



**civvis**  
Europe's Civic University Alliance

**6<sup>th</sup> Call for proposals for  
Blended Intensive Programmes (BIPs)  
Autumn 2024**



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## 1.CONTEXT

### 1.1 Introduction

CIVIS is a European Civic University formed by the alliance of 11 leading research higher education institutions across Europe: Aix-Marseille Université, National and Kapodistrian University of Athens, Université libre de Bruxelles, University of Bucharest, University of Glasgow, University of Lausanne, Universidad Autónoma de Madrid, Sapienza Università di Roma, Paris Lodron University of Salzburg, Stockholm University and Eberhard Karls Universität Tübingen.

These full member universities bring together a community of more than 470,000 students and 58,000 staff members including 35,000 academics and researchers.

Furthermore, the Alliance has six associate member universities in Africa, the Université Hassan II de Casablanca (Morocco), Université Cheikh Anta Diop de Dakar (Senegal), Eduardo Mondlane University (Mozambique), Makerere University (Uganda), University of Sfax (Tunisia) and University of the Witwatersrand, Johannesburg (South Africa). This Call for BIPs includes academics (teaching staff) from the CIVIS African and Mediterranean universities.

The alliance aims to promote European values, cultures and citizenship among students, academics, and stakeholders and will act as a bridge between Europe, the Mediterranean, and Africa. It aims to be a vector of change and innovation in the following areas:

- Climate, Environment, Energy;
- Society, Culture, Heritage;
- Health;
- Cities, Spaces, Mobility;
- Digital & Technological Transformation.

In the context of its aim to increase mobility among its students and staff members and in view of promoting the values above and cultivating innovation in the mentioned areas, CIVIS is launching a new call for Blended Intensive Programmes to be designed, submitted, and implemented by its partner and associated universities during 2025/2026 academic year.

### 1.2 Objectives of the call

This 6th CIVIS Call for Blended Intensive Programmes (BIPs) builds upon the BIP strategy adopted by the CIVIS Steering Committee in January 2022 and updated in June 2024, as part of the “Inter-University and Digital Campus Strategy” developed by Stream 2 and the “Description of CIVIS educational offer and academic activities” developed by Stream 3.

Blended Intensive Programmes were introduced as a new mobility format within the Erasmus+ Programme in 2021 and are used by CIVIS to support the development of short term mobilities, in line with the alliance’s new approach on organising and funding innovative educational activities. One of the priorities of the new Erasmus+ programme is to be more flexible and inclusive, making it easier for students, who otherwise would not participate in an exchange for an entire semester, to take advantage of the programme’s opportunities.

As stated in the Erasmus+ Programme 2021-2027 Higher Education Mobility Handbook (p. 7):

*“Blended Intensive Programmes (BIPs) aim to open up more opportunities for learners to take part in blended mobilities. They will foster the development of transnational and transdisciplinary curricula, as well as innovative ways of learning and teaching, including online collaboration, research-based learning, and challenge-based approaches in order to tackle societal challenges. BIPs can be part of the HEIs’ curricula or complementary to them. They can be an entirely new programme or they can be an enhancement of an existing programme with additional features such as the delivery mode in a blended format. In addition, BIPs can be a good opportunity to reach out to new groups of students, for example those in study fields where mobility opportunities have been limited or those who lack confidence to go abroad alone, potentially paving the way for their participation in long-term individual mobility later in their studies”.*

The call invites academics from all CIVIS universities to engage in transnational cooperation with their peers and elaborate innovative Blended Intensive Programmes (BIPs) proposals to take place in the academic year

2025/2026.

Please be aware this is **the only call** for CIVIS BIPs proposals to take place in the academic year 2025/2026. No further calls will be launched under this scope.

### 1.3 Application overview

#### Application

To apply, fill the online application form according to the call objectives and description by the **10<sup>th</sup> of December 2024** (included) the latest, by accessing the link below:

[https://civis.smapply.io/prog/blended\\_intensive\\_programs\\_sixth\\_call\\_for\\_proposals](https://civis.smapply.io/prog/blended_intensive_programs_sixth_call_for_proposals)

#### Letter of intent

Before submitting BIP proposals, project coordinators must ensure they have **the formal written approval of the Coordinating University (Faculty / Department / School and Erasmus+ / International Office**, using the template of the **Letter of Intent** included in the call). The letter must be submitted with the BIP application and is part of the selection procedure. Please make sure to collect signatures early in the process, as internal validation processes may take time! For the institutional validation, applicants must contact the member of the **Education Unit** from their respective university (please check with your CIVIS Institutional Coordinator for support and relevant contact).

#### Programme Implementation

The selected Blended Intensive Programmes will be implemented during **the 2025/2026 academic year and according to** the calendar **published in Chapter 2.3**. The project and student selection will follow the methodology described in the present call document.

## 2. DESCRIPTION OF THE CALL

### 2.1 BIPs' Structure

#### Partnerships

**BIPs must include academic staff and student participants from at least three European Union (EU) CIVIS member-universities.** University of Glasgow and University of Lausanne, as well as the associate member universities in Africa, can participate, but do not count towards the 'minimum three partners' requirement (as this is a fundamental Erasmus+ programme criterion).

#### Organiser(s): Roles within programme agreement

##### Coordinating University

A CIVIS University, awarded with an Erasmus Charter for Higher Education (ECHE), coordinates the organization of the Erasmus+ blended intensive programme (BIP), receiving and managing the organizational support funds. University of Glasgow and University of Lausanne can also coordinate CIVIS BIPs but with own funds (please refer to [civis@unil.ch](mailto:civis@unil.ch) or [civis@glasgow.ac.uk](mailto:civis@glasgow.ac.uk) if such case arises), without Erasmus+ organizational support funds in place. Generally, the coordinating university is also the receiving (host) university for the physical mobility component of the BIP, but it can be decided otherwise by the programme's partnership. A change in the coordinating CIVIS University is possible after the evaluation of the application, in case the approved BIPs of the University have already been allocated.

##### Receiving (Hosting) University

A CIVIS University receives the BIP participants either at its premises or at a different venue / hosting organization in the same country in which it is located. The receiving university must be part of the blended intensive programme partnership. The coordinating university is generally the receiving (host) university for the physical mobility component of the BIP, but it can be decided otherwise by the programme's partnership. All CIVIS universities, including the University of Glasgow, University of Lausanne, and the associated member universities in Africa can host the physical component of the CIVIS BIPs. In case the physical component is to take place in UK, Switzerland, or any of the CIVIS African partners' countries, and the BIP proposal is approved, additional decision making will be needed, to ensure a proper implementation of the project.

If a BIP is hosted at a university in UK, Switzerland or a Third Country not Associated to the Erasmus+ Programme, it would not be counted an Erasmus + BIP and will not benefit of Erasmus+ fund for organizational support (OS). This university will then make sure to provide financial funds by own/different means.

##### Sending University

All Erasmus+ CIVIS Universities can send BIP participants funded by the Erasmus+ KA 131 to a BIP hosted in the Programme Country University or may use other funding schemes if BIP hosted in UK, Switzerland or Africa. African member participants can be funded with Erasmus+ funds if the host institution has applied for KA171 funds, or by using own/different funding schemes. For students and academics (BIP participants) from the University of Glasgow and the University of Lausanne Erasmus+ funds cannot be used (cases in which specific solutions are envisaged by the sending institution). It can be expected that most participants come from sending universities which are part of the BIP partnership, but this is not mandatory, as BIPs are open to students from all CIVIS universities. Invited staff can come from any organization in Programme Countries. When the receiving (hosting) university is not the same as the coordinating university (as mentioned above), the coordinating university will become also a sending university and their students will be counted towards the number of 'mobile' students, while the students from the receiving (hosting) university will be considered as 'home' students.

- The programme is encouraged to **include, when possible, guest speakers** from government departments, non-governmental organizations, local, regional, or national representatives, decision or policy makers, labour market representatives and civil society to present their views on relevant issues.
- **Open Labs connect CIVIS with local communities** in all the cities and regions of our member universities. The Blended Intensive Programme should be established in this context & framework. [Find your Open Labs contact point in the appendices.](#)

#### Programme design

- BIPs are designed and implemented in a blended BIP format: **both the virtual and the physical components are compulsory and embedded in the programme design.**

- **Physical duration**  
The duration of the physical mobility component of the BIP must include **exactly 5 days of activities** for the BIP participants (preferably from Monday to Friday).
- **Virtual duration**  
The virtual component can involve any amount of virtual learning and can take place either before or after the physical mobility. The duration of the virtual component is aligned with the ECTS and workload calculation, in conjunction with the physical component, as mentioned below.
- **Overall duration**  
The overall duration of the BIP must align with the total student workload required for the activities in both components of the BIP (virtual and physical), directly linked with the ECTS credit points.
- **The BIP must award at least 3 ECTS credit points and up to 9 ECTS credit points.** A clear division of the learning outcomes for each ECTS credit point is required, especially for BIPs ranging from 7 ECTS credit points to 9 ECTS credit points, supporting learning recognition in CIVIS universities. [For more information on delivery and recognition please refer to Chapter 5.2.](#)

## Pedagogy

- **Content**

BIPs should be designed according to CIVIS challenges (framed by the CIVIS HUBs' topics and subtopics) and focus areas. More information about these topic areas can be found in [Chapter 5.1.](#)

**BIPs preferably provide a new perspective upon teaching and learning practices, as an added value** in comparison with other programmes or courses, through innovative approaches such as:

- specialised content not taught elsewhere;
- **transnational and transdisciplinary curricula;**
- **innovative** ways of teaching and learning;
- **research-based** education;
- **challenge-based** approaches that tackle **societal challenges;**
- modern approaches to learning through **physical and virtual mobility.**
- **Methods**
  - **The virtual component must bring the learners together online to work collectively** and simultaneously on specific assignments that are integrated in the BIP and count towards the overall learning outcomes.
  - They allow the teaching staff to exchange views on teaching content and new curricular approaches, to **test innovative teaching methods** that could eventually become part of a newly devised joint course or curriculum in an international classroom environment.
  - In addition to the learning outcomes on subject-related competences, a BIP should also support the development of **transversal competences.**
  - The ratio of teaching/training staff to students/learners should guarantee **active classroom participation.**
  - The number of teaching hours must ensure that **most of the time spent abroad is related to education and training,** and not to research or any other activity.

- **Languages**

The main suggested language of instruction for BIPs is **English**, but BIPs can be designed and delivered in any of the other languages of the CIVIS universities (**DE | EL | ES | FR | IT | RO | SV**). With eight languages spoken in the alliance, CIVIS invests in linguistic diversity, a key issue in the globalization process. CIVIS Alliance aims at enabling by 2026 most of our students, researchers, and staff to master at least two foreign languages beside their mother tongue after completing their training at a CIVIS university. Therefore, programmes in any of the CIVIS member-universities' languages are eligible. Regardless of the language(s) used in the BIP, coordinator(s) must communicate the language requirements clearly, ensuring all participants can actively take part in the activities, without linguistic barriers and issues in place.

## 2.2 Allocated (Erasmus+) Budget

### Purpose of Erasmus+ Organizational Support (OS) funds

Erasmus+ OS funds are intended to cover costs related to the preparation, design, development, implementation, and follow-up and reporting of the programme and delivery of virtual / remote activities, as well as the overall management and coordination of the programme. Costs may include items such as (but not exhaustively): production of documents or educational material, rental of meeting locations, rental of equipment, services for meetings and activities, field trips, excursions, communication activities, translation and interpretation, preparatory visits, and administrative tasks. The type of costs may vary between CIVIS universities and programme coordinators must consult with the Erasmus+ Offices on the list of eligible costs provisioned by their respective university and the national regulations.

### Method for calculating Erasmus+ OS

- To receive Erasmus+ OS funding, the minimum number of participants in a blended intensive programme must be **10 MOBILE students with an Erasmus+ KA 131 grant (not countable are Erasmus+ KA 171 funded mobilities)**.  
This minimum number does not include other funded student mobility & local (home) students / academics / teaching / training staff involved in the delivery of the programme. Also, students from University of Glasgow, University of Lausanne, or associated member universities in Africa are not counted towards this minimum number, however they can receive funding from their own institution (if available).
- Upon reaching the minimum number of Erasmus+ funded mobile participants, the OS funding is calculated on a basis of 400 EUR per mobile participant and can range **between 4.000 EUR to 8.000 EUR** (the funding is capped at 20 mobile participants), according to Erasmus+ funding used by the coordinating university and its costs allocation. The number of mobile participants with an Erasmus+ grant can be above 20 (which we recommend), but the OS funds are capped at a maximum amount of 8.000 EUR.
- **The allocation and distribution of OS funding may be different depending on the coordinating university, as this is done by the Erasmus+ Office according to own regulations put in place. Limited funding for BIPs might lead to budget constraints according to the number of project proposals and university strategy.**
- The coordinating CIVIS university is responsible for sharing the OS funds among the BIP partnership, based on the proposal of the BIP coordinator(s).
- As the coordinating CIVIS university receives the OS funds for organizing the BIP, tuition / course fees are strictly forbidden and cannot be requested from participants.

Please contact your CIVIS and Erasmus+ local office to verify available funding for each BIP implementation, according to the Erasmus+ programme guidelines. [Find your local CIVIS contact here to assist you with the development of your project.](#)

## 2.3 Implementation

### Implementation Calendar

To ensure adequate promotion and smooth administrative students mobility management & enrolment, CIVIS BIPs will be submitted, evaluated, and implemented according to the following calendar:

Implementation calendar phase	BIPs taking place in fall/winter semester 2025/2026 academic year	BIPs taking place in spring/summer semester 2025/2026 academic year
Application period for BIP projects for academics	4 November – 10 December 2024	
Selection of BIPs by CIVIS HUBs (supported by Education Unit & Mobility Unit)	11 December - 19 January 2025	
Validation of selected BIPs by CIVIS Steering Committee	February 2025	
Application periods for students	1 - 29 April 2025	1 - 30 October 2025



Selection of students by Erasmus+ Offices and BIP Coordinators	1 - 29 May 2025	1 - 30 November 2025
Student notification	30 May 2025	1 December 2025
Earliest starting date of the BIP <i>(valid for virtual and physical components)</i>	1 October 2025	1 February 2026
Latest ending date of the BIP <i>(valid for virtual and physical components)</i>	31 March 2026	31 July 2026

### Implementation of Teaching & Learning Activities

- A **Learning Agreement** must be signed before the mobility in order plan for a possible recognition upon successful graduation. Programme coordinators will be guided by the CIVIS Mobility Unit members in this process.
- **Assessment of the acquired competencies / learning outcomes is mandatory** and must be included in the programme. The assessment method(s) must be described in detail in the application proposal. Assessment must be conducted / evaluated by the academics / teaching / training staff involved in the delivery of the BIP, under the supervision of the BIP coordinator(s) and must take place during the BIP programme's duration.
- **Upon successful graduation from a BIP, students will receive between 3 to 9 ECTS credit points** from the **coordinating** university (even if the physical component takes place in another university, other than the coordinating university). Any form of recognition is fully dependent on the students' home institution's regulations in place, so students must check before applying if the credits can be recognised and under which conditions. Students' participation in BIPs is not conditioned by ECTS recognition. For more information on ECTS delivery and recognition, please refer to [Chapter 5.2](#).
- After completion of the BIP the **programme coordinators must report on** the overall implementation of the activities, participation rate, and other details.

### Implementation of Student and Staff mobility

- [Please find in Chapter 5.3. the mobility costs for students and staff, for both EU and non-EU CIVIS universities \(including Lausanne, Glasgow, and African associate members\).](#)

### Implementation of Global Partnerships

- **CIVIS associate member universities in Africa**  
Outside the formal Erasmus+ framework for BIPs, CIVIS encourages the inclusion of members from the six associate member institutions in the BIPs' academic teams:
  - Université Hassan II de Casablanca (Morocco)
  - Université Cheikh Anta Diop de Dakar (Senegal)
  - University of the Witwatersrand, Johannesburg (South Africa)
  - Makerere University, Kampala (Uganda)
  - Eduardo Mondlane University, Maputo (Mozambique)
  - Université de Sfax (Tunisia)

Associate member universities can be included in the BIP proposal application. These universities are highly encouraged to budget own funds/different funding schemes (other than Erasmus+ KA 171) when interested to contribute to a BIP. Contributing Erasmus+/CIVIS universities must make sure to apply for Erasmus KA 131/171 and local funds (if applicable) at an early stage to enable physical mobilities from and to African CIVIS universities.

Please, contact and inform **Christian Möllmann, CIVIS Global Partnerships Officer**, ([christian.moellmann@uni-tuebingen.de](mailto:christian.moellmann@uni-tuebingen.de)) when you plan to cooperate with one of our African partner universities.



### 3. ELIGIBILITY & CONTACTS

#### 3.1 Project Eligibility Criteria

<p><b>Who can apply?</b></p>	<p>Any academics / teaching / training staff member of a CIVIS university (including University of Glasgow and University of Lausanne, following specific conditions, as mentioned before).</p> <p>The Blended Intensive Programme (BIP) must be supported by the Head of the Faculty / School / Department and validated by the Erasmus+ Office of the coordinating institution (proved by the signed Letter of Intent). The content of the application must be approved by the BIP partnership before being submitted. No applications will be allowed without the approved Letter of Intent, following the CIVIS template.</p>
<p><b>Eligible partners</b></p>	<p>Minimum 3 CIVIS universities:</p> <ul style="list-style-type: none"> <li>• Aix-Marseille Université (France),</li> <li>• National and Kapodistrian University of Athens (Greece),</li> <li>• University of Bucharest (Romania),</li> <li>• Université Libre de Bruxelles (Belgium),</li> <li>• Universidad Autónoma de Madrid (Spain),</li> <li>• Sapienza Università di Roma (Italia),</li> <li>• Stockholm University (Sweden)</li> <li>• Eberhard Karls Universität Tübingen (Germany)</li> <li>• Paris Lodron Universität Salzburg (Austria)</li> </ul> <p><i>The University of Glasgow, University of Lausanne, and the CIVIS associated member universities in Africa can take part in the design and delivery of a BIP, but they are not counted towards the requirement of `minimum 3 CIVIS universities`.</i></p> <p>Geographical balance is considered as well to ensure an equitable participation of all universities in CIVIS BIPs. Larger number of partners is encouraged in BIP consortia, as the `minimum 3 CIVIS universities` criterion is a minimum eligibility standard only.</p>
<p><b>Thematic areas</b></p>	<p>The BIP should be related to one of the 5 CIVIS challenges and their related HUB:</p> <ul style="list-style-type: none"> <li>• Climate, Environment, Energy</li> <li>• Society, Culture, Heritage</li> <li>• Health</li> <li>• Cities, Spaces, Mobility</li> <li>• Digital &amp; Technological Transformation</li> </ul> <p>Include, where possible, themes not only relevant for Europe, but also for Africa and/or the Mediterranean Area, especially if members from CIVIS's African partner universities are included in a BIP partnership. The extended list of all thematic areas and subtopics can be found in <a href="#">Chapter 5.1</a>. BIPs can cover more than one thematic area, where inter-topic and transdisciplinary approaches are encouraged.</p>

<p><b>Content of the BIP / Elements of good practice</b></p>	<p><b>BIPs should provide a new perspective upon teaching and learning practices, as an added value</b> in comparison with other programmes or courses, through innovative approaches such as:</p> <ul style="list-style-type: none"> <li>• specialized content not taught somewhere else;</li> <li>• <b>transnational</b> and <b>transdisciplinary curricula</b>;</li> <li>• <b>innovative</b> ways of teaching and learning;</li> <li>• <b>research-based</b> education;</li> <li>• <b>challenge-based</b> approaches that tackle <b>societal challenges</b>;</li> <li>• modern approaches to learning through <b>physical and virtual mobility</b>.</li> </ul> <p>They can allow the teaching staff to exchange views on teaching content and new curricular approaches, to test innovative teaching methods that could eventually become part of a newly devised joint course or curriculum in an international classroom environment. The ratio of teaching / training staff to students / learners should guarantee active classroom participation. In addition to the learning outcomes on subject-related competences, it should help develop transversal competences. The <b>number of teaching hours must ensure</b> that most of the time spent abroad is related to education and training, and not to research or any other activity.</p> <p>To mitigate against the risk to funding due to insufficient number of qualifying students, and address possible cancellations / drop-outs, participating institutions should plan to send a minimum core number of students to ensure the programmes reach the minimum required number of participants.</p> <p>The programme should include, when possible, guest speakers from government departments, non-governmental organizations, local, regional, or national representatives, decision or policy makers, private sector, and civil society representatives to present their views on relevant issues.</p> <p>Assessment is mandatory, validating the acquired learning outcomes / competences, and must be included in the programme description (the exact method(s) of assessment must be defined in the application).</p>
<p><b>ECTS credit points</b></p>	<p>Upon successful graduation from a BIP, students will receive <b>between 3 and 9 ECTS credit points</b> by the coordinating university (even if the physical component takes place in another university, other than the coordinating university). A clear division of the learning outcomes for each ECTS credit point (based on calculated workload) is required, especially for BIPs ranging from 7 ECTS credit points to 9 ECTS credit points, supporting learning recognition for students from CIVIS universities.</p>
<p><b>Duration of the BIP</b></p>	<p><b>Physical mobility</b> component of the BIP: <b>5 days</b>.</p> <p>While there is no predefined duration of the <b>virtual component</b>, attendance is compulsory for both the physical and virtual components. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes.</p>
<p><b>Language of the BIP</b></p>	<p>The main suggested language of instruction for BIPs is <b>English</b>, but BIPs can be designed and delivered in any of the other languages of the CIVIS universities (<b>DE   EL   ES   FR   IT   RO   SV</b>).</p>

## 3.2 Eligibility for BIP Participation: staff & students

### Staff Participants: profiles and required number

- Participants involved in delivering the programme can be academics and other teaching or training staff **from any of the 11 CIVIS universities in Europe, as well as from the CIVIS associate member universities in Africa**.
- An applicant / academic team can apply **only once** with the same BIP (with **the same title**, learning outcomes

and partnership composition) **per academic year and per Erasmus+ call**. Applicants are required to check with their local Erasmus+ Office prior to submitting their application.

- Academic participants will be involved in the teaching components of the BIP, and can be any of the following:
  - **Local staff:** academics / teaching / training staff members from the receiving (hosting) university.
  - **Visiting staff:** academics / teaching / training staff members who are incoming staff from other CIVIS universities (except the hosting university) or from other programme countries and partner countries. The visiting staff will be funded through “**Teaching Staff Mobility**” (STA) funds by their home university. They are required to **teach a minimum of 8 hours** during a minimum 2 days(5 days, if host not EU CIVIS university) of physical mobility component to be eligible for Erasmus+ funding. Non-EU universities will use their own funds and processes to support staff mobility; the minimum teaching requirement may be different, depending on sending the university’s rules.
  - **Guest speakers /teachers** from non-HEI organizations such as industry, associations, or research institutes (e.g., local stakeholders). The organising / hosting university will use their own funds and processes to support the participation of the guest speakers, based on their internal regulations.

### Student participants: profiles and required number

#### Profile of participants engaged in the BIP learning activities:

- Any student enrolled in one of the 11 CIVIS universities in Europe or the six CIVIS universities in Africa.
- Any student at Bachelor, Master, or Doctoral Programme level, provided they are enrolled at their home university throughout the entire period of the BIP.
- Any student who meets entry criteria as defined by the BIP coordinators. Detailed participant profile, related to the level and field of study, or other specific characteristics, will be defined for each BIP.

#### For administrative purposes, there are three types of student participants, as follows:










- **Local students:** students enrolled at the hosting university. Local students are not considered mobile students (as they do not receive an Erasmus+ grant), so they are not counted towards the minimum number of mobile students needed for Erasmus+ funding of the BIP, based on the regulations of the Erasmus+ Programme.
- **Visiting students:** students enrolled at any EU CIVIS university and that are engaged in a physical mobility to another university (the hosting university) during the BIP. These students are counted towards the minimum number of students needed for Erasmus+ BIP funding. Due to possible cancellations / drop-outs, BIP coordinators should consider selecting additional visiting students in the selection process than the minimum number. We recommend BIP coordinators to select at least 25-30 visiting students.
- **Students from the University of Glasgow, University of Lausanne, and the CIVIS associate member universities in Africa** can participate in CIVIS BIPs, but do not count towards the minimum number of mobile students needed for Erasmus+ BIP funding.

#### Number of student participants

- The minimum number of participants in a BIP, and necessary for receiving the OS funds, is **10 MOBILE students with and Erasmus+ KA 131 grant (not KA 171), based on the regulations of the Erasmus+ Programme**. This does not include the academics / teaching / training staff involved in the delivery of the programme.
- Students from the University of Glasgow, University of Lausanne, and the CIVIS African associate member universities can participate in CIVIS BIPs, but do not count towards the minimum number of mobile students needed for Erasmus+ BIP funding, as they do not receive an Erasmus+ KA 131 grant. Non-EU CIVIS universities will use their own funds and processes to support student mobility. Participants from African associate member universities can be funded by own funds and Erasmus+ KA 171 funds of the hosting university, if available.
- Programme coordinators are encouraged to consider a larger number of mobile participants during the selection process (**at least 25-30 visiting students**), as well as a reserve list, to mitigate risks linked to possible drop-outs or cancellations. For the same reason, participating EU CIVIS universities should plan to send a sufficient number of participants in order to ensure the programmes reach the minimum requirements.
- There is no maximum limit related to the number of students participating in the programme. The proposed maximum number is set by the programme coordinators in the BIP proposal, considering logistical, teaching, and financial constraints.
- Local students from the receiving (hosting) institution are encouraged to take part in the programme, but are not eligible for an Erasmus+ grant, as they do not take part in a physical mobility abroad. Students from the receiving (hosting) institution do not count towards the minimum of 10 mobile participants with an Erasmus+ grant.
- While there is no maximum participation in terms of learners, programme coordinators must always consider the efficiency of teaching and learning practices, as well as the organization of the programme, when designing the

BIP proposal.

### 3.3 Contact details

Civis University	Contact point	Email address
 Europe's Civic University Alliance	General CIVIS BIP contact point	<a href="mailto:bip@lists.civis.eu">bip@lists.civis.eu</a>
	Manon Aimard & Hanaé Luong Civis Office	<a href="mailto:civis-incomingmobility@univ-amu.fr">civis-incomingmobility@univ-amu.fr</a> <a href="mailto:civis@univ-amu.fr">civis@univ-amu.fr</a>
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## 4. EVALUATION & SUBMISSION

### 4.1 Project Selection Process

The selection process reflects CIVIS' commitment to ensuring that the projects it supports combine scientific and teaching excellence, operational quality, and high potential for impact.

The BIP proposals will be evaluated by the CIVIS HUB Councils evaluators, with support provided by the Education Unit and the Mobility Unit. The evaluators' selection will ensure no conflict of interest exists or any other matter that may interfere with the evaluation and selection process.

The evaluation and selection process consists of 2 components: (1) an administrative analysis and (2) a scientific and pedagogical evaluation.

**The following administrative elements will be analysed by CIVIS Units:**

- Geographical balance (inclusion of team members from associate member universities is considered an advantage)
- Implementation period (fitting the calendar included in the call)
- Project and timeline comply with the framework text; ECTS and workload distribution across activities; teaching and learning components (including assessment) descriptions
- Administrative and financial capacity of the programme (costs in line with the Erasmus+ & Coordinating University financial regulations)

**Each project will undergo a peer-to-peer scientific and pedagogical review based on:**

- Project relevance
- Quality of learning content
- Sustainability of the project

Following this evaluation and analysis process, the CIVIS Mobility Unit will check the distribution of approved projects among universities, ensuring, as much as possible, an equal distribution of programme coordination responsibilities across institutions, also considering available funding.

**To be considered, projects must score 70 points or more.**

**Final validation of the selected projects will be issued by the CIVIS Steering Committee.**

**Maximum 55 BIPs can take place during an academic year, but the final number will depend on submitted projects, evaluation results, funding, and other implementation aspects to be considered and will be subjected to the CIVIS Steering Committee to have the final validation.**

### 4.2 Evaluation Criteria

The following criteria outline the expectations for proposals submitted to the CIVIS Blended Intensive Programme (BIP) call. Each criterion is designed to ensure that projects align with CIVIS's strategic goals and bring value to both students and partner institutions.

The evaluation process for the CIVIS Blended Intensive Programme (BIP) proposals is based on a 100-point system, with each criterion weighted according to its importance in ensuring alignment with CIVIS's mission and the project's long-term impact. The criteria are as follows:

- Criterion A: Consortium Composition – 15 Points
- Criterion B: Relevance of the Project – 25 Points
- Criterion C: Quality of Learning Activities – 35 Points
- Criterion D: Sustainability of the Project – 25 Points

Each criterion is designed to evaluate key aspects of the proposal, from the strength and diversity of the consortium to the quality and sustainability of learning activities. Evaluators will assess each criterion independently, awarding points based on the proposal's alignment with these strategic priorities.

<p><b>Criterion A: Consortium composition (0-15 points)</b></p>	<p><b>Overview</b> This criterion assesses the consortium's diversity and collaborative strength, key</p>
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for an impactful Blended Intensive Programme (BIP). Proposals should demonstrate a mix of expertise, strong institutional commitment, and alignment with CIVIS's mission. Evaluators will focus on the quality of collaboration, complementary strengths, and potential for long-term partnerships that support the BIP's and CIVIS's goals.

#### Criterion Details

##### **1. Diversity of Expertise, Disciplines, and Experience – 5 Points (33%)**

The consortium should demonstrate a diverse range of expertise, with partners contributing complementary strengths in academic, research, and practical skills. Additionally, partners should have relevant experience in successful collaborative or international programmes.

**Evaluation Focus:** Emphasis is placed on interdisciplinary collaborations that leverage the unique resources and specializations of each partner. Proposals should detail past projects (e.g., Erasmus+, joint programmes, research collaborations) and highlight how lessons learned, or best practices will be applied in the current proposal to enhance the overall learning experience.

##### **2. Institutional Commitment and Engagement – 4 Points (27%)**

This sub-criterion assesses the level of institutional support and engagement in the project, including resources and integration with current academic strategies. The proposal must demonstrate the quality of commitment from each partner institution, showing that their involvement goes beyond nominal participation. Institutions should describe their academic and organizational contributions (e.g., staff involvement, curriculum integration, long-term academic planning) rather than financial aspects.

**Engagement Indicators:** Proposals should provide evidence of how partners are actively integrating the BIP into their educational strategies and ensuring sustained academic involvement. Evaluators will consider the quality of institutional commitment and how partners plan to integrate the BIP into regular curricula, focusing on depth of engagement rather than financial contributions.

##### **3. Strategic Alignment, Inclusivity, and Global Perspectives – 3 Points (20%)**

The consortium should align its strategy with CIVIS's mission, including promoting multilingualism, fostering intercultural dialogue, and addressing global challenges. This involves incorporating partners that contribute non-European perspectives (e.g., African or Mediterranean institutions) and ensuring that all partners have active, meaningful roles in the collaboration.

**Evaluation Focus:** Proposals should outline how partners collectively work towards CIVIS's goals, demonstrating their contributions to enhancing global learning opportunities, addressing societal challenges relevant beyond Europe, and ensuring inclusive and equitable collaboration. The consortium should also show plans for evolving these partnerships into long-term collaborations beyond the duration of the BIP.

##### **4. Long-term Institutional Impact and Synergy – 3 Points (20%)**

The consortium should demonstrate how the BIP will create synergies between the project and existing educational or research programmes within each partner institution. This ensures that the BIP has a sustainable, long-term impact, potentially becoming a model for future programmes.

**Evaluation Focus:** Proposals should describe how the BIP will be integrated into the wider institutional context and detail plans to build connections that extend the benefits of the BIP beyond its duration.

#### Summary of Scoring Distribution

- **Diversity of Expertise, Disciplines, and Experience: 5 Points (33%)**
- **Institutional Commitment and Engagement: 4 Points (27%)**



	<ul style="list-style-type: none"> <li>• <b>Strategic Alignment, Inclusivity, and Global Perspectives: 3 Points (20%)</b></li> <li>• <b>Long-term Institutional Impact and Synergy: 3 Points (20%)</b></li> </ul>
<p><b>CRITERION B: Relevance of the project (0-25 points)</b></p>	<p><b>Overview</b> This criterion evaluates how well the BIP project aligns with the strategic priorities of CIVIS and address themes relevant to the Alliance's goals. It focuses on the extent to which the project contributes to the development of interdisciplinary and globally impactful learning opportunities.</p> <p><b>Criterion Details</b></p> <p><b>1. Alignment with CIVIS HUBs and Strategic Priorities – 10 Points (40%)</b> The proposal should be closely linked to one or more of the five CIVIS thematic HUBs challenges and subtopics:</p> <ul style="list-style-type: none"> <li>• Climate, Environment, Energy</li> <li>• Society, Culture, Heritage</li> <li>• Health</li> <li>• Cities, Spaces, Mobility</li> <li>• Digital &amp; Technological Transformation</li> </ul> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>• Proposals should demonstrate how the project integrates with the selected HUB(s) and aligns with the strategic goals of CIVIS.</li> <li>• Projects that clearly articulate their contributions to the development of knowledge and skills in areas critical to Europe, Africa, or the Mediterranean region will receive higher scores.</li> <li>• Proposals should also highlight how their focus aligns with current EU and CIVIS priorities (e.g., European Green Deal, Digital Education Action Plan).</li> </ul> <p><b>2. Addressing Interdisciplinary and Transdisciplinary Themes – 7 Points (28%)</b> The proposal should adopt an interdisciplinary or transdisciplinary approach by incorporating multiple scientific fields and perspectives.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>• Proposals must outline how they engage different academic disciplines and fields, combining knowledge to address complex global challenges.</li> <li>• Higher scores will be given to proposals that effectively integrate diverse disciplines and show evidence of collaboration between different fields (e.g., humanities, sciences, technology).</li> </ul> <p><b>3. Relevance to African and Mediterranean Partners – 5 Points (20%)</b> The proposal should aim to incorporate themes and activities relevant not only to Europe but also to Africa and/or the Mediterranean Area. This is particularly important if members from CIVIS's African associate member universities are included in the partnership.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>• Proposals should describe how the project will address societal, environmental, or technological challenges relevant to these regions, contributing to the internationalization and global impact of CIVIS.</li> <li>• Higher scores will be awarded to proposals that explicitly show collaboration and knowledge exchange with African or Mediterranean partners.</li> </ul> <p><b>4. Societal Impact and Stakeholder Engagement – 3 Points (12%)</b> The proposal should include activities that engage with external stakeholders, such as NGOs, government entities, industry partners, or community</p>



	<p>organizations, to enhance the societal relevance and the social impact of the initiative.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>Proposals should provide specific examples of how stakeholders will be involved and how their contributions will enhance the learning outcomes and societal impact of the BIP.</li> <li>Projects that demonstrate clear plans for engagement with local or international communities and outline how these collaborations will contribute to solving societal issues will receive higher scores.</li> </ul> <p><b>Summary of Scoring Distribution for Criterion B</b></p> <ul style="list-style-type: none"> <li><b>Alignment with CIVIS HUBs and Strategic Priorities: 10 Points (40%)</b></li> <li><b>Addressing Interdisciplinary and Transdisciplinary Themes: 7 Points (28%)</b></li> <li><b>Relevance to African and Mediterranean Partners: 5 Points (20%)</b></li> <li><b>Societal Impact and Stakeholder Engagement: 3 Points (12%)</b></li> </ul> <p><b>Key Considerations</b></p> <ul style="list-style-type: none"> <li><b>Clear Alignment:</b> Proposals should ensure they clearly connect with CIVIS's strategic priorities and themes, demonstrating the added value and relevance of the project.</li> <li><b>Explicit Evaluation Focus:</b> Each point includes an evaluation focus, offering transparency and guidance to applicants and evaluators alike.</li> <li><b>Accessible Language:</b> The criterion avoids technical jargon to be accessible for all applicants, ensuring clarity and understanding.</li> </ul>
<p><b>CRITERION C: Quality of learning activities (0-35 points)</b></p>	<p><b>Overview</b> This criterion assesses the educational design and pedagogical approach of the BIP project. It focuses on the extent to which the learning activities are innovative, student-centred, interdisciplinary, and connected with real-world challenges. The criterion also evaluates how well the proposal incorporates active learning methodologies and stakeholder engagement to enhance the overall educational experience.</p> <p><b>Criterion Details</b></p> <p><b>1. Interdisciplinary Approach – 7 Points (20%)</b> Projects should incorporate an interdisciplinary approach that brings together diverse academic disciplines and perspectives to tackle complex topics. A strong interdisciplinary framework helps students apply knowledge from multiple fields, encouraging a richer, more comprehensive understanding of real-world challenges.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>Projects should clearly outline how different disciplines are integrated to create a cohesive learning experience.</li> <li>Proposals should include structured plans to engage students actively in interdisciplinary thinking and collaborative problem-solving.</li> <li>Effective collaborations across fields should be highlighted, showing how they contribute to addressing complex issues from multiple perspectives.</li> </ul> <p><b>2. Student-Centred and Problem-Based Learning – 10 Points (29%)</b> The proposal should outline a student-centred approach that promotes active and collaborative learning, focusing on problem-based scenarios.</p>

	<p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>Proposals must demonstrate how students will be engaged as active participants in their own learning journey. This may include collaborative group work, hands-on projects, fieldwork, and case studies directly linked to real-world problems.</li> <li>Higher scores will be given to proposals that describe structured learning activities designed to promote self-directed learning and collaborative problem-solving among students.</li> </ul> <p><b>3. Co-Construction and Involvement of External Stakeholders – 7 Points (20%)</b> The proposal should detail how external stakeholders, such as industry partners, NGOs, community organizations, or public bodies, will be involved in teaching and learning processes.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>Proposals should identify specific stakeholders and describe their role in the BIP. This could include guest lectures, co-development of modules, field visits, or mentorship opportunities.</li> <li>Projects that clearly outline how these stakeholders will enrich the learning experience and connect students to practical and professional contexts will receive higher scores.</li> </ul> <p><b>4. Pedagogical Alignment and Use of Digital Tools and Technology-Enhanced Learning – 11 Points (31%)</b> Project proposals should show how well the pedagogical methods align with the programme's objectives and outcomes, and how effectively digital tools are used to support learning. Projects should consider how their pedagogical approach suits the BIP's goals, while also leveraging technology to create an engaging, accessible, and interactive learning environment. Digital tools can include blended learning platforms, virtual collaboration resources, and innovative digital materials that allow for both live and flexible participation.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>Proposals should clearly explain how the pedagogical methods align with the BIP's learning goals, ensuring that activities are purposeful and goal oriented.</li> <li>Projects should identify specific digital tools that will enhance student engagement, accessibility, and interaction throughout the programme.</li> <li>Proposals should describe how technology will support a blended experience, providing opportunities for both synchronous (real-time) and asynchronous (self-paced) learning, tailored to students' needs.</li> </ul> <p><b>Summary of Scoring Distribution for Criterion C</b></p> <ul style="list-style-type: none"> <li><b>Interdisciplinary Approach – 7 Points (20%)</b></li> <li><b>Student-Centred and Problem-Based Learning – 10 Points (29%)</b></li> <li><b>Co-Construction and Involvement of External Stakeholders: 7 Points (20%)</b></li> <li><b>Pedagogical Alignment and Use of Digital Tools and Technology-Enhanced Learning – 11 Points (31%)</b></li> </ul> <p><b>Key Considerations</b></p> <ul style="list-style-type: none"> <li><b>Focus on Pedagogical Alignment:</b> Emphasizing interdisciplinary approaches and student-centred learning ensures that projects align with CIVIS's mission to foster engaging and modern educational experiences. Proposals that adapt teaching and learning strategies that fit the BIP format will be better evaluated.</li> <li><b>Explicit Evaluation Focus:</b> Each point includes clear evaluation</li> </ul>
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	<p>criteria, guiding both applicants and evaluators in understanding what is expected and how proposals will be assessed.</p> <ul style="list-style-type: none"> <li>• <b>Accessible and Clear Language:</b> The criterion is articulated in simple, accessible language to ensure clarity for all applicants, avoiding overly technical terms.</li> </ul>
<p><b>CRITERION D: sustainability of the project (0-25 points)</b></p>	<p><b>Overview</b> This criterion evaluates the potential of the BIP project to have a long-lasting impact and to be sustainable beyond its initial implementation. It focuses on the integration of the BIP into the institutions' educational offerings, plans for future iterations, scalability, and alignment with institutional and alliance-wide strategies to ensure long-term benefits.</p> <p><b>Criterion Details</b></p> <p><b>1. Integration into Institutional Curricula and Programmes – 8 Points (32%)</b> The proposal should demonstrate how the BIP will be incorporated into the regular educational offerings of the participating institutions, ensuring that it becomes an integral part of their academic strategies.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>• Proposals must detail how the BIP will be integrated into existing or new courses, study programmes, or curricular activities within each institution.</li> <li>• Higher scores will be awarded to projects that present concrete plans for this integration and show alignment with the long-term educational strategies and objectives of the partner universities.</li> </ul> <p><b>2. Scalability and Adaptability – 6 Points (24%)</b> The proposal should outline the potential for the BIP to be scaled up or adapted for future use, either by extending it to additional partners, adapting it to new fields or disciplines, or expanding its reach to a wider audience.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>• Proposals should provide a clear plan for scaling the BIP, either through additional funding opportunities, partnerships, or adapting the model for other topics or themes.</li> <li>• Higher scores will be given to proposals that include specific steps for scaling the project and adapting it beyond its initial implementation phase, showing a forward-looking and flexible approach.</li> </ul> <p><b>3. Institutional and Partner Commitment to Future Iterations – 6 Points (24%)</b> The proposal should provide evidence of institutional and partner commitment to supporting and sustaining future editions of the BIP, demonstrating the intention to repeat and expand the programme.</p> <p><b>Evaluation Focus:</b></p> <ul style="list-style-type: none"> <li>• Proposals must include letters of intent or similar evidence from partner institutions, outlining their commitment to supporting future editions and maintaining the partnership.</li> <li>• Higher scores will be awarded to proposals that show clear institutional backing and specific commitments for future funding, staff involvement, or student mobility opportunities.</li> </ul> <p><b>4. Alignment with CIVIS's Long-term Strategy and Impact Goals – 5 Points (20%)</b> The proposal should demonstrate how the BIP aligns with CIVIS's broader long-</p>

term strategy, contributing to the Alliance's goals for internationalization, innovation, and impact in higher education.

**Evaluation Focus:**

- Proposals should explain how the BIP supports CIVIS's strategic objectives and contributes to its mission, such as enhancing global partnerships, promoting multilingualism, or fostering societal impact.
- Projects that clearly link their outcomes with CIVIS's long-term goals and outline how they will measure the BIP's impact over time will receive higher scores.

**Summary of Scoring Distribution for Criterion D**

- **Integration into Institutional Curricula and Programmes: 8 Points (32%)**
- **Scalability and Adaptability: 6 Points (24%)**
- **Institutional and Partner Commitment to Future Iterations: 6 Points (24%)**
- **Alignment with CIVIS's Long-term Strategy and Impact Goals: 5 Points (20%)**

**Key Considerations**

- **Focus on Long-term Sustainability:** Emphasizing integration into curricula, scalability, and alignment with long-term strategies ensures that BIPs are designed for lasting impact.
- **Explicit Evaluation Focus:** Each point includes a clear evaluation focus, offering transparent guidelines for both applicants and evaluators on expectations and assessment criteria.
- **Clear and Accessible Language:** The criterion is written in a straightforward, accessible manner to avoid confusion and ensure understanding among all stakeholders.

## 5. APPENDICES

### 5.1 CIVIS' thematic areas for BIP proposals

The **Blended Intensive Programme** should include, where possible, topics not only relevant for the European context, but also for the African and/or the Mediterranean Areas, especially if members from CIVIS associate member universities in Africa are included in a BIP partnership. **The BIP proposal must tackle one or more focus areas identified by the Hubs Councils.**

#### HUB1: Climate, Environment, Energy

HUB1 initiatives will be organised into a framework which is partly based on focal challenges defined by Future Earth<sup>1</sup>. This framework encompasses research-oriented education and knowledge-action education pathways that target the following focal challenges:

- Deliver energy, water, and food for all.
- Decarbonise socio-economic systems to stabilise the climate.
- Safeguard the terrestrial, freshwater, and marine natural assets.
- Increase resilience and promote sustainable transformations.
- Create fundamental knowledge about climate, environment, and energy.

#### HUB2: Society, Culture, Heritage

HUB2 initiatives will be organized within the framework of the following focus areas:

- Mediterranean Studies: Diachronic and Intercultural Perspectives.
- Heritage and Global Epistemologies.
- Diverse Societies, Inequality, and Social Change.
- Multicultural and Multilingual Communication and Education.
- Law, Norms, Ethics, and Political Institutions.

#### HUB3: Health

HUB3 activities should be related to one or more of the following domains, as defined by the CIVIS HUB3 Council:

- Aging and geriatric medicine.
- Anaesthesiology, pain management, and critical care medicine.
- Biochemistry and genetics, medical biotechnologies, diagnostics, gene therapy, and bioinformatics.
- Diagnostic imaging, biomedical engineering, robotics in medicine, new medical devices, and digital health.
- Mental health, psychology, psychiatry, drug/alcohol addiction, eating disorders.
- Cancer medicine, immunology, and immunotherapies.
- Cardiovascular diseases, diabetes, and metabolic diseases.
- Chronic inflammatory and autoimmune diseases.
- Endocrinology, urology, reproductive and sexual health.
- Gastroenterology, hepatology, and micro-bioresearch.
- Health economics and healthcare management.
- Immunity, infectious diseases, microbiology, public and global health, environmental health.
- Medical humanities and innovative pedagogies.
- Neonate and children Health.
- Neurophysiology, neuroscience, and neurodegenerative diseases.
- Nursing, physical medicine, rehabilitation, disabilities, motor sciences, anatomy, and physiology.
- Oral health.
- Pharmacy, pharmacology, nutrition, nanoscience, and nanoformulations.

#### HUB4: Cities, Spaces, Mobility

HUB4 initiatives should address issues that are consistent with a framework that is partly based on actions defined by the EU Urban Agenda<sup>2</sup>:

- Climate and environmental challenges for cities.
- Social and employment challenges.
- Resilient and sustainable urban economies.

<sup>1</sup> [https://futureearth.org/wp-content/uploads/2019/03/future-earth\\_10-year-vision\\_web.pdf](https://futureearth.org/wp-content/uploads/2019/03/future-earth_10-year-vision_web.pdf)

<sup>2</sup> <https://futurium.ec.europa.eu/en/urban-agenda/action-plans>

- Historical, landscape and architectural urban issues.
- Governing the cities.

#### HUB5: Digital & Technological Transformation

HUB5 should provide an infrastructure for ethical oversight and discussion of the social challenges posed by digital and technological transformations. HUB5 is aiming to produce coherent educational streams that explore and advance the implementation of digital technologies in different areas of life (work, commerce, education, governance, etc.), to deepen the understanding of how digital technologies are incorporated into cultural processes and transformations, and to create a space that facilitates a "critical gaze," on the social impact of digital technologies and transformations in society. Hub 5 initiatives will be organized within the framework of the following focus areas:

- Open science.
- Artificial Intelligence, Machine learning, Robotics.
- Ethics and power, digital divides, inclusion (equity).
- Data science and democracy.
- Public space.
- Personal and professional development (skills, career, personal development).
- Higher education and digital transformation, Innovative pedagogies.
- Environment and sustainability.
- Health and well-being

## 5.2 ECTS Delivery & Recognition

- Upon successful graduation from a BIP, students will receive **between 3 to 9 ECTS credit points** from the coordinating university (even if the physical component takes place in another university, other than the coordinating university). Any form of recognition is fully dependent on the students' home institution's regulations in place, so students must check before applying if the credits can be recognised and under which conditions. Students' participation in BIPs is not conditioned by ECTS recognition.
- A clear **division of the learning outcomes for each ECTS credit point** (based on calculated workload) is required, especially for BIPs ranging from 7 ECTS credit points to 9 ECTS credit points, supporting learning recognition for students from CIVIS universities.
- A **Learning Agreement** must be signed before the mobility in order plan for a possible recognition upon successful graduation.
- The exact number of ECTS credit points is defined by the BIP coordinator(s) based on the calendar and duration of the proposed activities, **corresponding to the total amount of workload** for students to attend and finish the programme (the total amount of workload includes both components of the BIP, virtual and physical)).
- Based on the ECTS User's Guide (2015, p. 10), ECTS credit points must be linked with the total number of hours dedicated by the student to participate in the programme expressed as workload (1 ECTS = 25-30 hours of student workload). The workload amount represents the sum of the following components:
  - Number of hours guided by academics / teaching / training staff (such as, but not limited to, face to face / online / synchronous lectures, field learning, mentoring, supervised assessment, etc.).
  - Number of hours of individual work conducted by the students (such as, but not limited to, independent study time (mandatory bibliography, pre-recorded video lectures, lecture materials and class notes, other resources), research, projects, homework, unsupervised assessment, etc.
- For credits to be transferred, participating students must receive a **Transcript of Records** or similar (signed by the coordinating university) clearly stating the number of ECTS credit points awarded to the students. The Transcript of Records is issued at the end of the BIP (including both components), recording the learning experience of the student across the entire duration of the programme.
- Upon assessment, students' participation in the BIP will be graded following the grading system in place at the coordinating university and will be included in the Transcript of Records. The grading supports a better recognition process for CIVIS BIPs and is mandatory for the programme's implementation.
- As a soft recommendation, at least 30% of the proposed total number of hours of the BIP can represent activities guided by academics / teaching / training staff, as direct interaction (face-to-face or online) with the participants, the difference being represented by individual work conducted by the students. Of course, the distribution between the two components of the workload can vary, depending on the nature of the BIP and the planned activities. Yet, we recommend not going below the 30% number of hours guided by academics / teaching / training staff out of the total workload, as the BIP is not a self-paced learning activity.
- **Assessment of the acquired competencies / learning outcomes is mandatory** and must be included in the programme. The assessment method(s) will be described by the BIP coordinator(s) in the application. Assessment must be conducted / evaluated by the academics / teaching / training staff involved in the delivery of the BIP, under the supervision of the BIP coordinator. Different assessment formats can be applied, both supervised and unsupervised assessments, but they must be clearly described by the coordinator(s) and followed during the programme implementation.



## 5.3 Mobility Costs

### Erasmus+ funded Mobility Costs from and to EU CIVIS Universities

#### Erasmus+ Individual support for participants

- Students and academics / teaching / training staff will be funded through Erasmus+ funds of the respective sending universities
- Academics / teaching / training staff will be funded through Erasmus+ “**Teaching Staff Mobility**” (STA) funds by their home university. They are required to **teach a minimum of 8 hours** during a minimum 2 days (5 days, if host not EU CIVIS university) of physical mobility component to be eligible for Erasmus+ funding.
- Each Erasmus+ funded mobile participant must receive a grant for individual support from the sending university, based on the Erasmus+ regulations and the institutional practices put in place. Individual support is of **79 EUR per day for students**. Individual support for academics / teaching / training staff depends on the hosting country. The amount of the daily grant depends on each university strategy and their allocation of Erasmus funds.
- The individual support **can cover 2 travel days** (one travel day before the activity physical component of the BIP and one travel day after). Participants who opt for a green travel could receive up to 4 days of additional individual support to cover travel days, if applicable and always **according to Erasmus+ funding rules valid at the sending university**. **The amount of the grant depends on each university strategy and their allocation of Erasmus+ funds.**

#### Erasmus+ Inclusion support

A person with fewer opportunities faces personal, physical, mental or health-related conditions that make participation in the project/mobility action not possible without extra financial or other support. CIVIS universities that have selected students and/or staff with fewer opportunities can allocate additional grant support to them to cover the supplementary costs for their participation in the mobility activity. For eligibility criteria and allocation of these funds, please contact your local university office in charge.

#### Erasmus+ Travel support for participants

Erasmus+ travel support will be provided for students (not applicable for students from Sapienza University) / academics / teaching / training staff funded through the Erasmus+ funds of the sending university from the place of origin (= normally home university) to the venue of the activity (= normally host university) and return. The amount received by students is calculated according to the travel distance. As a general rule, travel with low emissions means of transport is to be favoured for travel distances below 500 km. The amount received by academics / teaching / training staff is calculated according to the Erasmus+ rules BUT might differ by reimbursement regulations put up in place at the sending CIVIS university.

### Mobility Costs: From and to Non-EU CIVIS Universities

The University of Glasgow and the University of Lausanne cannot access the Erasmus+ budget for BIPs to finance outgoing participants. Also, in some cases mobilities to these CIVIS universities might not be financed by Erasmus+ funds. However, these universities are invited and encouraged to participate in all CIVIS initiatives and actions. There are specific funding options for CIVIS BIPs in place for the participation of non-EU CIVIS Universities. African associate member universities are also invited and encouraged to participate. If available, they can access special Erasmus+ funding schemes (see below) or will be asked to provide own budget to enable the activity.

#### University of Glasgow

The University of Glasgow has a dedicated budget for participation in CIVIS activities, including the CIVIS BIPs, and possible support is mirrored on that provided by Erasmus+ funding options. Staff and students are invited to contact the CIVIS Team of the University of Glasgow, at [civis@glasgow.ac.uk](mailto:civis@glasgow.ac.uk), with any enquiry about funding.












#### University of Lausanne

The University of Lausanne combines a dedicated budget for participation in CIVIS activities and funding from the SEMP programme, where possible. The funding mirrors the one provided by Erasmus+ funding option. Staff and students are invited to contact the CIVIS Team at the University of Lausanne, at [civis@unil.ch](mailto:civis@unil.ch), for institutional support for participation in CIVIS BIPs.

## Involving African Partners

- Involved applicant teams from EU CIVIS Universities can apply to their respective Erasmus+ /International Office for Erasmus+ KA 171 funds for enabling the participation of students and staff members in the physical component at the receiving (hosting) CIVIS university in a Programme Country.
- In case the participation of academics / teaching / training staff can be funded by the **hosting** CIVIS university, BIP team members joining in this way must follow the administrative procedures for an Erasmus+ KA 171 mobility. Rates for covered travel costs and subsistence differ between countries and regulations put in place by receiving university.
- If a BIP is planned to take place in the country of an associate member in Africa, no Erasmus+ OS for BIPs will be available. Participants travelling to the host university can apply for funds available at the sending university according to available funding schemes: EU CIVIS University can use either KA 171 funds and/or KA 131 fund for International Mobility or other; non-EU CIVIS universities access their budget allocated/designed for this activity type. Please note: Financing mobility through Erasmus+ KA 131 International Mobility only applies if the EU CIVIS university has allocated funds for International Mobility to the African associate member universities.
- Students from CIVIS associate member universities in Africa can be considered for participation in BIP, but do not count towards the minimum of 10 mobile participants, since their universities are not from Erasmus+ associated partner countries. Financing participation could be possible based either on own funds at the sending university or on available Erasmus+ KA 171 budget at a host EU CIVIS university, valid bilateral Erasmus+ Inter-Institutional Agreement put in place and respecting other funding regulations, if applicable.

## 5.4 Open Labs Contact

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