



INGENIUM
European University

INGENIUM
Pathway programmes
Guidelines and FAQs

INGENIUM Technical Secretariat, August 2026



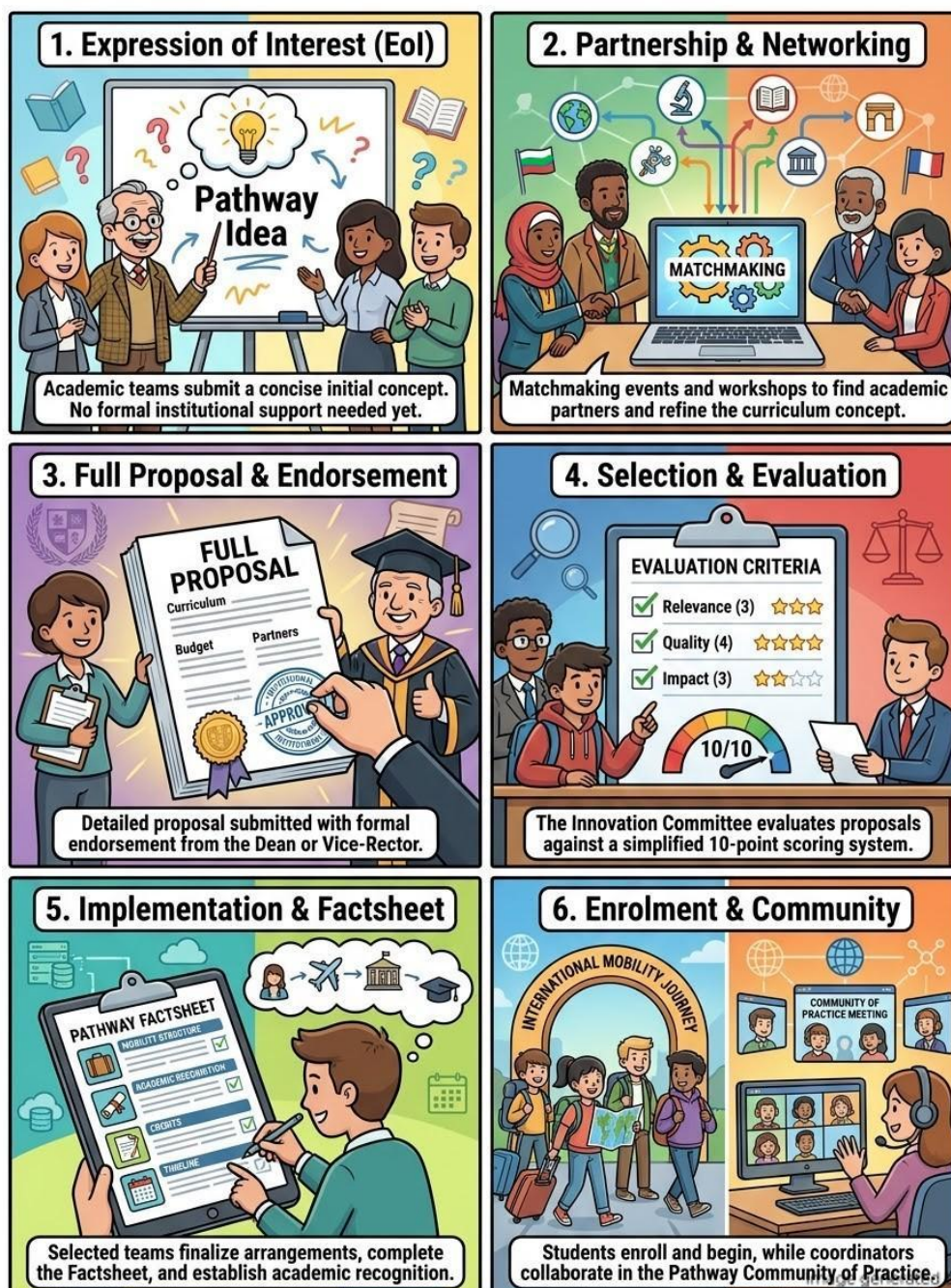
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The Journey of an INGENIUM Pathway Programme: From Idea to Internationalisation



EXECUTIVE SUMMARY

INGENIUM is building a European Campus that enables students to benefit from the combined educational strengths of its partner universities. Through the INGENIUM Pathway Programmes, the Alliance seeks to enrich existing accredited programmes through flexible forms of international collaboration, allowing students to access learning opportunities, expertise and mobility experiences across Europe. By building on existing programmes and institutional partnerships, Pathways offer a practical and scalable approach to developing integrated European education without requiring the creation of a new degree.

These Guidelines provide guidance on how to propose, develop and deliver an INGENIUM Pathway Programme through the INGENIUM Annual Education Call. They are addressed to academic staff at the ten partner universities who want to build an internationally enriched study route inside an existing degree, and to relevant academic and administrative staff.

An INGENIUM Pathway Programme is a structured, internationally enriched study route embedded within an existing accredited bachelor's or master's degree. It requires no new accreditation and no new degree structure: an existing programme is enriched with physical mobility, international learning and the wider INGENIUM educational offer, while the home institution remains the sole degree-awarding authority throughout.

Four types of Pathway are recognised, each suited to a different starting point and level of ambition:

- **Full Pathway** — the most structured model, built around a fixed 25% physical mobility / 25% international learning split.
- **Modular Pathway** — wide range of mobility and international learning combined, without a fixed structural split, embedded through the academic programme.
- **Window Pathway** — a ready-made, semester-based mobility option at a partner university, pre-agreed for recognition.
- **Dual+ Pathway** — an existing dual degree, enriched with INGENIUM activities such as BIPs, micro-credentials or teaching collaborations.

Pathways currently have a single route into the Annual Education Call: the general call, running from Expression of Interest to Full Proposal across the full annual cycle: Expression of Interest opens mid-September and closes mid-November; the Full Proposal is due mid-December; and the outcome is communicated by the end of January next year.

Full Proposals are assessed against three dimensions — Relevance, Quality and Impact — contributing 3, 4 and 3 points respectively, for a maximum of 10. Assessment is enhancement-oriented: pre-assessment by the Technical Pre-assessment Group is followed by validation and final selection by the corresponding governing body of the Alliance.

Read alongside the **INGENIUM Annual Education Call Guide** and the **INGENIUM Pathway Framework**.

WHY APPLY FOR AN INGENIUM PATHWAY?

Benefits for Academic Staff

1. ENHANCE YOUR TEACHING 1. ENHANCE THE INTERNATIONAL ASPECT OF YOUR TEACHING & CURRICULUM



Innovate your courses, access new resources, and co-create with colleagues across INGENIUM.

2. OFFER STUDENTS MORE INTERNATIONAL OPPORTUNITIES



Provide your students with rich international experiences: mobility, BIPs, CBM, microcredentials and more.

3. GROW YOUR ACADEMIC NETWORK



Build lasting collaborations with colleagues from across the Alliance and beyond.

4. STRENGTHEN YOUR INSTITUTION & EUROPEAN CAMPUS



Contribute to institutional internationalisation, visibility and the development of the INGENIUM European Campus.

5. ACCESS DEDICATED SUPPORT & RESOURCES



Benefit from guidance, funding opportunities, practical tools and a vibrant Community of Practice.

6. MAKE AN IMPACT



Inspire your students, advance education, and help shape the future of Europe.



Have an idea? Build the future.

Apply for an INGENIUM Pathway and turn your vision into impact.

Learn more:
ingenium-alliance.eu



1. What is an INGENIUM Pathway Programme?

An INGENIUM Pathway Programme is a structured international academic learning path at bachelor's or master's level, embedded within an existing accredited degree programme. It combines different elements, such as:

- the learning outcomes and requirements of the existing degree;
- agreed transversal personal and professional competences;
- physical mobility to one or more INGENIUM partner universities;
- additional international learning opportunities, including virtual mobility through a wide range of courses, guest lectures, Blended Intensive Programmes (BIPs), micro-credentials, Collaborative Online International Learning (COILs), and Challenge-Based Mobility.

The aim of an INGENIUM Pathway Programme is to enrich an existing degree with an integrated international learning experience, enabling students to develop intercultural, academic, and professional competences while graduating from their home degree programme.

Unlike a new degree programme, an INGENIUM Pathway does not require separate accreditation. Instead, it is integrated into an existing accredited degree, making it one of the fastest and most accessible ways to internationalise a curriculum. For some partner universities, it also serves as a natural stepping stone towards the development of dual or joint degrees.

Each Pathway Programme is coordinated by a Pathway Coordinator, who acts as the main contact point for students and for the INGENIUM Alliance.

Students who decide to join a Pathway Programme follow the accredited curriculum of their home degree while completing the international and transversal learning components defined by the Pathway. The Pathway therefore offers an enhanced international study route that enriches the existing degree with international experiences, interdisciplinary collaboration and the development of transversal competences.

Developing Pathway Programmes is a strategic objective of the INGENIUM European University Alliance and an essential component of the Alliance's vision for a shared European Campus. INGENIUM Pathway Programmes are based on the concept of flexible learning pathways, one of the key principles of the European Universities Initiative. Flexible learning pathways enable students to personalise their learning experience by combining educational components from different disciplines, partner universities, and learning formats. Wherever possible, Pathway Programmes should also generate a broader institutional impact by encouraging curriculum innovation and internationalisation that reaches beyond the programme's directly enrolled students.

2. Why develop an INGENIUM Pathway Programme?

At the heart of INGENIUM is the ambition to create a truly interconnected European Campus by bringing together the distinctive strengths of our ten partner universities. By combining complementary expertise, educational approaches and learning opportunities, the Alliance seeks to offer students an international learning experience that no single institution could provide on its own.

Pathway Programmes are one of the most efficient and effective ways for academic staff to turn that ambition into reality. They enable you to build on the strengths of your existing degree programme, collaborate with colleagues across the Alliance, and create meaningful international learning opportunities for your students without the need to design a new degree or undergo a new accreditation process.

For academic teams, a Pathway provides a practical and flexible route to curriculum internationalisation while building lasting academic collaboration across the Alliance. Rather than creating a new degree, it enables staff to enhance an existing accredited programme by integrating complementary expertise, international learning opportunities and mobility experiences into the curriculum. Depending on the ambitions of the programme, this may involve developing joint teaching activities, incorporating micro-credentials or Challenge-Based Mobility, creating mobility opportunities, or working towards more integrated forms of cooperation over time. Pathways also provide a platform for academic innovation, allowing colleagues to exchange teaching practices, co-design educational activities, develop new professional networks and increase the international visibility and attractiveness of their programmes. Most importantly, the flexible Pathway model allows each programme to determine the level of internationalisation that best fits its educational objectives, institutional context and available resources, making participation achievable for programmes at different stages of development.

For students, the benefits are equally significant. They graduate with the same accredited degree while gaining international, intercultural and professional experiences that are embedded within their studies rather than offered as optional extras. By combining physical mobility, collaborative learning and the educational opportunities available across the Alliance, Pathways help prepare graduates for an increasingly interconnected European and global environment.

Ultimately, an INGENIUM Pathway is not simply about mobility; it is about enriching education. It is an opportunity to work with colleagues across Europe, develop innovative learning experiences, and contribute to building the INGENIUM European Campus, one programme at a time.

3. Types of INGENIUM Pathway Programmes

One of the key developments introduced through the new Annual Education Cycle is the adoption of a more flexible model for INGENIUM Pathway Programmes.

The first generation of INGENIUM Pathways followed a single, highly integrated model. While this approach established a strong foundation for international collaboration, experience across the Alliance has shown that universities differ considerably in their academic structures, curriculum flexibility, mobility opportunities and institutional priorities. A single pathway model cannot accommodate this diversity.

To accommodate the diversity of academic structures across the Alliance, and support wider participation while maintaining the educational objectives, INGENIUM Pathway Programmes are now offered in four different configurations. All four models share the same purpose: to provide students with an integrated international learning experience embedded within an existing accredited degree programme. They differ, however, in the level of curriculum integration, the balance between mobility and international learning, and the degree of institutional collaboration required.

This flexible approach enables each university to design a pathway that reflects its academic context while contributing to the Alliance's long-term objective of progressively increasing educational integration.

The four Pathway types are:

1. Full Pathways. Comprehensive international pathways (50% international curriculum).
2. Modular Pathways. Flexible international pathways with a wide range of international opportunities offered.
3. Window Pathways. Predefined semester-based international windows.
4. Dual+ Pathways. Existing dual degrees enhanced through INGENIUM.

These models provide flexible options that enable partner universities to design Pathway Programmes appropriate to their institutional context and level of readiness. Institutions are encouraged to select the model that best suits their programme and, where appropriate, progressively develop more integrated forms of collaboration over time.

The characteristics of each Pathway type are described below.

3.1 Type 1 — Full Pathways

Full Pathways represent the most integrated model of an INGENIUM Pathway Programme. They combine substantial physical mobility with a broad range of international learning activities, providing students with a comprehensive international learning experience throughout their studies.

Minimum requirements

- At least 25% of the programme's total ECTS must be completed through physical mobility at one or more INGENIUM partner universities. This requirement may be fulfilled through a combination of long-term and short-term mobility activities, provided that the total physical mobility component represents at least 25% of the programme's ECTS. Eligible activities may include a semester-long or a year-long mobility, international internships, Blended Intensive Programmes (BIPs), COILs, Challenge-Based Mobility, laboratory visits, and other recognised INGENIUM mobility opportunities
- A further minimum of 25% of the programme's total ECTS must be completed through other international learning activities, which may include virtual mobility, guest lectures, international courses, micro-credentials, collaborative thesis and other recognised INGENIUM learning opportunities.
- Agreed academic recognition arrangements for the learning completed.
- Agreed transversal personal and professional competences.

Mobility periods should be designed to ensure automatic academic recognition wherever possible.

Suitable for

Full Pathways are particularly suitable for programmes with sufficient curriculum flexibility to embed substantial international components and with one or more partner universities able to offer complementary semester-based study opportunities.

Implementation considerations

This model requires the highest level of curriculum planning and coordination. Programme teams should map learning outcomes across partner institutions, establish recognition arrangements, and develop mobility pathways and international opportunities for students.

As a general reference, a 180 ECTS bachelor's programme would normally include approximately 45 ECTS completed through physical mobility and a further 45 ECTS through international learning. For a 240 ECTS bachelor's programme, this would typically correspond to 60 ECTS in each component. For a 120 ECTS master's programme, this would correspond to 30 ECTS in each component. There is no single prescribed combination on how to reach the percentages: what matters is that the components genuinely add up to the required minimum and are each individually recognised.

Given the level of coordination a Full Pathway requires, proposing teams are encouraged to establish a small Pathway Committee of at least three people: the Pathway Coordinator, at least one Partner University Supervisor, and a third member drawn from the Academic Advisor, the Career Advisor, or a Partner University Supervisor from a further partner institution. The Committee is not a formal INGENIUM governance body, it is a practical

mechanism for the proposing team to keep curriculum design, mobility planning and recognition arrangements coordinated across institutions, and composition beyond the three-person minimum is left to the proposing team.

3.2 Type 2 — Modular Pathways

Modular Pathways provide a more flexible approach to internationalisation by combining physical mobility and international learning without requiring a predefined distribution of ECTS between the two components.

The volume, sequence and combination of international learning activities are determined by the programme team according to the characteristics of the degree and agreed during the proposal stage.

Minimum requirements

- The Pathway must include both physical mobility and international learning components. As a minimum, it must include:
 - at least one period of physical mobility (normally funded through Erasmus+) and,
 - at least two international learning activities. International learning activities may include Challenge-Based Mobility (CBM), Blended Intensive Programmes (BIPs), international courses, guest-delivered teaching through staff mobility, micro-credentials, virtual mobility, or other recognised INGENIUM educational activities.
- No fixed proportion of ECTS is prescribed between these components.
- Agreed transversal personal and professional competences.
- Agreed academic recognition arrangements for the learning completed.

Suitable for

This model is appropriate for programmes that wish to introduce an INGENIUM Pathway with significant international components, while maintaining greater flexibility in curriculum design. It is particularly suitable for programmes with limited space for curriculum redesign or for institutions taking their first steps towards a more integrated international pathway.

Implementation considerations

Programme teams are encouraged to integrate existing INGENIUM educational opportunities: such as BIPs, micro-credentials, Challenge-Based Mobility (CBM), virtual mobility and guest teaching, into the student learning experience.

Modular Pathways may subsequently evolve into Full Pathways as institutional collaboration and curriculum integration develop.

3.3 Type 3 — Window Pathways

Window Pathways provide students with a predefined semester-based INGENIUM Window within an existing degree programme through which they complete an international learning experience. This window may take the form of either:

- a physical mobility window, allowing students to undertake a recognised period of study at one or more INGENIUM partner universities; or
- an international learning window, enabling students to participate in Alliance educational activities without undertaking long-term physical mobility.

Window Pathways are centred on a clearly defined international learning opportunity rather than a comprehensive redesign of the curriculum. They offer a flexible and accessible entry point for programmes wishing to introduce an international dimension and transversal content with very limited curriculum adaptation.

Minimum requirements

Every Window Pathway must include:

- a predefined INGENIUM Window within the degree programme with at least one clearly identified international learning activity;
- agreed transversal personal and professional competences.
- pre-agreed academic recognition arrangements for the learning completed through the Window; and
- transparent information for students regarding participation and recognition.

Depending on the chosen model, the Window may include:

- a semester or study period at an INGENIUM partner university; or
- one or more Alliance educational activities, such as Blended Intensive Programmes (BIPs), Challenge-Based Mobility (CBM), micro-credentials, international courses, virtual mobility or other recognised international learning opportunities.

Suitable for

Window Pathways are particularly appropriate for programmes seeking to provide an accessible international learning opportunity with limited curriculum redesign. They offer flexibility for programmes that wish to promote internationalisation through either physical mobility or international participation in Alliance educational activities, while accommodating students who may be unable to undertake long-term mobility.

Implementation considerations

Implementation requirements depend on the type of INGENIUM Window selected. For mobility-based windows, the primary focus is on establishing mobility periods, learning agreements and academic recognition between partner institutions. For international

learning windows, the emphasis is on integrating Alliance educational activities into the curriculum and ensuring that participation is recognised within the student's degree.

In both cases, the Window should be clearly embedded within the programme structure and supported by transparent academic guidance and recognition arrangements.

Window Pathways may subsequently evolve into Modular or Full Pathways as institutional collaboration and curriculum integration develop.

3.4 Type 3 — Dual+ Pathways

Dual+ Pathways are existing double-/dual-degree programmes offered jointly by two or more partner universities that incorporate INGENIUM educational components into their curriculum.

Rather than creating a new degree programme, this pathway type builds upon an established dual-degree arrangement and enriches it through the educational opportunities offered by the Alliance. These may include Blended Intensive Programmes (BIPs), micro-credentials, Challenge-Based Mobility, collaborative teaching, virtual mobility, guest lectures, or other shared INGENIUM learning activities that strengthen the programme's international and interdisciplinary dimension.

By integrating Alliance-wide educational opportunities, Dual+ Pathways enable existing double-/dual-degree programmes to contribute more actively to the common educational offer while providing students with a richer and more connected international learning experience.

Minimum requirements

- The programme must already operate as an established double-/dual-degree programme between two or more partner universities.
- The curriculum must include one or more educational components delivered through INGENIUM initiatives, such as BIPs, micro-credentials, collaborative teaching, Challenge-Based Mobility (CBM), virtual mobility, or other recognised Alliance learning activities.
- The additional INGENIUM components should contribute to the learning outcomes and educational objectives of the programme.
- Agreed transversal personal and professional competences.

Suitable for

This model is intended for existing double-/dual-degree programmes that wish to strengthen their connection with the INGENIUM Alliance by embedding Alliance educational opportunities within their curriculum, while maintaining their existing institutional and accreditation arrangements.

Implementation considerations

Implementation requires close collaboration between the partner universities to identify where INGENIUM educational opportunities can add value to the existing curriculum. Programme teams should ensure that the additional activities complement the learning outcomes of the dual degree, are fully recognised by the participating institutions, and enhance the overall student experience without creating unnecessary duplication. Special attention should be paid to the cooperation agreement signed between the institutions, in order to ensure the incorporation of these new elements.

2.5 Comparison of Pathway types

Table 1. INGENIUM Pathway types

Type	Core idea	Key characteristics	Implementation complexity
1. Full Pathways	Deliver a fully integrated international learning experience.	Minimum 25% physical mobility and 25% international learning embedded within the curriculum.	High
2. Modular Pathways	Provide flexible internationalisation within an existing degree.	Combination of mobility and international learning with no prescribed ECTS distribution	Moderate
3. Window Pathways	Offer a structured semester-based international mobility opportunity.	Predefined international learning window with agreed recognition arrangements.	Low
3. Dual+ Pathways	Double-/Dual-degree programmes that incorporate INGENIUM educational components.	Collaborative curriculum design using INGENIUM educational instruments.	Moderate

4. Partnership, roles and governance

Successful implementation of an INGENIUM Pathway Programme relies on close collaboration between the academic teams, institutional support services and different committees of the INGENIUM Alliance. While each partner university may organise its internal processes differently, every Pathway Programme should establish a clear governance structure that defines responsibilities, facilitates communication and supports continuous improvement.

Each Pathway should identify the individuals and bodies responsible for its academic coordination, student support, quality assurance and strategic development. The roles described below represent the minimum governance structure recommended for all INGENIUM Pathway Programmes. Each institution remains responsible for the academic delivery of its programmes, but the Alliance provides the common framework, quality principles and coordination mechanisms that support the development of Pathway

Programmes. Several roles interact throughout its lifecycle, from its conception or the first Expression of Interest to a running cohort of students.

To ensure clarity of responsibilities, governance is organised at two complementary levels:

- **Alliance-level governance:** which provides the strategic framework, coordination and support for the Pathway Programme initiative as a whole.
- **Programme-level governance:** which is responsible for the design, implementation and continuous improvement of individual Pathway Programmes.

3.1 Governance principles

All Pathway Programmes should be implemented according to the following principles:

- **Shared ownership**, with responsibilities distributed between the home institution, partner universities and the INGENIUM Alliance.
- **Clear accountability**, ensuring that each role has defined responsibilities.
- **Student-centred support**, providing coordinated academic and administrative guidance throughout the Pathway.
- **Continuous improvement**, using feedback and collaboration to refine the programme over time.
- **International collaboration**, promoting regular communication between all institutions involved.

3.2 Roles and responsibilities

The following table describes the main roles and responsibilities of each person and team involved in the creation and implementation of a Pathway both at Alliance-level and at Programme-level governance.

3.2.1 Alliance-level roles

Alliance-level bodies provide strategic direction, coordinate the implementation of the Pathway framework, and support collaboration across partner universities.

Table 2. Alliance-level INGENIUM Pathway roles

Role	Description
INGENIUM Steering Committee	Validates resourcing, financial balancing and any waivers and main decisions concerning the Pathway portfolio across the Alliance.

Education Council	Reviews proposals submitted through the Annual Education Cycle, provides academic and strategic recommendations, evaluates alignment with the Alliance goals, and supports the continuous development of Pathway Programmes.
INGENIUM Secretariat	Provides operational support for the implementation of the Pathway framework. Coordinates calls, documentation, communication, reporting, meetings and dissemination, while facilitating collaboration across the Alliance.
Pathway Community of Practice	Brings together Pathway Coordinators and relevant INGENIUM staff to exchange good practices, discuss common challenges, develop shared solutions and promote continuous improvement across all Pathways.
Pathway Task Force	The Pathway Task Force (transitioning into Next INGENIUM) adapts and upscale INGENIUM Pathway Programmes across the differentiated tracks, ensures accessibility to a broader range of learners and sets participation targets for each track.
Role	Description
Quality Assurance Unit	Supports monitoring, evaluation and continuous enhancement of the Pathway in accordance with institutional and Alliance quality assurance procedures.

3.2.2 Programme-level roles

Programme-level roles are responsible for the academic design, delivery and quality of individual Pathway Programmes within each partner institution.

Table 3. Programme-level INGENIUM Pathway roles

Role	Description
Home institution	The institution whose degree the Pathway is embedded in. Responsible for recognising the Pathway's mobility and international-learning components within its own academic regulation, and for issuing the diploma. Pathways do not require new accreditation.
Main partner institution(s) / Host Institution(s)	The INGENIUM partner university (or universities) participating in the Pathway alongside the home institution, typically by hosting physical mobility, co-delivering educational activities or contributing teaching staff. Provides the learning agreements and administrative support needed to receive incoming students and works with the home institution to ensure that activities delivered on its campus are properly recognised. For a Dual+ Pathway, the partner institution is a co-owner of the underlying dual-degree agreement rather than solely a receiving institution.
Pathway Coordinator	Leads the design, implementation and continuous improvement of the Pathway Programme. Acts as the main academic contact for students, partner universities and the INGENIUM Alliance. Coordinates curriculum,

	mobility planning, courses and activities, recognition arrangements and annual reporting.
Academic Advisor	Provides academic guidance to students throughout the Pathway. Supports study planning, course selection, mobility preparation, recognition issues and academic progression.
Career Advisor	Supports students' professional development by advising on internships, employability, entrepreneurship opportunities and career planning, including opportunities offered through INGENIUM partners and associate organisations.
Partner University Supervisor	Supervises the implementation of the Pathway at a partner institution. Ensures that mobility, teaching activities and recognition arrangements are delivered as agreed and maintains regular communication with the home Pathway Coordinator. Partner Academic supervisors co-own the Pathway as an incoming institution. For a Dual+ Pathway, this includes the responsible staff member(s) for managing the existing dual-degree agreement at the partner institution.
Role	Description
Pathway Committee	For Full Pathways, a Pathway Committee of at least three people may be created: the Pathway Coordinator, at least one Partner University Supervisor, and a third member drawn from the Academic Advisor, the Career Advisor, or a Partner University Supervisor from a further partner institution.
Faculty/School Management	Provides institutional support and ensures that the Pathway is aligned with faculty priorities and academic regulations. Supports resource allocation and institutional decision-making where required.
Head of Department / Vice-Rector / Dean (or equivalent)	Provides the formal institutional endorsement required at Full Proposal stage, confirming that the institution accepts the academic, administrative and resource commitments of the proposed Pathway. Signs off on behalf of the home institution before submission.
International Relations Office	Supports mobility administration, Erasmus+ procedures, student mobility services and international agreements where applicable.

3.2.3 Collaboration between roles

Although responsibilities are distributed across different levels and roles, the implementation of an INGENIUM Pathway Programme is based on close and effective collaboration between all actors involved. In particular:

- the Pathway Coordinator leads the academic implementation of the programme and support students;
- Academic and Career Advisors provide personalised support to students;

- Partner University Supervisors ensure smooth delivery of the international components;
- the INGENIUM Secretariat facilitates coordination and provides operational support across the Alliance.

Regular communication between programme teams, partner institutions and the Alliance is essential to ensure consistent implementation, effective student support and the continuous improvement of the Pathway Programme framework.

4. From Concept to Application

The development of an INGENIUM Pathway Programme is a collaborative process that begins well before the submission of a formal proposal. To encourage partnership building and support high-quality proposals, the Annual Education Cycle includes two distinct stages:

1. **Expression of Interest (Eol)**
2. **Full Proposal**

This two-stage approach enables academic teams to identify suitable partners, refine their ideas and secure institutional support before committing to a full application.

The two-stage application process is designed to encourage innovation while ensuring institutional commitment before implementation. Academic enthusiasm is sufficient to initiate an Expression of Interest, whereas a Full Proposal requires formal institutional endorsement to demonstrate that the proposed Pathway can be successfully implemented.

4.1 Stage 1 – Expression of Interest

The Expression of Interest (Eol) is the first step in the application process. It provides an opportunity for academic teams to present an initial concept for a Pathway Programme and identify potential collaborators across the Alliance.

An Eol is a concise informative form. At this stage, applicants are not expected to submit a fully developed curriculum or detailed implementation plan. Instead, the purpose is to demonstrate that the proposal has a sound academic foundation and sufficient potential for further development.

An Expression of Interest should demonstrate:

- **Academic leadership** – identification of a prospective Pathway Coordinator. If the idea is advanced, it may also include one or more academic counterparts at partner institutions willing to collaborate in the development of the Pathway.
- **An existing academic basis** – the accredited degree programme in which the Pathway will be embedded, together with existing collaborations, mobility activities or educational initiatives.

- **An initial educational concept** – a brief description of the proposed international learning experience, the intended Pathway type, and the added value for students in relation to the programme's learning outcomes.

Submission of an Expression of Interest does not constitute a commitment to submit a Full Proposal, but it serves as the starting point for further discussion and development.

4.2 Partnership Development and Proposal Refinement

Following the submission of Expressions of Interest, proposing teams enter a collaborative development phase supported by the INGENIUM Alliance.

During this period, the Secretariat and the relevant teams facilitate activities designed to strengthen proposals and encourage collaboration between institutions. These activities may include:

- matchmaking events to identify potential academic partners;
- thematic workshops and information sessions;
- individual support for curriculum development and pathway design;
- guidance on selecting the most appropriate Pathway type;
- opportunities to connect with existing INGENIUM educational initiatives, including BIPs, micro-credentials and Challenge-Based Mobility.

The objective of this phase is to help applicants develop robust, collaborative and pedagogically sound proposals before the submission of the Full Proposal.

4.3 Stage 2 – Full Proposal

The Full Proposal presents the complete design of the proposed Pathway Programme. Full Proposals may be submitted directly without a previous Expression of Interest.

At this stage, applicants are expected to demonstrate that the academic concept has been comprehensively developed and that the participating institutions are committed to its implementation.

A Full Proposal should include, as appropriate:

- the academic design of the Pathway, with curriculum integration and mobility arrangements;
- the selected Pathway type and justification;
- recognition mechanisms;
- implementation timeline; and
- student support arrangements.

Unlike the Expression of Interest, the Full Proposal requires formal institutional endorsement.

This endorsement should normally be provided by the Dean, Head of Department, Vice-Rector, or any another authorised institutional representative, confirming that the institution supports the implementation of the proposed Pathway Programme and accepts the associated academic, administrative and resource commitments.

4.4 Evaluation and Selection

Submitted Full Proposals are evaluated by the Education Council in accordance with the criteria established in the next section. The evaluation considers, among other aspects: alignment with the objectives of the INGENIUM Alliance; academic quality and innovation; international collaboration and partnership; feasibility and sustainability; expected impact for students and participating institutions.

Successful proposals become part of the INGENIUM educational portfolio and proceed to implementation according to the agreed project timeline. All proposal submitted will be informed of the selection results.

5. Evaluation criteria

Pathway proposals are evaluated against three complementary dimensions:

- Relevance
- Quality
- Impact

The evaluation framework is designed to identify proposals that demonstrate strong educational potential, institutional commitment and alignment with the objectives of INGENIUM.

In practice, this means the evaluation focuses on the student journey and student experience the Pathway creates, the alignment of its learning outcomes and academic components with the existing degree, and the value it adds for students. What INGENIUM assess is the coherence of the Pathway's own components and how well they fit within, and add to, a programme that is already accredited.

To reflect the exploratory nature of the Pathway Programme initiative, proposals are assessed using a simplified scoring system, with a maximum of 10 points, distributed as follows:

Table 4. Evaluation criterion for Pathway applications

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

The three criteria are described below.

5.1 Relevance

Maximum: 3 points. This criterion assesses the extent to which the proposed Pathway contributes to the objectives of the INGENIUM Alliance and addresses an identified educational need.

In particular, evaluators will consider:

- the contribution of the proposal to the development of the European Campus and collaborative education across the Alliance;
- the suitability of the selected Pathway type;
- the alignment of the proposed international components with the learning outcomes of the existing degree programme;
- the educational, societal and, where appropriate, labour-market relevance of the proposal.

For Dual+ Pathways, particular attention will also be given to the extent to which the proposed INGENIUM activities complement and strengthen the existing double-/dual-degree programme.

5.2 Quality

Maximum: 4 points. This criterion assesses the academic quality, feasibility and implementation readiness of the proposed Pathway.

Evaluators will consider:

- the coherence and academic quality of the proposed learning experience;
- the feasibility of the proposed mobility and recognition arrangements;
- the strength of the partnership and established collaboration between participating institutions;
- the realism of the implementation plan;
- the level of institutional commitment demonstrated in the application;
- coherence of the student journey;

- the extent to which the Pathway has been designed to be inclusive, accessible and student-centred.

5.3 Impact

Maximum: 3 points. This criterion assesses the expected benefits of the proposed Pathway for students, participating institutions and the Alliance as a whole.

Evaluators will consider:

- the number of participating institutions and the expected number of students who will benefit from the Pathway;
- the contribution of the proposal to expanding educational collaboration within INGENIUM;
- the extent to which the proposal engages new academic areas, faculties or institutional partners;
- the potential for long-term sustainability and continued implementation beyond the initial funding period;
- the knowledge generated by the Pathway Programme;
- the contribution of the proposal to the strategic objectives of the Alliance, including key areas and the expansion of the INGENIUM Pathway portfolio.

5.4 Evaluation approach

The evaluation of Pathway proposals is intended to support educational innovation and continuous improvement across the Alliance while contributing to the progressive development of the INGENIUM European Campus through the creation of high-quality, collaborative and internationally integrated educational pathways.

Accordingly, the evaluation process is developmental. In addition to assigning scores, the Education Council provides constructive feedback to applicants, highlighting strengths, identifying areas for improvement and, where appropriate, recommending modifications that would strengthen the proposal before implementation.

The objective is not simply to select proposals, but to support academic teams in developing robust, collaborative and sustainable INGENIUM Pathway Programmes.

Table 5. Qualitative scoring rubric for Pathway evaluation

Criterion	Excellent	Good	Needs improvement
Relevance	Strong alignment with Alliance objectives and clear added value	Generally aligned with minor weaknesses	Limited alignment or unclear rationale

Quality	Well-developed, feasible and coherent proposal	Feasible but requiring refinement	Significant weaknesses in design or feasibility
Impact	Clear and sustainable institutional and student impact	Positive impact but limited evidence	Impact not clearly demonstrated
TOTAL	7.5 - 10	5.0 - 7.4	<5.0

5.5 Evaluation Timeline

The evaluation of INGENIUM Pathway proposals follows the timeline established in the Annual Education Cycle and forms part of the Alliance's general call for educational initiatives, ensuring that Pathway proposals are evaluated through the Alliance's appropriate academic bodies.

The evaluation process comprises three main stages:

- Pre-assessment

Following the submission of Full Proposals, applications undergo a preliminary assessment against the evaluation criteria described in previously. This stage verifies the academic quality, feasibility and alignment of each proposal with the objectives of INGENIUM.

- Validation and final selection

The results of the pre-assessment are reviewed by the Education Council, which validates the evaluation and makes the final selection of Pathway Programmes. The evaluation process includes student representation, in accordance with the governance principles of the Next INGENIUM project.

- Results and feedback

Applicants are informed of the outcome of the evaluation by the end of the evaluation cycle. Feedback is provided for all proposals, summarising the strengths of the application, the rationale for the evaluation, and, where appropriate, recommendations to strengthen a future resubmission.

A proposal that is not selected may be resubmitted as a new Application Form in a subsequent Annual Education Cycle, incorporating the feedback received; resubmission is not automatic and does not carry over any prior evaluation score.

The Education Council and Academic Assembly, held during the Annual Education Cycle, provide an important checkpoint between the Expression of Interest phase and the submission of Full Proposals. These meetings offer the Alliance's academic governance bodies visibility of the emerging Pathway portfolio and provide an opportunity to discuss strategic developments before final applications are submitted and evaluated.

6. Implementation of the Pathway Programme

Selection marks the beginning of the implementation phase. Once approved, the Pathway Programme moves from concept to delivery through a collaborative process involving the proposing team, partner institutions and the INGENIUM Alliance.

The objective of this phase is to ensure that the Pathway is fully operational before the first cohort of students is admitted. This includes confirming the academic arrangements, establishing the necessary institutional agreements, and integrating the selected INGENIUM educational opportunities into the curriculum.

Implementation should build upon the proposal submitted during the Annual Education Cycle while allowing sufficient flexibility to refine operational details in collaboration with partner institutions.

6.1 Preparing the Pathway for delivery

Following selection, Pathway teams should work together to complete the academic and administrative arrangements required for implementation. These typically include:

- confirming the respective responsibilities of the participating partner institutions;
- confirming the international learning activities to be incorporated into the Pathway;
- agreeing on dates, mobility periods and offered options;
- finalising any specific agreements needed between the institutions;
- ensuring academic recognition arrangements;
- establishing governance and communication mechanisms between partner institutions, including contact details and key staff at each institution;
- preparing student information (such as the Student Manual) and promotional materials;
- coordinating with institutional services, including International Relations Offices and academic administration.

Where necessary, institutional agreements should be reviewed or updated to support the implementation of the Pathway.

6.2 The Pathway Factsheet

Each approved Pathway Programme should complete a Pathway Factsheet, which serves as the reference document for implementation across the Alliance. The Factsheet should provide a concise overview of the programme, including:

- participating institutions and contact details;
- Pathway type;

- programme structure;
- international learning components and mobility opportunities ;
- recognition arrangements;
- academic and career advising arrangements;
- student application and admission information;

The Factsheet supports transparency, facilitates communication between partner universities, as well as promotion, and provides a common reference for students and institutional services.

6.3 Access to the INGENIUM educational ecosystem

Approved Pathway Programmes become part of the wider INGENIUM educational ecosystem and may integrate the educational opportunities developed across the Alliance.

Depending on their academic objectives, Pathways may include:

- Challenge-Based Mobility (CBM);
- Blended Intensive Programmes (BIPs);
- Micro-credentials;
- Virtual mobility through the online Course Catalogue;
- guest lectures and collaborative teaching;
- International Internships and/or Thesis/Final projects.
- shared international learning opportunities offered by partner universities.

Pathway Coordinators are encouraged to work closely with the relevant INGENIUM office, network and work packages to identify existing educational activities that complement the learning outcomes of their programme and enhance student learning experiences.

6.4 Monitoring and continuous improvement

Implementation should be regarded as an ongoing process of review and enhancement.

Pathway Coordinators are encouraged to collect feedback from students, academic staff and partner institutions throughout delivery. At the end of the Pathway the INGENIUM Community Questionnaire should be sent automatically to all participants (students, stakeholders, staff...). Lessons learned should inform future editions of the Pathway and contribute to the exchange of good practices within the INGENIUM Community of Practice.

The Quality Assurance Unit supports this process at Alliance level, helping Pathway Coordinators design effective monitoring arrangements and ensuring that lessons learned feed into the continuous enhancement of the Pathway framework, in accordance with institutional and Alliance quality assurance procedures.

Continuous dialogue between participating institutions will help ensure that Pathway Programmes remain academically relevant, operationally sustainable and aligned with the objectives of the INGENIUM European Campus.

6.5 Resourcing and funding

The implementation of INGENIUM Pathway Programmes is supported through a combination of Alliance resources and existing European funding instruments, primarily Erasmus+. Funding sources may combine:

- Erasmus+ mobility funding (including KA131), for long-term physical mobility;
- INGENIUM project funds, typically for shorter-format activities such as Challenge-Based Mobility, Blended Intensive Programmes and micro-credentials;
- institutional co-funding, where committed as part of the institutional endorsement provided at Full Proposal stage.

The level and type of support provided reflects the educational ambition of each Pathway type and the activities it is expected to deliver.

The commitments described below represent the minimum level of support that the Alliance aims to provide, subject to the availability of project resources and Erasmus+ mobility funding. Institutions are encouraged to complement these opportunities with additional funding where available.

Table 6. Funding commitments by Pathway type

Pathway type	Minimum Alliance support
Full Pathway	Support for at least one student per Pathway to participate in: (i) one Challenge-Based Mobility (CBM) or equivalent; (ii) one Blended Intensive Programme (BIP); (iii) one semester of physical mobility, normally funded through Erasmus+; and (iv) one thesis mobility at an INGENIUM partner institution, where applicable.
Modular Pathway	Support for at least one student per Pathway to participate in: (i) one Challenge-Based Mobility (CBM) or equivalent activity; (ii) one physical mobility period, normally funded through Erasmus+; (iii) one staff mobility.
Window Pathway	Support for the mobility window embedded within the programme, normally through Erasmus+ long-term student mobility, or, where the Window is based on Alliance educational activities rather than semester mobility, through the appropriate INGENIUM funding instrument supporting those activities.
Pathway type	Minimum Alliance support
Dual+ Pathway	Support for at least one short-term mobility linked to the INGENIUM component of the Dual+ Pathway. This may include participation in a BIP, Challenge-Based

	Mobility or another short international learning activity that complements the existing dual degree.
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7. The INGENIUM Pathway Community of Practice

Pathway Coordinators become members of the INGENIUM Pathway Community of Practice, the Alliance's collaborative platform for the design, implementation and continuous improvement of Pathway Programmes.

The Community of Practice provides a structured environment in which coordinators, academic staff and relevant INGENIUM teams can exchange experience, discuss common challenges and jointly develop solutions that strengthen the quality and consistency of the Pathway framework across the Alliance.

Participation in the Community of Practice is therefore considered an integral part of implementing an INGENIUM Pathway Programme.

7.1 Objectives of the Community of Practice

The Community of Practice aims to:

- facilitate peer learning and the exchange of good practices between Pathway Coordinators;
- support the implementation and continuous improvement of Pathway Programmes;
- identify opportunities for collaboration between Pathways, including shared educational activities, Blended Intensive Programmes (BIPs), Challenge-Based Mobility, collaborative teaching and micro-credentials;
- discuss common academic and administrative challenges, including mobility, recognition and curriculum development;
- contribute to the coherence and quality of the INGENIUM educational offer.

Pathway Coordinators are encouraged to participate actively in Community of Practice meetings, workshops and peer-learning activities organised throughout the Annual Education Cycle. These activities provide opportunities to review emerging Pathway models, exchange implementation experiences, identify opportunities for collaboration between programmes, explore new educational opportunities offered through the Alliance; and contribute to the ongoing refinement of the Pathway framework.

The Community of Practice is therefore both a support mechanism for individual Pathway Programmes and a key driver of educational innovation across the Alliance.

7.2 Contributing to Next INGENIUM

The Community of Practice also plays an important role in the development of the INGENIUM European Campus.

As the first generation of Pathway Programmes is implemented, the experience gained by programme teams will provide valuable evidence for the further development of the Alliance's educational model. Feedback collected through the Community of Practice (including successful approaches, implementation challenges and recommendations for improvement) will inform the work of Work Package 3 in Next INGENIUM and contribute to the development of the INGENIUM Flexible Learning Pathways Manual (Deliverable D3.2), as well as the continuous enhancement of the Alliance's Quality Assurance System (Deliverable D1.2).

In this way, each Pathway Programme contributes not only to the learning experience of its own students but also to the progressive development of a shared European Campus.

8. Timeline at a glance

The development and implementation of an INGENIUM Pathway Programme follows the Annual Education Cycle. Pathway Programmes are proposed through the general route of the INGENIUM Annual Education Call. The General Call for Pathways launching in academic year 2027/2028 starts on 14 September, with Full Proposals due on 18 December 2026.

From the initial Expression of Interest to the launch of the first student cohort, each stage has a defined purpose that supports the collaborative development, evaluation and implementation of high-quality Pathway Programmes.

The timeline below provides an overview of the main milestones. Detailed guidance on each stage is provided in the relevant sections of these Guidelines.

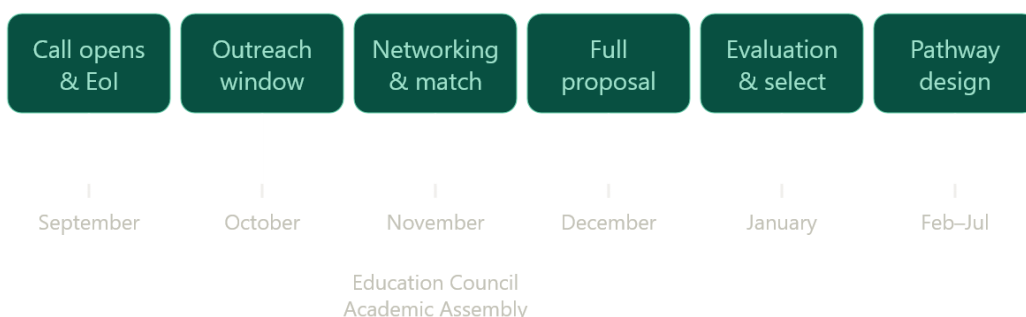


Table 7. *Timeline and events*

Milestone	Indicative timing	Purpose
Call launch and Expression of Interest opens	Mid-September	Academic teams submit an initial Expression of Interest describing the proposed Pathway concept, identifying the prospective Pathway Coordinator, partner institutions (where available) and the preferred Pathway type.
Stakeholder engagement	September – October	Institutions discuss proposals internally, consult relevant stakeholders and identify opportunities for collaboration within existing Knowledge Ecosystems and academic networks
Networking and partnership development	October – November	The INGENIUM Secretariat facilitates matchmaking events, thematic workshops and proposal development activities to help applicants strengthen partnerships and refine their educational concept
Expression of Interest deadline	Mid-November	Expressions of Interest close. Submitted concepts form the basis for the collaborative proposal development phase
Education Council and Academic Assembly	Late November	The emerging portfolio of Pathway proposals is presented to the Alliance's academic governance bodies, providing strategic visibility before Full Proposals are submitted
Submission of Full Proposals	Mid-December	Applicants submit the complete Pathway proposal, including institutional endorsement and the academic, governance and implementation arrangements required for evaluation
Pre-assessment	Early January	Full Proposals are assessed against the evaluation criteria described in Section 5
Validation and final selection	Late January	The Education Council reviews the evaluation results and validates the final selection of Pathway Programmes, with student representation in accordance with the Alliance governance framework
Results and feedback	End of January	Applicants receive the outcome of the evaluation together with constructive feedback to support implementation or future resubmission
Implementation and pathway design	February – June/July	Selected Pathway teams work with partner institutions and the relevant INGENIUM work packages to finalise programme design, complete the Pathway Factsheet, establish recognition arrangements and prepare the Pathway for delivery.
Launch of the Pathway Community of Practice	From implementation onwards	Newly selected Pathway Coordinators join the Community of Practice, where they exchange experience, access shared educational opportunities and contribute to the continuous development of the INGENIUM Pathway framework

Milestone	Timing	Purpose
Student enrolment	June to October	Students enrol in the Pathway Programme following the institutional admission procedures and the timetable established in the Annual Education Cycle

9. Frequently Asked Questions

This section brings together the questions most commonly raised by academic staff and partner institutions. It is intended as a quick-reference companion to the sections above. Each answer points back to the relevant section for full detail.

General

► What is the difference between an INGENIUM Pathway and a Joint Programme?

A Pathway is embedded within an existing, already-accredited degree at each partner institution and does not require new accreditation (Section 1). A Joint Programme is a jointly designed and jointly accredited degree in its own right. Pathways are the faster, lower-effort route to offer international opportunities within a curriculum and create a complementary layer of knowledge, skills and experiences. A small number of mature Pathways may, over time, evolve into Joint Programmes, but this is not automatic and would be pursued as a separate submission.

► Do Pathways require new accreditation?

No. Because a Pathway is built inside an existing accredited degree, each partner institution remains the accrediting authority for its own degree. No Alliance-level accreditation body is needed (Section 3.2.2, Home institution).

► Can a Pathway later become a Joint Programme, or lead to a dual degree?

For Full, Modular and Window Pathways, this is possible over time but it would require a separate proposal once the partnership has matured. Dual+ Pathways are different: they enrich a dual degree that already exists, rather than building towards one (Section 2.3).

Choosing a Pathway type

► How do we decide which of the four Pathway types is right for us?

Start from your institutional starting point, not your ambition level. Evaluate where the international elements would fall into place and how much international content you can genuinely include as an option or substitute in your curriculum. If you already run a dual degree with a partner, Dual+ is almost certainly the right fit.

► Can a Pathway change type after the Expression of Interest?

Yes. The EoI records a preferred type, but the precise design (including a possible change of type) is worked out during the partnership development phase (Section 4.2) and confirmed at Full Proposal stage.

► **Our university already has a dual degree with a partner. Does it automatically qualify as a Dual+ Pathway?**

An existing dual degree is the starting condition, but not sufficient on its own. A Dual+ Pathway also needs one or more INGENIUM educational components (a BIP, a micro-credential, collaborative teaching, etc.) genuinely integrated into that dual degree's curriculum, contributing to its learning outcomes (Section 2.3, Minimum requirements).

Process and evaluation

► **What is the difference between the Expression of Interest and the Full Proposal?**

The EoI is intentionally light: it asks for basic information about the programme and initial educational concept. It does not commit anyone to anything. The Full Proposal is the complete design, and requires formal institutional endorsement (Sections 4.1 and 4.3).

► **Is institutional support required at the Expression of Interest stage?**

No. Academic enthusiasm is enough to submit an EoI. Formal institutional endorsement is required only at Full Proposal stage (Section 4.3).

► **Who evaluates Pathway proposals?**

Proposals are pre-assessed against the criteria in Section 5, then validated and selected by the Alliance's academic governance bodies, with student representation throughout (Section 5.5).

► **What happens if our proposal is not selected?**

You receive feedback summarising the strengths of the application and, where appropriate, recommendations for a future resubmission (Section 5.5). Non-selection is treated as a developmental outcome, not a final rejection. The evaluation approach is deliberately geared towards helping proposals improve (Section 5.4).

► **Can we resubmit an unsuccessful proposal in a later cycle?**

Yes. A resubmission re-enters through a new Expression of Interest in a subsequent Annual Education Cycle, incorporating the feedback received.

Implementation

► **What is the Pathway Factsheet, and when do we need it?**

The Factsheet is the reference document for an approved Pathway: participating institutions, Pathway type, programme structure, mobility and recognition arrangements, and admission information. It is completed during the implementation and Pathway design phase, before the first cohort is admitted (Section 6.2).

► **Where does the funding for mobility come from?**

Funding is assembled from existing sources: typically Erasmus+ long-term mobility funding, INGENIUM project funds for shorter-format activities such as Challenge-Based Mobility, and institutional co-funding where applicable (Section 6.1).

► **What support does the Secretariat or WP3 provide during implementation?**

The Secretariat coordinates calls, documentation, communication and reporting throughout the process (Section 3.2.1). The WP3 task team help selected Pathway teams to finalise programme design, complete the Factsheet, establish recognition arrangements and facilitate the necessary academic contacts within INGENIUM for the development of the programme (Section 6.1).

► **What is the Pathway Community of Practice, and is participation mandatory?**

It is the Alliance's collaborative forum for Pathway Coordinators to exchange practice and jointly solve common challenges. Participation is considered an integral part of implementing a Pathway (Section 7).

Looking ahead

► **How does this connect to Next INGENIUM?**

Evidence gathered through this pilot cycle directly informs Work Package 3 of Next INGENIUM and the INGENIUM Flexible Learning Pathways Manual (Deliverable D3.2), as well as the Alliance's Quality Assurance System (Deliverable D1.2) (Section 7.2).

► **Will the Pathway model change again after this pilot cycle?**

The Pathway model may change in the future. The four-type model set out in Section 2 reflects what the Alliance has learned so far and adjust it to the different institutional speeds, but Next INGENIUM's WP3 is expected to refine the model based on how this first generation of Pathways actually performs. Any changes will be communicated well ahead of the next Annual Education Cycle.

Have a question that isn't covered here? Contact the INGENIUM Secretariat, who can route it to the right team.

10. Related documents

These Guidelines should be read together with the following companion documents:

- **INGENIUM Annual Education Call Guide** — the overall Annual Education Cycle within which these Guidelines sit.
- **INGENIUM Student Cycle Guide** — how students access an existing Pathway, selection criteria for enrolment, and mobility grants.
- **CBM Pathway Coordinators' Guide** — guidance on Challenge-Based Mobility within a running Pathway.

11. Glossary

This glossary explains specific terminology used throughout these. Terms are listed alphabetically; where a term has its own section elsewhere in the Guidelines, that section is referenced in brackets.

[INGENIUM] Alliance - Short for the INGENIUM European University Alliance, the partnership of ten European universities within which Pathway Programmes, Joint Programmes and other collaborative educational activities are developed.

Annual Education Call. The yearly call through which INGENIUM invites academic staff to propose Pathways, Joint Programmes, Collaborative Teaching and Learning initiatives and other categories of educational collaboration.

Annual Education Cycle. The full yearly process (from Expression of Interest to implementation) that governs how Pathway Programmes and other categories are proposed, evaluated, selected and delivered.

Blended Intensive Programme (BIP). A short, intensive teaching activity combining virtual and physical mobility, delivered jointly by two or more partner universities; a common building block of the INGENIUM educational offer (Section 6.3).

Challenge-Based Mobility (CBM). A short-term mobility format built around a real-world challenge, hosted by a partner university or an associate organisation (Section 6.3).

Collaborative Teaching and Learning (CTL). The most accessible category of the INGENIUM Annual Education Call: any teaching activity designed or delivered jointly by academics from two or more INGENIUM partner universities, requiring no new accreditation. See the INGENIUM CTL Guidelines.

Education Council. The Alliance's academic governance body responsible for reviewing Pathway proposals, providing strategic recommendations, and validating final selection decisions (Section 3.2.1).

Expression of Interest (Eoi). The first, deliberately light stage of the Annual Education Cycle, in which a prospective Pathway Coordinator registers an initial concept before developing a Full Proposal (Section 4.1).

Full Proposal. The complete Pathway application submitted after the Expression of Interest stage, including institutional endorsement and the academic, governance and implementation arrangements required for evaluation (Section 4.3).

INGENIUM Community Questionnaire. The standard feedback tool sent to students, staff and stakeholders at the end of a Pathway, used to inform continuous improvement (Section 6.4).

INGENIUM Secretariat (Technical Secretariat). The Alliance's operational team, coordinating calls, documentation, communication, reporting and meetings across INGENIUM's activities (Section 3.2.1).

INGENIUM Steering Committee. The Alliance body responsible for validating resourcing, financial balancing and major decisions concerning the Pathway portfolio (Section 3.2.1).

KA131. The Erasmus+ funding action supporting long-term student and staff mobility between programme countries; a common funding source for Full and Window Pathways (Section 6.5).

Micro-credential. A short, focused learning unit, typically developed and delivered jointly by two or more INGENIUM partner institutions, that can be embedded within a Pathway (Section 6.3).

Technical Pre-assessment Group. Referred in the General Annual Cycle documents as “Mixed transition groups”. The teams responsible for the technical pre-assessment of Pathway proposals, combining current INGENIUM staff with colleagues transitioning into Next INGENIUM (Section 5.5).

Next INGENIUM. The Alliance's successor project (2027–2028), building on the pilot cycle described in these Guidelines (Section 7.2).

Community of Practice. Different Alliance's collaborative forums where key staff (coordinators, administrative staff, academic staff...) exchange practices, address common challenges and contribute to the ongoing development each specific community of Practice within the Alliance (Section 7).

Pathway Factsheet. The reference document completed for each approved Pathway, summarising its structure, mobility arrangements, recognition procedures and admission information (Section 6.2).

Pathway Task Force. The team responsible for adapting and scaling the Pathway model across its different types, transitioning into a Next INGENIUM work package (Section 3.2.1).

Virtual mobility. International learning delivered remotely without requiring physical travel (Section 6.3).

Work Package (WP). A defined unit of activity within an INGENIUM or Next INGENIUM project. Pathway Programmes are linked to Work Package 3 (Joint and Collaborative Education).

Annex 1. Pathway EoI Form

Annex 2. Pathway Final Application Form

Annex 3. Pathway Selection Checklist