with the incoming Next INGENIUM task teams. Carries out the technical review of proposals and shapes the guidance for the category.
INGENIUM Secretariat	Supports the technical review, coordinates the call, publishes the FAQ, routes queries, maintains contact lists across the ten partner universities and organises the matchmaking and networking activities.
INGENIUM local offices	The first point of contact at each partner university for anything institutional: use of funds, timetabling, recognition, local procedures.
Quality Assurance	Records assessment rationales and process frictions, collects participation data and feedback, and feeds the evidence into the Alliance's quality assurance system.

Role	Responsibility
Partner Coordinators	Promote the call locally, publish the institutional rules on the use of funds, and connect proposers with the right colleagues at their own university.

Table 8. Alliance-level roles in the Collaborative Teaching and Learning category.

8.3 Initiative-level roles

Role	Responsibility
Lead Applicant	Submits the application, coordinates the collaboration, is the contact point for the Alliance, and is responsible for the short report at the end of delivery.
Partner Academic Coordinator	The counterpart at each participating university. Co-owns the design, arranges local scheduling and recognition, and ensures students at their university can take part.
Host Mentor	For challenge-based mobility: the day-to-day guide at the receiving university or stakeholder organisation. May be an academic, a stakeholder representative, or both. Provides feedback to the sending academic, who retains academic supervision.
Thesis Supervisors	For collaborative theses: the named supervisors at each partner university, who agree on the topic, divide supervision between them and arrange the attached mobility.
Head of Department or Equivalent	Aware of the collaboration and of its timetabling and resource implications. No formal endorsement signature is required at application stage.
International Relations Office	Supports staff and student mobility arrangements, Erasmus+ procedures and grant administration where mobility is involved.
Students	Participants and, where the team wishes, partners in the design. Student representatives take part in selection through the Alliance's governing bodies.

Table 9. Initiative-level roles. Not every role applies to every format.

9. Frequently asked questions

This section brings together the questions most often raised by colleagues across the Alliance. Each answer points back to the relevant section.

Getting started

► **How small can a collaboration be?**

As small as one session. There is no minimum number of ECTS, contact hours or students. The only firm requirement is that academics from at least two partner universities teach together (Section 1).

► **I do not have a partner yet. Can I still apply?**

Yes. Submit an expression of interest to the general call, describing what you are looking for. Your concept then enters the matchmaking phase, and you can be invited to host a networking session on your own topic (Sections 4.2 and 4.3).

► **Does the collaboration have to be in English?**

No. English is the most common working language, but collaborations in other shared languages are welcome, and multilingual design counts positively under the quality criterion. Whatever you choose, state it plainly so that students know before they apply.

► **Can students or administrative colleagues be part of the proposing team?**

Yes. Students can be partners in any proposal, and administrative colleagues are often essential to delivery. The Lead Applicant should be an academic responsible for the teaching.

► **Who do I ask when I get stuck?**

Your INGENIUM local office for anything institutional — money, timetabling, recognition — and ingenium@uniovi.es for anything about the call itself. Contact points are published on the call website (Section 2.3).

Choosing the route and the category

► **Which route should I use?**

If the collaboration can run between February and June 2027 and the partners are confirmed, use the fast track. If it launches in 2027/2028, or if you are still looking for partners, use the general call (Section 2.1).

► **What if I apply in the wrong category?**

The technical review reclassifies rather than rejects, and you will be told. Table 2 gives the usual routing, but if you are unsure, submit — being in the wrong category is a much smaller problem than not applying.

► **What is the difference between this category and teaching innovations?**

A CTL initiative delivers something to students during the project. A teaching innovation tests and documents a new practice, and delivery to students may follow the project rather than happen within it (Table 2).

► **Can one collaboration lead to a Blended Intensive Programme or a micro-credential later?**

Yes, and it is worth saying so in the application. Several proposals in the previous round were explicitly designed as preparatory frameworks for a future BIP, and that trajectory counts under the impact criterion.

Collaborative theses and challenge-based mobility

► **Do I need to have students lined up for a collaborative thesis?**

No. The usual form is a topic pool: you and a colleague at another partner agree on topics you are willing to co-supervise, and students apply through the Student Calendar. Naming students at the outset is also accepted in this first edition (Section 4.5).

► **Does a collaborative thesis work at doctoral level?**

Doctoral supervision across universities is proposed through the doctoral collaborations route, not through this category. Co-supervision arrangements and co-tutelles sit within the INGENIUM Doctoral Ecosystems (Section 3.4).

► **Does a challenge-based mobility have to be attached to a course?**

It is recommended but not required. A challenge can be built into a CTL initiative, or offered to the general challenge pool without a strict link to an existing course (Sections 1 and 3.5).

► **Can I propose a challenge without hosting it myself?**

Yes. You can apply as a sending university, as a hosting university, or as both. The application asks which applies (Section 4.6).

► **Do students apply separately for challenge-based mobility?**

It depends on how the challenge is attached. Where a challenge is built into a CTL initiative, the students are those taking part in the initiative. Where challenges are offered to the general pool, students apply through the student cycle with their academic advisor. For students enrolled in a Pathway, challenge-based mobility is an embedded entitlement rather than a separate application.

► **Where does the money for challenge-based mobility come from?**

From INGENIUM project funds, never from Erasmus+ KA131. The two streams remain strictly separate in all documentation and reporting (Section 6.2).

Pathways, assessment and support

► **My collaboration is linked to a Pathway. Do I submit twice?**

No. Tick the box in the application and name the Pathway. Where a collaboration is proposed together with a Pathway, it is assessed within the Pathway's overall score rather than separately (Section 4.7).

► **Can a Pathway already running in 2026/2027 add a collaboration?**

Yes, through the fast and regular track, and it can secure additional funding for it without reopening the Pathway itself (Section 4.7).

► **Do I need my Dean or Head of Department to sign the application?**

No formal endorsement signature is required. You are asked to confirm that the collaboration sits in a course or programme already accredited at your university and that your Head of Department or equivalent is aware of it (Section 4.4).

► **How much can I ask for?**

Up to EUR 10,000 per initiative. There is no minimum, and proposals requesting nothing are not disadvantaged (Section 6.1).

► **How many points does each sub-criterion carry?**

Points are allocated to the three dimensions rather than to individual sub-criteria. Within each dimension, the sub-criteria that weigh most heavily are marked in Sections 5.1 to 5.3, and the rubric in Table 6 describes what each score band looks like.

► **What happens if my proposal scores below six?**

It does not qualify for selection as submitted, but it may receive a conditional approval where the assessment identifies specific changes that would make it deliverable. Because the call is competitive, financial support follows only where resources remain available (Section 5.4).

► **Is there any training or support once my proposal is selected?**

Yes. General-call applicants take part in the training cycle that prepares them for delivery, and specific preparation sessions are provided for fast-track teams (Section 7.4).

Have a question that is not covered here? Contact the INGENIUM Secretariat at ingenium@uniovi.es, who will route it to the right team.

10. Related documents

These Guidelines should be read together with the following companion documents, all available from the call website:

- **The INGENIUM Annual Education Call 2026/2027.** The overall structure of the cycle within which this call sits, including all categories of collaboration, the resourcing framework and the governance of selection.
- **The INGENIUM Student Cycle and Student Calendar 2026/2027.** How the opportunities created through this call reach students, with the student-facing deadlines and the conditions that apply at each partner university.
- **INGENIUM Pathway Programmes: Guidelines and FAQs.** The framework for Pathway Programmes, including how collaborative teaching contributes to the international learning component of a Pathway.
- **Challenge-Based Mobility in Pathway Programmes.** The step-by-step guide for Pathway Coordinators and Academic Advisors on running challenge-based mobility with students, including the challenge proposal template and the recognition routes.

- **The INGENIUM Innovation in Education Strategy.** The Alliance's pedagogical framework, currently being revised through Next INGENIUM.

Annex 1. Collaborative Teaching and Learning — Expression of Interest Form

Provided as a separate document.

Annex 2. Collaborative Teaching and Learning — Final Application Form

Provided as a separate document.

Annex 3. Collaborative Teaching and Learning — Checklist

Provided as a separate document.