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Europe's Civic University Alliance

Embedding Modular Learning Offer in a European University Alliance

CIVIS2 Deliverable 11.1:
Catalogue of the CIVIS Modular Offer

Approved by the Steering Committee of CIVIS
on 17 September 2026

The CIVIS Alliance member universities

Here are the names of the universities and their acronyms as we use them in CIVIS.

Full member universities

AMU	Aix-Marseille Université
NKUA	National and Kapodistrian University of Athens
UB	University of Bucharest
ULB	Université libre de Bruxelles
UofG	University of Glasgow
UNIL	University of Lausanne
UAM	Universidad Autónoma de Madrid
SUR	Sapienza Università di Roma
PLUS	University of Salzburg
SU	Stockholm University
UT	University of Tübingen

Associate member universities

UH2C	Université Hassan II de Casablanca
UCAD	Université Cheikh Anta Diop de Dakar
WITS	University of the Witwatersrand, Johannesburg
MAK	Makerere University
UEM	Universidade Eduardo Mondlane
USF	Université de Sfax

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CIVIS – Europe's Civic University Alliance

CIVIS is formed by the alliance of 11 leading research-intensive 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. Six prestigious African universities join CIVIS as Associate Members: Université Hassan II de Casablanca, Université Cheikh Anta Diop de Dakar, University of the Witwatersrand, Johannesburg, Makerere University, Eduardo Mondlane University, Université de Sfax.

CIVIS brings together a community of more than 470,000 students and 58,000 staff members, including 35,000 academics and researchers in Europe alone. Including Associate Members, the Alliance counts 720,000 students and 75,000 staff members.

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1 Alliance
11 Universities
Countless Possibilities

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CIVIS 2 WORK PACKAGES AND STREAMS

The CIVIS2 project is organised around three broad Streams, the Alliance's key areas of activity. Each Stream brings together different operational Work Packages that turn our Alliance's priorities into action.

WP1	Management and Governance	
WP2	Civic Engagement and Challenge-Based Education Strategy	Stream 1: Challenge-Based Education and Civic Engagement
WP3	Challenge-Based Local to Global Educational Activities	
WP4	Local to Global Civic Engagement Projects	
WP5	Enabling the Shared Inter-University Campus	
WP6	Connecting Student Communities through the Inter-University Campus	Stream 2: Inter-University Campus
WP7	Connecting Staff Communities through the Inter-University Campus	
WP8	Embedding Shared Educational Offer	
WP9	Accredited Shared Undergraduate (Bachelor) and Graduate (Master) Educational Offer	Stream 3: Embedded Joint Educational offer
WP10	Doctoral Educational Offer	
WP11	Accredited Modular Educational Offer	
WP12	Consolidation	
WP13	Impact and Dissemination	

ACRONYMS AND ABBREVIATIONS

BIP	Blended Intensive Programme
CEAR	Spanish Commission for Refugee Aid
COIL	Collaborative Online International Learning
ECTS	European Credit Transfer and Accumulation System
EDCL	European Digital Credentials for Learning
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework
HEI	Higher Education Institution
MOOC	Massive Open Online Course
NGO	Non-Governmental Organisation
NVAO	Dutch-Flemish Accreditation Organisation

EXECUTIVE SUMMARY

Deliverable D11.1 Catalogue of the Modular Offer provides a consolidated account of the development of the modular educational offer within CIVIS 2 and documents the contribution of Work Package (WP) 11 to the progressive establishment of a more flexible, stackable and recognisable learning architecture across the Alliance. Its primary purpose is to present the scope, rationale and strategic relevance of modularity within CIVIS, while highlighting the main results achieved through the design, testing and consolidation of a wide range of modular formats. These include 4 micro-programmes, 12 micro-credentials, 2 Massive Open Online Course (MOOCs), 1 Collaborative Online International Learning activities (COIL), 1 doctoral module, 1 asynchronous online course, 1 modular learning unit and 236 Blended Intensive Programmes (BIPs) developed across CIVIS. The deliverable is situated within the broader European policy context shaped by the European approach to micro-credentials, which aims to support the development, implementation and recognition of high quality, transparent and portable short learning experiences across institutions, sectors and borders. This framework is directly relevant to CIVIS as it emphasises learning outcomes, assessment, quality assurance, portability, stackability and learner centred pathways.¹

The report traces the evolution of the Alliance modular offer: from design to implementation and consolidation. CIVIS initially approached modularity through pilot micro-programmes and initial initiatives, which generated valuable experience in joint educational design, interuniversity cooperation and flexible learning pathways. These early phases also highlighted structural constraints related to accreditation, recognition of learning outcomes, student management and the different institutional and legal conditions across partner universities. As a result of this experience, the work progressively focused on the core components of a sustainable modular offer: learning outcomes, workload, assessment, quality assurance, recognition, portability, stackability and digital certification. The principal findings of the deliverable point to the emergence of a broad and diversified modular educational landscape. This development is reflected not only in the number of activities identified, but also in their thematic diversity and their alignment with the five CIVIS thematic challenges represented by the Alliance's Hubs. The catalogue includes modular provision in areas such as civic engagement, global awareness, digital society, health and wellbeing, molecular therapies, digital humanities, artificial intelligence, complex systems, sustainable tourism, clinical immunology, transversal competences and sustainable mobility. This alignment is particularly visible in the two CIVIS 2 micro-programmes: Equitable and Just Digital Society and Digital Transformations in Health and Wellbeing. This thematic range confirms that modularity is being developed within CIVIS as a transversal educational strategy, capable of connecting the Alliance's priority areas² with flexible, collaborative and progressively stackable learning opportunities.

CIVIS Alliance via project's WP11 supported the development of modular provision through a set of complementary support mechanisms and implementation tools. Analytical activities, including surveys and mapping exercises, helped to identify institutional practices, regulatory constraints and implementation needs, across the Alliance. Training and knowledge sharing activities were delivered through Staff Weeks and dedicated initiatives, creating opportunities for exchange, peer learning and the development of shared approaches. Pilot activities, in turn, made it possible to test modular formats in practice and to gather evidence on their feasibility, recognition and organisational requirements. The added value of modularity for students and staff lies in the creation of more flexible, international and interdisciplinary learning opportunities, while enabling academic teams to cooperate across institutions through formats that can be adapted to diverse institutional and regulatory contexts.

This work was supported by practical tools designed to facilitate the preparation, implementation and formalisation of joint educational activities. CIVIS Educational Calls also served as important instruments for encouraging the development of modular provision. These efforts have strengthened the foundations for a more coherent modular educational offer and provide a useful basis for further development under the next funding phase, CIVIS 2.1.

¹ Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243) OJ L 189, 27.06.2022.

² Arias, S., Palma, M., Nikolopoulos, I.-N., & Mihaila, V. (Eds.). (2022). Building our civic identity: Towards a socially responsible university: Walking together to achieve a positive and transformative impact on society. CIVIS, A European Civic University Alliance.

The report also identifies several challenges that must still be addressed to ensure full sustainability. These include the progressive development of a more operational joint accreditation framework, the continued alignment of recognition practices across institutions, the strengthening of quality assurance and monitoring mechanisms, and the more systematic integration of modular provision within both institutional and alliance level strategies. In this sense, the report underlines that modularity in CIVIS is gradually emerging as a structural framework for flexible, international and learner centred education, supported by coordinated governance, operational capacity and sustained institutional commitment.

Deliverable D11.1 has both strategic and practical value. At the strategic level, it confirms that modularity can play an important role in the future development of the CIVIS educational offer. It also shows how the Alliance can contribute to European priorities in lifelong learning, skills development and more flexible learning pathways.

At the practical level, the deliverable brings together evidence from the activities developed under WP11. This provides a basis for expanding modular provision across CIVIS, improving recognition and portability, and helping successful pilot initiatives become stable, quality assured and stackable learning opportunities.

The report therefore documents the progress achieved so far, while also supporting the next stage of CIVIS. Joint programmes and flexible learning pathways can increasingly be built from smaller certified units that are recognised by partner universities and connected within a coherent Alliance framework.



Introduction

Deliverable D11.1 Catalogue of the Modular Offer provides an overview of the development of modularity within CIVIS 2 over the course of the project period, from October 1, 2022- September 30, 2026. It presents the main results achieved by the CIVIS Alliance under WP11 and explains how the foundations for a more flexible, transnational and recognisable learning offer have been progressively established across the Alliance.

The European approach to micro-credentials has created new opportunities for Higher Education Institutions (HEIs) and university alliances to design shorter, skills-oriented and more flexible learning pathways. At the same time, it has highlighted the diversity of institutional practices, regulatory frameworks and educational formats through which modular learning can be implemented. CIVIS reflects this diversity through a broad portfolio of initiatives, including micro-programmes, micro-credentials, MOOCs, COILs, asynchronous online courses, doctoral modules, modular learning units, training activities, workshops and staff weeks included in the present deliverable.

Within this framework, the deliverable shows how CIVIS has progressed from an initial phase of experimentation, which included identifying the types of courses most suited to modularisation in [D8.1](#) "Digital Guidebook on Credited Multiple & Joint Education", towards a more structured phase of consolidation. Building on the CIVIS 1 micro-programmes and the first CIVIS 2 micro-programmes, the CIVIS Educational Calls have broadened the range of flexible and transnational learning opportunities across the Alliance. The funded initiatives cover areas such as civic engagement, digital transformation, health, tourism, artificial intelligence, science communication and sustainability, reflecting both the comprehensive profile of CIVIS universities and the Alliance's commitment to addressing societal challenges through education.

The added value of modularity in CIVIS lies in its capacity to connect existing academic expertise with shorter, more accessible and, where appropriate, certifiable learning opportunities. The initiatives mapped in this catalogue bring together different partner universities, combining online, blended and collaborative formats, and addressing diverse groups of learners. They also demonstrate that modularity has not developed as an abstract concept, but through concrete educational outputs, institutional learning and gradual alignment with CIVIS priorities and European policy orientations.

Micro-credentials are presented in this deliverable as one of the main instruments for strengthening modularity, supporting skills development and making selected learning outcomes more visible, portable and recognisable across the Alliance. The report also acknowledges the importance of other formats and supporting activities developed within CIVIS, including modular units connected to joint Bachelor's, Master's and Doctoral programmes, as well as initiatives that have fostered academic engagement, pedagogical innovation, quality assurance and the development of future learning pathways.

This report therefore offers a state-of-play analysis of modularisation at the end of CIVIS 2 and identifies the basis for further development in CIVIS 2.1. It maps existing initiatives, describes the gradual consolidation of procedures and support mechanisms, and highlights the role of modularity as an emerging infrastructure for flexible learning, recognition and international cooperation within CIVIS.

Policy context and rationale

This deliverable is situated within the broader framework of the European Universities Initiative, which promotes deep and long-term transnational cooperation among HEIs in education, research, innovation, and societal engagement. For CIVIS, modular educational provision contributes to this objective by supporting more flexible, learner centred and skills-oriented pathways across institutions, disciplines and levels of study.

At the European level, the policy debate has gradually shifted from a general emphasis on flexibility, lifelong learning and innovation in higher education towards a stronger focus on short, stackable and recognisable learning experiences. In this context, modularity should be understood as a broad educational principle that organises learning into smaller units which can be combined, embedded or accumulated in different ways. Micro-credentials are the most visible expression of this trend, but they form part of a wider landscape of modular formats, including micro-programmes, BIPs, COIL initiatives, MOOCs, doctoral modules and other short learning units designed to support mobility, interdisciplinarity, lifelong learning and flexible participation in higher education. (D8.1).

The Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability provided a common reference framework for the development, implementation and recognition of micro-credentials across institutions, sectors and borders³. This framework has been further reinforced by more recent European policy developments, notably the Union of Skills, which places education, upskilling, reskilling and the circulation of skills at the centre of the European agenda for competitiveness, inclusion and quality employment⁴. Within this policy environment, micro-credentials are increasingly regarded as instruments that can support agile responses to changing economic and social needs, complement traditional degree structures and contribute to the medium and long-term sustainability of educational programmes. The consolidation of modularity is also linked to the digital transformation of credentials and recognition systems. [Europass](#) and the [European Digital Credentials for Learning](#) (EDCL) provide a common mechanism for issuing secure, verifiable and portable credentials, supporting transparency and cross-border recognition within European University Alliances. (European Commission, 2023)⁵⁶.

European University Alliances are therefore testing different forms of modular provision, including the integration of micro-credentials into broader learning pathways, the use of digital credentials and the articulation of complementary formats for different learner profiles and institutional contexts. Although these formats do not have the same regulatory status, they collectively reflect a broader transition towards more flexible educational provision in higher education.

Recent analytical work has provided a useful framework for understanding these developments. As mentioned by *Cartiş and Iucu (2025)*⁷, the relationship between alliances and micro-credentials can be examined through dimensions such as strategic integration, curriculum and learning pathways, employability, governance, recognition, barriers to implementation, and future directions. This perspective is particularly valuable in understanding micro-credentials not merely as short courses, but as part of a broader transformation of higher education systems towards greater flexibility, inclusiveness, and employability. At this stage, the operational lifecycle of CIVIS micro-credentials should be seen as an emerging implementation process. CIVIS is progressing from design and pilot development toward broader implementation, so the full sequence of development, delivery, evaluation, revision and possible relaunch cannot yet be fully assessed. The work carried out has already established the main elements of this lifecycle, bringing together pedagogical design, institutional readiness, technical and certification support, quality assurance, and governance arrangements.

Objectives

WP11 was designed to support the development of modular learning provision as a structured component of the CIVIS educational offer. Its objective was to contribute to the establishment of an accredited, recognisable and sustainable modular framework across the Alliance, aligned with existing degree structures and open to lifelong learning and staff development.

The WP addressed the academic, administrative and quality requirements needed for the design, implementation and recognition of modular learning opportunities. This included the definition of learning outcomes, workload, assessment, certification, recognition procedures, digital support mechanisms and conditions for institutional sustainability across partner universities.

In line with the project objectives, WP11 aimed to:

- develop an accredited modular educational offer;
- facilitate the accreditation and recognition of CIVIS modules;
- support the embedding of modules within Bachelor's and Master's programmes;
- promote the use of innovative pedagogies and digital tools in modular provision;

³ Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243) OJ L 189, 27.06.2022.

⁴ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions on the Union of Skills. COM (2025) 90 Final, 5.3.2025.

⁵ European Commission, European Digital Credentials for Learning – Framework and Tools for Issuing, Storing and Verifying Digital Learning Credentials, Europass Portal, 2023

⁶ European Commission, European Digital Credentials Infrastructure (EDCI): Framework and tools for issuing, storing and verifying digital learning credentials, Europass Portal

⁷ Iucu, R., & Cartiş, A. (2025). From inclusivity to "transclusivity" in European University Alliances [Conference presentation]. CIVIS Days 2025, Sapienza University of Rome / CIVIS Alliance.

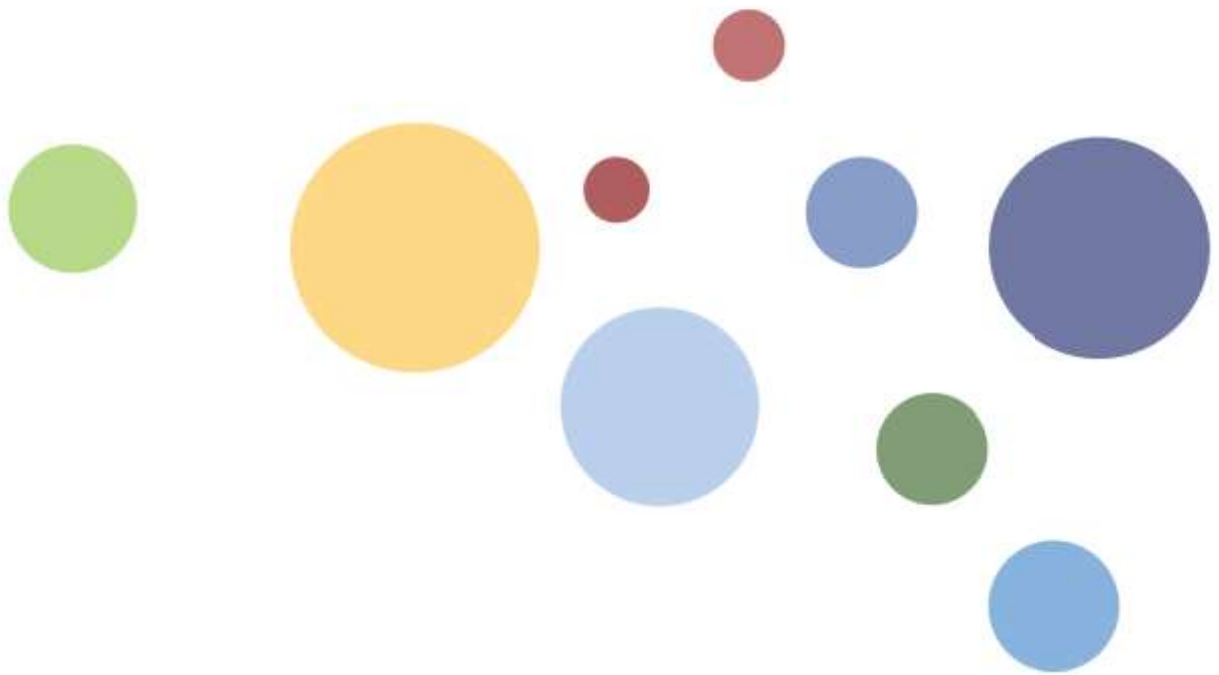
- strengthen the involvement of local partners and CIVIS African Associate Members in the CIVIS joint educational offer; and
- ensure the long-term sustainability of modular learning pathways.

This work is carried out in close coordination with other WPs in Stream 3, particularly WP8, WP9, and WP10, and with transversal units such as the Education Unit, the Digital Campus Unit, the Mobility Unit and the Innovative Pedagogy Officer. WP11 also interacts with WP7 in relation to Staff Weeks and with the Lifelong Learning Expert Group in the development of Consortium Agreements for micro-credentials. A central role of WP11 is therefore to connect educational design, accreditation and certification, digitalisation, quality assurance and sustainability in support of flexible and scalable learning pathways across the Alliance.

Methodology

The methodology adopted for this deliverable is based on a structured review of documentary evidence, implementation outputs and institutional learning generated throughout CIVIS 2. It draws on CIVIS internal milestones, internal surveys, pilot experiences, Educational Calls, Staff Weeks, workshops, pedagogical exchanges and consultations with partner universities. These sources have been used to identify, classify and document the modular formats, activities and results included in the catalogue.

The analysis combines evidence from CIVIS implementation with the relevant European policy framework on micro-credentials, digital credentials, accreditation, recognition and quality assurance. This approach allows the deliverable to present the catalogue both as a consolidated record of achievements and as an analytical tool for assessing progress, extracting lessons learned and identifying future opportunities for the sustainable development of modular education across the Alliance.



1

STATE OF THE ART

This section sets out the state of the art supporting the development of modularity within CIVIS, summarising the mission of WP11 in CIVIS 2, and presents the evidence base supporting the gradual construction of a modular educational offer across the Alliance.

Conceptual framework

Definitions and key concepts

According to the CIVIS Educational Framework outlines in D8.1 modularisation is understood as both a pedagogical and organisational approach to building broader learning pathways through the combination of smaller learning units. This understanding is further developed in MS 8.3, "Feasibility Report on Modularisation and Flexible Pathways" (internal document), where modularisation is presented as a structural strategy for organising education into flexible and combinable units, including Single Learning Activities (SLAs), modules and, where relevant, BIPs. In this sense, modularisation does not imply the fragmentation of teaching provision, but rather the design of coherent and potentially stackable learning pathways that may contribute to degree programmes or support lifelong learning. It also enhances learner autonomy by enabling students to shape their educational trajectories according to their interests, deepen knowledge in specific areas and broaden their fields of expertise.

Within the European policy framework, several of the formats included in the CIVIS modular catalogue can be defined as follows:

- **Micro-credentials:** records of the learning outcomes acquired by a learner following a small volume of learning, assessed against transparent and clearly defined criteria. They are owned by the learner, portable and shareable, and may be used as standalone credentials or combined into larger qualifications.
- **Micro-programmes:** coherent sets of modules or learning units organised around a thematic or educational objective. They may contribute to broader curricula or lifelong learning pathways, even when they do not constitute formally accredited joint programmes.
- **Modular units and modules:** structured learning components with defined learning outcomes, workload and assessment. They are designed to be combined with other units and may contribute to micro-credentials, micro-programmes or larger programme structures.
- **SLAs:** flexible and targeted learning units designed to deliver specific knowledge, skills and competences through clearly defined learning outcomes. They may take the form of short courses, webinars, workshops or other focused learning experiences, either as standalone offers or as components embedded in wider curricula.
- **MOOCs:** open-access online courses designed for large-scale participation, usually asynchronous and widely accessible. They support flexibility, inclusion and outreach beyond traditional student audiences.
- **COILs:** structured forms of virtual exchange in which students and academic staff from different countries collaborate online through joint learning activities, combining disciplinary content with intercultural exchange.
- **BIPs:** short-term learning activities that combine physical mobility with a compulsory virtual component and are jointly developed by several partner institutions. BIPs are not part of the modular offer as such; however, in CIVIS they have provided an important experimental space for testing challenge-based, international and potentially stackable learning formats.

Accreditation and certification

A clear distinction must be made between accreditation and certification. **Accreditation** refers to the formal validation, by a competent authority or quality assurance body, that a programme meets established standards and can be formally recognised within national regulatory frameworks. **Certification**, by contrast, refers to the issuing of a credential confirming that a learner has achieved specific learning outcomes. In CIVIS, certification is especially relevant for modular provision, as European Commission instruments such as Europass and the European Digital Credentials for Learning support the issuing, sharing and verification of digital credentials across borders, thereby enhancing portability, transparency and trust in modular learning pathways.

Strategic vision

For CIVIS, modularity is an important instrument for supporting a more flexible, inclusive and interconnected European educational offer. It supports lifelong learning, while also opening possibilities for integration into regular bachelor's, master's and doctoral programmes. Through different educational formats, CIVIS has tested modular learning opportunities that respond to diverse learner needs and institutional priorities. These experiences have contributed to the progressive consolidation of modularity within the Alliance, while also identifying areas where further alignment, clearer recognition pathways and interoperable digital certification could support its future development.

Operational structures and processes

Quality assurance

Quality assurance is a key condition for developing a credible modular offer within CIVIS. For micro-credentials, the Council Recommendation on a European approach to micro-credentials underlines the need for transparent, documented and fit-for-purpose quality assurance, combining internal and, where relevant, external processes to support trust, recognition and portability across institutions and countries.

In practical terms, CIVIS modular provision should build primarily on the existing internal quality assurance systems of the partner universities, while ensuring compatibility with national accreditation frameworks and European standards. It is essential to cover the full lifecycle of each activity: the definition of learning outcomes, workload and assessment; the approval and delivery process; the issuing of digital credentials; and periodic review based on learner feedback, academic evaluation and institutional monitoring.

For CIVIS, the main challenge is to establish shared principles and minimum common procedures that make modular learning reliable across the Alliance. This is essential for crossborder recognition, and the long-term sustainability of micro-credentials and other modular formats.

Accreditation

The CIVIS experience shows that regulatory diversity across national higher education systems remains a significant factor affecting the joint accreditation of modular educational provision. Differences in legislative and institutional frameworks influence the legal status of short learning formats, the capacity of universities to issue or co-issue micro-credentials, and the conditions under which modular learning can be recognised, certified or embedded within formal degree structures. This issue was analysed in the WP8 MS 8.3, which was based on a survey conducted among CIVIS universities in 2023 and provided valuable evidence on institutional specificities and possible pathways for joint accreditation. The data has recently been updated, and the latest results are presented in the table below. In the almost three years since the first survey was conducted, several institutions have stated changes, particularly in the micro-credentials, showing what has been previously stated: the European Higher Education system is under transformation.

Table 1. Regulatory frameworks for each CIVIS partner institution concerning micro-credentials.

Changes identified	Regulation (national / internal)	Micro-credentials
NKUA	National framework (Law 4957/2022) now provides the legal basis for their development and delivery by the Centres for Training and Lifelong Learning of Greek universities	NKUA first micro-credentials are expected to be launched within the framework of the CIVIS Alliance and jointly developed with other CIVIS member universities
ULB	There is no national framework yet as it remains under conversation. Nevertheless, ULB has now an internal procedure to develop micro-credentials	ULB is currently offering micro-credentials in their catalogue. These certifications are issued without using EUROPASS and they lack the European

		interoperability
UNIL	No changes in the federal regulation. However, the Rectors' Conference of the Swiss Universities, who coordinates the activities of Swiss HEIs, has established a common framework and shared understanding for the development of micro-credentials. This framework provides Swiss HEIs with the basis and authorisation to develop and implement micro-credentials in a coherent and coordinated manner across the country	UNIL is currently offering micro-credentials in their catalogue. These are issued via a digital certificate but not Europass or European interoperable. Recognised at national level
SUR	Despite not having any new national regulations the situation is evolving for micro-credentials: shared university practices and national partnerships are being developed	SUR currently uses Open Badges as the main technology for awarding and making visible competences and learning outcomes experiences. Although micro-credentials offered do not strictly follow the European recommendations. The technology used is not Europass and is not meeting European interoperability criteria
UAM	No new regulations are in place. It is remarkable that the technology to issuing micro-credentials is now well implemented in the institutional context since it was developed under a national project	UAM is currently offering micro-credentials in their catalogue. These are issued via Europass and are meeting the European interoperability criteria

Additionally, some institutions (PLUS, NKUA and SUR) have remarked that the development of micro-credentials locally is being highly influenced by the joint development of CIVIS micro-credentials. Moreover, in some cases being this the first case of offering this type of education format in the institution via the Alliance (PLUS and NKUA).

From an implementation perspective, CIVIS has addressed this diversity by developing common instruments that support joint delivery, even in the absence of a fully harmonised accreditation framework. Among these, Consortium Agreements, further developed within WP11 Milestone 11.2⁸ in collaboration with the Lifelong Learning Expert Group, have emerged as an important mechanism. They provide an organisational basis for cooperation between partner universities by clarifying academic responsibilities, administrative arrangements, quality assurance procedures, recognition, commitments, and certification modalities.

Certification

A further key development has been the use of digital certification tools aligned with European standards, in particular Europass and the broader EDCL. These instruments make it possible to issue credentials in a secure, portable, and verifiable format, thereby strengthening transparency and readability. Within CIVIS, this digital layer is especially important because it provides, in addition to national or local support, a technical infrastructure for certification even when the legal authority to issue the credential remains national or institutional, guaranteeing portability.

The first CIVIS micro-credentials approved by the Steering Committee are: *University Civic Engagement: Making a Positive Impact on the World from the University*, [Design and Development of RNA Therapies for Human Diseases](#), [Creative Tourism: Strategies for Designing and Planning Original Itineraries](#), and *Digital Humanities for Renaissance Studies*. They were developed through newly revised Consortium Agreements and linked to Europass based certification procedures, with UAM serving as the accrediting institution for these educational programmes. This temporary arrangement has made it possible to advance joint modular provision in cases

⁸ CIVIS Milestone MS 11.2 "Report on Accreditation of Modules" (Internal document)

where not all partner universities possessed the necessary internal mechanisms to issue the credentials themselves.

Alternatively, the micro-credential *IA et travail: accompagner ses équipes face au changement* [AI and Work: Supporting Teams Through Change], jointly developed by ULB, AMU and UNIL, followed a distinct certification pathway. The credential was issued by ULB in the form of a diploma, in accordance with its institutional regulatory framework. This arrangement, including ULB's responsibility for issuing the diploma, was formally established in a Consortium Agreement signed by the three partner universities. The certification process did not rely on the Europass platform. This case illustrates CIVIS' capacity to implement flexible and pragmatic solutions adapted to the legal and institutional frameworks of its Member universities. The Alliance is thus developing workable certification arrangements that comply with national and institutional requirements while safeguarding the joint nature of the educational offer.

These developments suggest that regulatory diversity can be addressed, at least in part, through coordinated institutional arrangements, shared templates, and compatible digital certification systems. Although differences between national frameworks remain, the combined use of Consortium Agreements, Europass based digital credentials and centralised certification procedures offers a practical and transferable approach to supporting modular education within the European Higher Education Area.

Implementation plan of the Modular Offer in CIVIS

This section provides an integrated and chronological overview of the implementation of the modular educational offer within CIVIS 2. The development of the modular offer in CIVIS has evolved from pilot initiatives undertaken in the early phases of CIVIS 1, building lessons learned and expanding toward more structured and potentially scalable formats. This evolution can be understood through three interconnected phases:

- a. an experimentation phase based on the first CIVIS micro-programmes
- b. an adjustment phase centred on the micro-programmes of CIVIS 2 developed by Hubs
- c. a consolidation phase supported by the two Educational Calls

Across these phases, CIVIS has progressively refined the coordination, recognition, and certification mechanisms required to support modular educational provision at Alliance level.

Description of joint activities carried out

In the experimentation phase, CIVIS 2 inherited from CIVIS 1 the two micro-programmes designed to test modularity pathways across the Alliance: [Civic Engagement](#) and [Global Awareness](#). These programmes constituted the first joint attempt to operationalise modular learning at Alliance level and enabled partner universities to experiment with collaborative design, transnational delivery, mobility schemes, and recognition practices. Although these initiatives did not yet operate under a unified accreditation framework, they were important pilot experiences that laid out the groundwork for the subsequent development of the CIVIS modular offer.

A second step was represented by the implementation of the micro-programmes identified within CIVIS 2. In particular, [Digital Transformations in Health and Wellbeing](#) and [Equitable and Just Digital Society](#) served as targeted pilot initiatives designed to test a modular and stackable provision within the Alliance. These programmes generated further evidence on the feasibility, pedagogical value and organisational complexity of modular education, while also highlighting the limitations of existing recognition and certification arrangements. To support their long-term sustainability, the next phase will explore their transition from pilot micro-programmes towards more stable formats, including micro-credentials where appropriate, with clearer recognition mechanisms, defined learning outcomes and European Credit Transfer and Accumulation System (ECTS) allocation, and stronger integration into institutional educational offers and broader learning pathways. The consolidation phase commenced with the first Educational Call in 2024 (Annex II). Beyond its immediate educational outputs, the Call marked the beginning of a transition towards a more modular and flexible CIVIS educational ecosystem, in which micro-credentials progressively emerged as a key instrument for recognising and structuring learning. The Call resulted in the development of five micro-credentials and three additional modular learning initiatives, including a COIL, two MOOCs and an asynchronous online course. Building on this initial experience, the second Educational Call, launched in 2025 (Annex III), deepened this shift by explicitly

supporting modular short-term provision, micro-credentials and stackable learning pathways, while introducing additional formats such as doctoral modules and other modular learning units. Together, these initiatives laid the foundations for a more coherent approach to flexible learning, recognition and educational innovation across the Alliance⁹. Taken together, these activities show that the implementation of the CIVIS modular offer has not followed a single linear format but a cumulative and adaptive pathway (Table 2).

Table 2. Phases of implementation of the modular offer in CIVIS

Phase	Main initiatives	Illustrative outputs	Contribution to modularity
Experimentation	CIVIS 1 micro-programmes	Civic Engagement; Global Awareness	Initial testing of joint modular delivery and recognition practices
Adjustment	CIVIS 2 micro-programmes	Digital Transformations in Health and Wellbeing; Equitable and Just Digital Society	Testing feasibility, scalability and interuniversity implementation
Consolidation	Educational Calls (2024 and 2025)	Micro-credentials, COIL, MOOCs, asynchronous course, doctoral modules, modular learning units	Structured and policy aligned modular system with stackability potential

Links to milestones and other Work Packages

The implementation of the modular offer is closely linked not only to the milestones and deliverables developed within WP11 but also to the contribution of several other WPs and transversal Units. At conceptual level, the process builds on the analytical and operational work developed across CIVIS in relation to modularisation, accreditation, mobility, staff training and innovative pedagogies.

WP8 provided the broader educational framework within which modularisation first emerged as a strategic issue, notably through the feasibility work on modularisation and flexible pathways. WP11 subsequently developed the specific mapping, accreditation and implementation tools required to translate the modular offer into practice. At the same time, WP3 and WP6 contributed evidence on the pedagogical and mobility dimensions of BIPs, WP7 supported the capacity building dimension through the Staff Week guidelines, and the work on innovative pedagogies, and the Digital Campus enabled the piloting of digital and learner centred modular formats such as Modular Futures. The Education Unit has complemented this work by ensuring coordination, monitoring and institutional alignment across the Alliance (Table 3).

⁹ While micro-credentials became the principal mechanism through which CIVIS explored modular educational provision, they were not the only one. BIPs have also contributed significantly to the development of the Alliance's modular educational ecosystem, albeit through a different funding framework and without being formally classified as modules. Already in Milestone MS11.1, WP11 identified the strong potential of BIPs for modularisation and highlighted their possible role as building blocks for future micro-credentials and stackable learning pathways embedded within Bachelor, Master and Doctoral programmes. This potential is reinforced by the scale of activity achieved across the Alliance: 236 BIPs have been identified within CIVIS, representing a substantial educational base upon which future modular provision may be developed and sustained (Deliverable 6.1). From this perspective, BIPs should not be regarded merely as mobility activities. Rather, they may be understood as structured educational experiences capable, where institutional, legal and accreditation frameworks permit, of being transformed into modular learning units, including micro-credentials. In this respect, they occupy a strategic position between educational innovation, mobility and curricular development. Their importance is further evidenced by the work carried out in WP3 through Deliverable 3.1 (Catalogue of Challenge-Based Education) and in WP6 through the mobility reports of 2024 and 2025, which demonstrate their contribution to pedagogical innovation, transnational cooperation and the wider transition towards more flexible and modular learning architectures. Seen in this light, BIPs have become one of the most visible expressions of the CIVIS contribution to the European agenda for innovative, transnational and learner-centred higher education, while simultaneously providing a potential foundation for the future development of stackable learning pathways across the Alliance.

Table 3. Links between the modular offer and relevant milestones and Work Packages

WP / Unit involved	Main contribution	Relevant milestone / deliverable
WP3	Contributed the pedagogical dimension of BIPs, particularly in relation to challenge- based learning.	D3.1
WP6	Contributed the mobility dimension of BIPs and related implementation evidence on student participation and mobility arrangements.	D6.1
WP7	Developed the guidelines and procedures for Staff Weeks, supporting the capacity building dimension of WP11.	Guidelines for Staff Weeks / Staff Week Procedure
WP8	Provided broader educational and strategic basis for the feasibility of modularisation and flexible pathways within CIVIS.	MS8.3 – Feasibility Report on modularisation and flexible pathways
WP11	Mapped existing modular formats and developed the operational framework for accreditation, recognition, certification and implementation.	MS11.1, MS11.2, MS11.3
Innovative Pedagogies / Digital Campus	Supported pedagogical and digital experimentation, including the development of Modular Futures as a pilot modular programme.	MS11.4 and Modular Futures pilot programme
Education Unit	Ensured transversal coordination, implementation monitoring and institutional alignment across the Alliance.	Monitoring and coordination function across WP11 implementation

This interdependence shows that modularisation in CIVIS has developed as a crosscutting process shaped by the interaction between educational strategy, accreditation, mobility, staff development, innovative pedagogies and Alliance level coordination.

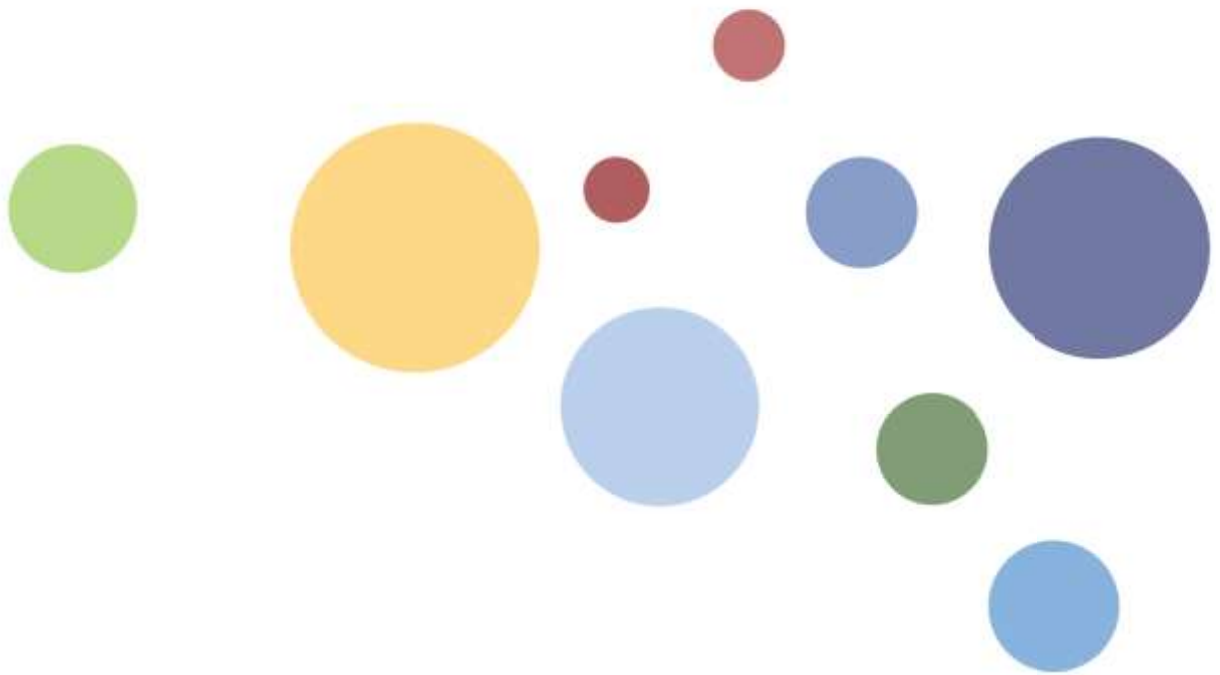
Challenges, deviations, and mitigation measures

The implementation process has faced several structural challenges. Regulatory diversity across national systems continues to limit the establishment of a joint accreditation mechanism at Alliance level, requiring CIVIS to work through institutional certification models while keeping joint accreditation as a longer-term ambition. Recognition practices also vary across partner universities, affecting the portability of learning outcomes and their possible integration into formal programmes. Other challenges concern quality assurance for modular formats, data availability for monitoring and evaluation, stackability across institutional systems, and alignment with lifelong learning strategies.

Table 4. Main implementation challenges and corresponding mitigation approaches

Challenge	Observed effect	Mitigation approach
Regulatory fragmentation	No Alliance wide joint accreditation	Use of institutional certification and interoperable governance tools
Uneven recognition practices	Variable portability and embedding of learning outcomes	Consortium Agreements and shared recognition commitments
Lack of harmonised quality-assurance models	Inconsistent treatment of modular formats	Alignment with European Approach to Micro-credentials and internal quality-assurance procedures
Limited data availability	Difficulties in monitoring participation and outcomes	Coordination with Education Unit and other WPs for evidence gathering
Stackability challenges	Weak articulation of pathways across institutions	Promotion of modular learning units and pathway design through 2025 Callthe 2025 Educational Call
Uneven lifelong learning alignment	Different institutional priorities and implementation speeds	Policy alignment through WP11 guidance and targeted support mechanisms

In sum, the CIVIS modular offer may be understood as an evolving educational framework that has progressively expanded through successive calls, pilot initiatives and mobility-based formats. The experience accumulated to date demonstrates both the feasibility and the added value of developing modular and flexible learning opportunities across the Alliance. At the same time, it highlights a number of issues that will require further attention as this provision continues to mature. In particular, questions relating to accreditation, recognition, portability, interoperability and the compatibility of certification systems are likely to play an increasingly important role in the next phase of development. The experience gathered so far provides a solid basis upon which future initiatives may build, while underlining the importance of establishing coherent approaches capable of connecting diverse educational formats into meaningful learning pathways across CIVIS.



2

WP11 CATALOGUE

The WP11 Catalogue provides an overview of the CIVIS educational offer linked to modularity, covering activities developed, approved, under development or currently being implemented. It shows the gradual evolution of CIVIS provision, from the first pilot microprogrammes launched during CIVIS 1 to the more structured formats developed through the 2024 and 2025 Educational Calls.

The catalogue helps identifying the different ways in which modularity is taking shape across the Alliance, showing how CIVIS has moved from a limited number of pilot initiatives to a broader and more diversified set of formats. This development is particularly visible in the growth of micro-credentials, which have become the main vehicle for modular provision after the Educational Calls, covering areas ranging from digitalisation to health. Modular learning units and doctoral modules further extend this process, showing CIVIS capacity to adapt modularity to different academic levels and pedagogical objectives.

WP11 is also responsible for monitoring the two micro-programmes inherited from CIVIS 1, which have continued to function as important reference points in the transition from early modular experimentation to a more structured CIVIS modular offer. In this respect, the micro-programme *Civic Engagement*, successfully relaunched in 2023 within CIVIS 2, having 172 students that completed this micro-programme between 2023 and 2025, and stands as a flagship example of modular education. By effectively combining academic learning with a compulsory service component addressing real societal needs, the programme has engaged students across bachelor and master levels. Its continued implementation highlights both its academic relevance and its success as a scalable and sustainable modular model.

On the other hand, the micro-programme *Global Awareness*, also inherited from CIVIS 1, illustrates the value of modular provision in supporting transdisciplinary learning. Designed to equip students with the competences needed to understand and analyse global challenges, it offers a flexible learning pathway oriented towards broadening students' international and interdisciplinary perspectives. In its spring 2023 edition, 52 students were accepted and 23 completed the programme. It will be necessary to continue refining its implementation and completion mechanisms in order to strengthen its long-term sustainability within CIVIS.

The micro-credential *Digital Humanities for Renaissance Studies*, resulting from the 2024 Educational Call and currently in its implementation phase, provides a compelling example of the modular and stackable potential of different existing CIVIS educational formats. Originating from a 3 ECTS BIP designed as a joint learning unit, this initiative illustrates how BIPs can evolve into more structured and sustainable educational offers. By transforming a short-term, mobility experience into a recognised micro-credential, the programme demonstrates both the scalability and the long-term sustainability of modular pathways. It highlights the capacity of CIVIS to articulate flexible learning trajectories in which initial learning units can be progressively expanded and embedded into wider academic frameworks, thereby reinforcing the strategic role of BIPs within the modularity agenda of the CIVIS Alliance (Annex I).

The complementary educational formats (MOOCs, COIL, asynchronous online course), that, while not always constituting modules in the strict sense, are relevant to the CIVIS modular ecosystem. These formats support innovation, interdisciplinary collaboration, mobility, and pedagogical experimentation. Their inclusion in the catalogue is important because it reflects the broader environment in which modularity is being developed.

The WP11 Catalogue documents both the core modular offer and the broader educational formats that have contributed to its development. This distinction allows CIVIS to differentiate formal modular programmes from related formats, while also showing how they are connected within the wider evolution of modular provision. Table 5 presents the main components of the CIVIS modular offer, while Annex I provides further detail on each modular programme and related educational format.

Table 5 Catalogue of modularity in CIVIS

Type of offer	Course title	Track / Source	ECTS	EQF	Partners / Coordinator	Status	Students / editions	Certification	Embedding / stackability
Microprogramme	Civic Engagement	CIVIS 1	15	6–7	UT, UB, NKUA, UAM / UT	Ongoing	172 complete the programme by 2025; 3 editions (during CIVIS2)	Institutional recognition	Flexible pathway; potential stackability
Microprogramme	Global Awareness	CIVIS 1	15	6–7	UT, UB UAM / UT	Ongoing	52 accepted; 23 completed 3 editions (during CIVIS2)	Institutional recognition	Flexible pathway; potential stackability
Microprogramme	Equitable and Just Digital Society	CIVIS 2 - Hub5	10	7	UofG, UT, SU, UAM, WITS / UofG	Implemented	2 editions	23 issued: 10 issued in first edition and 13 in the second one	High stackability potential
Microprogramme	Digital Transformations in Health and Wellbeing	CIVIS 2 – Hub3	10	6–7	UB, AMU, UAM, UT, SUR, NKUA / UB	Implemented	2 editions; 33 students in their first edition, second still ongoing	23 certificates issued	Potential stackability
Micro-credential	Design and Development of RNA Therapies for Human Diseases	2024 Call	3	7	UAM, UT, SUR, UB, USF / UAM	Implemented	First implementation phase	Europass route; CA in place	Potentially stackable
Micro-credential	University Civic Engagement: Making a Positive Impact on the World from the University	2024 Call	2	6–7	UAM, AMU, UT, NKUA, SUR, ULB, UB, UofG, UNIL, UEM, WITS / UAM	In implementation phase	First implementation phase	Europass route; CA in place	Potentially stackable
Micro-credential	Creative Tourism: Strategies for Designing and Planning Original Itineraries	2024 Call	3	6–7	UAM, ULB, UB / UAM	Implemented	First implementation phase	Europass route; CA in place	May be embedded in Joint Bachelor in International Tourism
Micro-credential from a BIP	Digital Humanities for Renaissance Studies	2024 Call	6	6–7	UB, AMU, NKUA, SUR, UAM, UH2C, USF / UB	In implementation phase	First implementation phase	Consortium route; CA in place	Originated from a BIP; demonstrated stackability
Micro-credential	IA et travail: accompagner ses équipes face au changement	2024 Call	3	6–7	ULB, AMU, UNIL / ULB	Implemented / Certified	First implementation phase	Certified by ULB	Potential stackability
Micro-credential	Modern Complex Systems: Testing, Assurance and Challenges	2025 Call	3	Likely 6–7	PLUS, UB, UofG / PLUS	Design and development	Planned for 2027–28	To be defined	Expected stackability
Micro-credential	Circular and Sustainable Tourism: Cruises, Islands,	2025 Call	6	Likely 6–7	PLUS, NKUA, UAM, USF / PLUS	Design and development	Planned for 2027–28	To be defined	Embedded in Joint Bachelor in

	Alpine Destinations and UNESCO Heritage Sites								International Tourism
Micro-credential	Design your Micro-credential: From Idea to Practice	2025 Call	n/s	Likely 6-7	ULB, NKUA, UB, UNIL, USF / ULB	Design and development	Planned for 2026-27	To be defined	Expected stackability
Micro-credential	Micro-credential on Transversal Competences for PhD Candidates and Early Stage Researchers	2025 Call	n/s	8-oriented	SUR, AMU, NKUA, UAM, ULB, UB, UCAD, USF / SUR	Design and development	Planned for 2026-27	To be defined	Doctoral pathway; expected stackability
Micro-credential	AI Tools for Audiovisual Content Creation	2025 Call	n/s	Likely 6-7	NKUA, UB, UNIL, USF / NKUA	Design and development	Planned for 2026-27	To be defined	Module of Joint Doctoral Programme in Life & Health Sciences
Micro-credential	Unveiling the Complexities of Clinical Immunology: A Case-based Approach with Interactive Case Discussions	2025 Call	n/s	Likely 7	NKUA, ULB, UB, UH2C / NKUA	Design and development	Planned for 2026-27	To be defined	Expected stackability
Micro-credential	CUBITUS Micro-credential - Communiquer la science à travers les arts	2025 Call	1	n/s	UNIL, AMU, ULB / UNIL	Design and development	Planned for 2026-27	To be defined	Expected stackability
MOOC	Apprentissage de l'expression écrite en français	2024 Call	3	n/s	UAM, NKUA, ULB, UB, UH2C / UAM	In implementation phase	n/s	Not specified	Standalone; potential stackability
MOOC	Climate and energy an interdisciplinary perspective	CIVIS 2 – Hub1	n/s	n/s	SU, AMU, ULB, UB, UAM, SUR, NKUA, UNIL, UT, UofG / SU	Implemented	n/s	Not specified	Standalone; potential stackability
COIL	Competition for Natural Resources and Conflict Management in a Complex Approach	2024 Call	n/s	n/s	UB, SUR, UAM / UB	Implemented	n/s	Not specified	Complementary modular format
Asynchronous online course	Interdisciplinary Perspectives on Sustainable Mobility	2024 Call	6	n/s	PLUS, UAM, ULB, UH2C / PLUS	Implemented	n/s	Not specified	Complementary modular format
BIPs as potential modules	CIVIS BIPs	Complementary format	Variable	Variable	Across CIVIS / multiple	Implemented across CIVIS	236	Transcript of records depending on programme	Strong demonstrated modular and stackable potential
Modular Learning Unit	Civic Engagement Meets University (CEMU) – Transversal Skills Through Social Commitment	2025 Call	3-15	Likely 6-7	UT, NKUA, UAM, ULB, UB / UT	Design and development	Planned for 2026-27	To be defined	Linked to stackability with Civic Engagement

Doctoral Module	Artificial Intelligence and Research: Opportunities Across Disciplines	2025 Call	4	8-orient ed	UAM, NKUA, SUR, UB, UofG, PLUS, WITS, MAK /UAM	Design and development	Planned for 2026–27	To be defined	Standalone doctoral pathway; expected stackability
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Notes:

- n/s = not specified in the currently available documentation. 2025 Call activities are still in the design and development phase and are expected to be implemented in academic year 2026–27.
- CIVIS 2 funds were used only for Erasmus + countries

Equality important. The Catalogue provides a reliable basis for assessing the scale, diversity and strategic orientation of modular provision across CIVIS. Its development is closely connected to the Alliance's broader work on transdisciplinarity, challenge-based education and societal engagement. As highlighted in RIS4CIVIS Deliverable 3.1¹⁰ addressing complex societal challenges requires forms of collaboration that extend beyond disciplinary and institutional boundaries and involve a wide range of societal actors. Within WP11, modularity may be understood as one of the mechanisms through which these forms of collaboration are translated into structured learning opportunities that can be recognised, accumulated and, where appropriate, certified.

The evidence collected through the Catalogue demonstrates that modularity has progressively become an important component of the CIVIS educational landscape. The portfolio brings together a wide variety of formats, thematic areas and institutional configurations, reflecting both the diversity of the Alliance and its commitment to flexible and innovative forms of learning. As shown in the tables above, the offer has expanded considerably over time, both in terms of educational provision and learner participation.

Particularly noteworthy is the growing convergence between modular learning, civic engagement, challenge-based approaches, interdisciplinary collaboration and international cooperation. The portfolio includes initiatives addressing digital transformation, health and wellbeing, tourism, digital humanities, artificial intelligence, sustainable mobility and civic participation, illustrating how modular provision can connect disciplinary knowledge with broader societal challenges. It also shows the increasing involvement of external stakeholders and CIVIS African Associate Members, reinforcing the Alliance's capacity to develop transnational and interconnected learning experiences across institutions, countries and sectors.

These developments suggest that modular provision is gradually emerging as one of the principal mechanisms through which the Alliance experiments with flexibility, lifelong learning, interdisciplinary collaboration and new forms of educational recognition. The diversity of the portfolio makes it impossible to discuss every initiative in detail. Nevertheless, a small number of examples help illustrate how modular provision is being used to address different strategic objectives across the Alliance.

A first group of initiatives demonstrates the contribution of modularity to lifelong learning and professional development. Micro-credentials addressing the impact of artificial intelligence in professional environments illustrate how CIVIS is responding to emerging skills needs through short, flexible and recognised learning formats. These initiatives combine technological literacy with broader organisational, ethical and societal considerations, reflecting the Alliance's commitment to responsible digital transformation.

A second group highlights the role of modular provision in connecting education, research and innovation. Micro-credentials in areas such as RNA-based therapies illustrate how CIVIS universities can combine their scientific expertise to address highly specialised and strategically important fields. These initiatives demonstrate the capacity of modular learning formats to support upskilling and reskilling in research-intensive domains while strengthening collaboration between universities, research organisations and external stakeholders.

A third group concerns doctoral education and the development of transversal competences. Modular learning activities aimed at doctoral candidates and early-stage researchers show how CIVIS is beginning to explore common approaches to training in areas such as Open Science, research communication, entrepreneurship, citizen science and artificial intelligence. Beyond their immediate educational value, these initiatives contribute to strengthening shared research and training capacities across the Alliance and create important synergies between educational and research-oriented WPs.

Taken together, these examples show that the value of modular provision lies not only in the individual learning opportunities it creates, but also in its capacity to connect educational innovation, mobility, research, civic engagement and lifelong learning within a common framework. In this sense, modularity is emerging as an important instrument through which CIVIS can experiment with new educational models while supporting broader European objectives relating to flexibility, recognition and transnational cooperation.

¹⁰ RIS4CIVIS Deliverable 3.1 "Validation through Case Studies"

In sum, the CIVIS modular offer can be seen as an evolving educational framework that has gradually taken shape through the development of micro-credentials, modular learning activities and mobility-based educational formats. The experience accumulated so far provides a solid basis for further development and demonstrates the Alliance's capacity to innovate collectively in the field of flexible and transnational learning. At the same time, it shows that accreditation, recognition, portability and the compatibility of certification systems will remain central challenges in the next phase of development. Addressing these issues will be essential if the different educational formats currently available across CIVIS are to contribute to more coherent and sustainable modular learning pathways in the future.

Supporting tools

CIVIS provides a broad and increasingly coherent set of supporting tools for the development of new educational initiatives within partner universities, while also helping institutions reflect on how to implement both locally and across the Alliance. In the context of WP11, these tools have been particularly valuable for advancing the modularity strategy, as they combine pedagogical experimentation, digital support, external engagement and governance arrangements. Taken together, they have enabled the transition from initial experimentation with micro-programmes to a model centred on micro-credentials, stackable learning pathways and sustainable joint educational provision.

Staff training

[Staff Weeks](#) have created a dedicated environment for exchange, training and co-creation among academic and administrative staff. Their design and implementation have followed the guidelines and procedures developed under WP7, which frame Staff Weeks as instruments for professional development, cross institutional networking, knowledge exchange and support to Alliance objectives.

Within WP11, Staff Weeks have played an important role in developing shared knowledge and practical approaches to modular education, particularly in relation to micro-credential design, quality assurance, recognition, certification and flexible learning pathways. Taken together, these activities show a progressive movement from policy framing and conceptual exploration towards practical design, implementation tools and inter-institutional cooperation.

Key Staff Weeks for the advancement of modularity within CIVIS are:

- Designing Micro-credentials with a Civic Approach, UAM, 26–30 June 2023.
- European Approach for Quality Assurance of Joint Programmes, UAM, 11–12 June 2024.
- Micro-credentials: from idea generation to delivery, UNIL, 2–4 July 2025.
- How are Flexible Learning Pathways Transforming Higher Education? The case of CIVIS BIPs, UB, 8–10 October 2025.
- Modular Futures: Rethinking Learning through Micro-credentials, UAM, 11–14 November 2025.

The Staff Week **“Designing Micro-credentials with a Civic Approach”**, organised at UAM in June 2023, focused on the design of micro-credentials through a civic, challenge-based and pedagogically innovative approach. It brought together 28 participants with diverse academic, administrative and institutional profiles, including 15 representatives from CIVIS universities and 13 participants from other HEIs belonging to seven European University Alliances. The programme addressed key dimensions such as lifelong learning, internationalisation, digital certification, civic engagement and teaching innovation.

The Staff Week on the **“European Approach for Quality Assurance of Joint Programmes”**, held at UAM in June 2024 with 32 participants, brought together academic and administrative staff from CIVIS universities, members of the Mobility, Education and Digital Campus Units, and external experts from the European Commission, the European Association for Quality Assurance in Higher Education (ENQA), the European Quality Assurance Register for Higher Education (EQAR), and the Dutch-Flemish Accreditation Organisation and other European University Alliances (NVAO). It reinforced shared understanding of quality assurance, Consortium Agreements, recognition procedures and the practical implications of the European Approach for joint educational provision.

The Staff Training Week **"Micro-credentials: from idea generation to delivery"**, hosted by UNIL in July 2025, gathered 23 participants from academic and administrative backgrounds and focused on the full development process of micro-credentials, including transparency, transferability, digital credential issuing, assessment, financial models and partner matchmaking. A concrete post-event result was the development of two micro-credential projects, "AI Tools for Audiovisual Content Creation" and "Design Your Micro-credential: From Idea to Practice" which were subsequently submitted to the 2025 CIVIS Educational Call and approved for further development. (No CIVIS 2 funds were used to finance the organisation or travel from/to Lausanne.)

In October 2025, UB hosted **"How are Flexible Learning Pathways Transforming Higher Education? The case of CIVIS BIPs"**, with 39 participants and an audience composed of administrative and academic staff from outside CIVIS. This event connected the BIP agenda with modularity, inclusive international learning, learner-centred design and academic interoperability, while disseminating CIVIS practices beyond the Alliance.

Finally, **"Modular Futures: Rethinking Learning through Micro-credentials"**, organised at UAM in November 2025, gathered 41 participants from across CIVIS, including both academics and administrative staff, and produced a concrete operational output: six micro-credential proposals designed and assessed through a dedicated CIVIS Moodle course and a standardised micro-credential canvas.

Overall, these Staff Weeks demonstrate how modularity has been translated into concrete training and institutional development activities, combining European policy recommendations, peer learning, practical design work, technical and certification support, and interinstitutional cooperation. They also generated tangible outputs for further development of the CIVIS modular offer. The feedback received from participants was very positive, highlighting the relevance of the training, the quality and the usefulness of collaborative work for advancing modular education within CIVIS.

Digital Campus and Innovative Pedagogies

The CIVIS Digital Campus provides a shared digital infrastructure to support the visibility, access, management and delivery of joint educational activities across the Alliance. Within this framework, [Agora](#) functions as the central platform for presenting the CIVIS educational offer, [CIVIS Moodle](#) supports course delivery and access to learning resources, and the Mobility Platform facilitates student registration, mobility applications and related administrative processes. This integrated environment is described in Deliverables D6.1 and D7.1, which provide the broader digital and operational framework within which CIVIS Alliance in the framework of WP11 has developed its modular education activities. Collaboration with the Innovative Pedagogies Officer has further strengthened this environment by linking modularity with [challenge-based learning](#), learner-centred design and digital innovation. WP11 has used [Agora Platform](#) concretely to make modular provision more visible and accessible by structuring and publishing information on micro-credentials, micro-programmes and other modular formats in a common digital environment. This has supported a more coherent presentation of the modular offer, facilitated links with registration and mobility processes, and improved the availability of data for monitoring and reporting. The use of Agora, an open-source infrastructure developed under the EU-funded aUPaEU project, has therefore contributed to the operational consolidation of modular education in CIVIS, while strengthening transparency, coordination and scalability across partner universities.

Apply by April 30!

This program aims to train students in all relevant aspects of the design and preclinical and clinical testing of RNA therapies, acquiring the overall knowledge of the challenges associated with their development, their delivery, and the regulatory steps needed to get them

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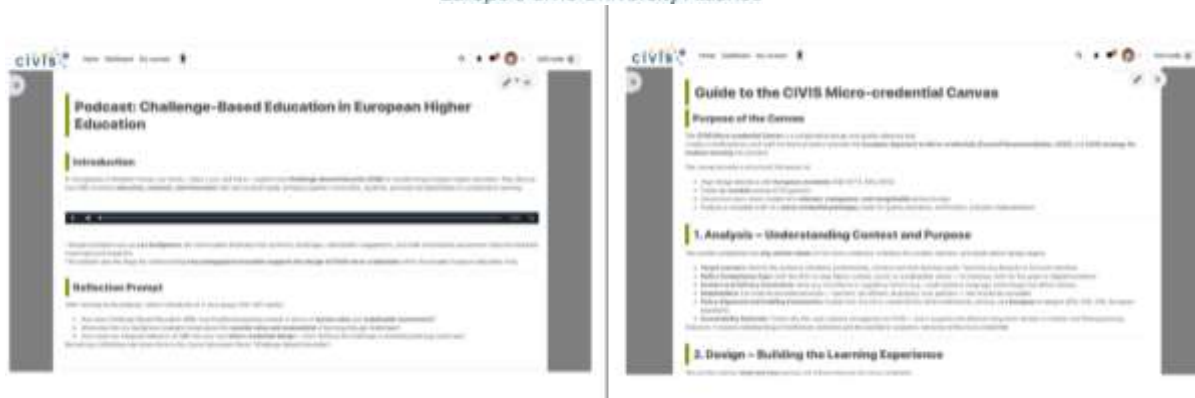


Figure 3: CIVIS Agora Platform example for the staff week Modular futures

As such, Modular Futures has functioned as a training resource and as proof of how CIVIS can operationalise modularity through digital tools and innovative pedagogical design.

Educational Calls

The CIVIS Educational Calls have been a major strategic tool for advancing modularity. The first CIVIS Educational Call, launched in 2024, represented a decisive step towards consolidating a flexible, modular and innovation oriented educational offer. It embedded micro-credentials and stackable learning activities into the Alliance's strategic approach to curriculum development and long-term sustainability. The second CIVIS Educational Call, launched in 2025, marked a qualitative shift from supporting individual innovative activities to building a genuinely modular and stackable educational architecture. In this second phase, micro-credentials and short learning units were conceived more explicitly as portable, recognisable and sustainable components of the future CIVIS educational offer.

Together, the two calls helped WP11 move towards a more structured and consolidated modular offer. They supported the development of concrete educational formats, while strengthening coherence with stackability principles and the broader European skills agenda.

African perspective and external stakeholders

Stakeholder involvement has emerged as a crucial supporting tool for the relevance, legitimacy and sustainability of CIVIS modular provision. In practice, academic coordinators have increasingly identified and incorporated external partners such as Non-Governmental Organisations (NGOs), cultural institutions, research centres, pharmaceutical and biotech companies, patient associations, municipalities, social organisations and other labour market actors in the design and delivery of learning activities. This is particularly valuable in micro-credentials and modular initiatives that seek to respond to societal or professional needs, because it strengthens the alignment between curricula, skills development, employability and community impact.

The approved proposals from the 2024 Educational Call show that stakeholder involvement has been considered in the development of the modular offer, although with varying degrees of involvement depending on the nature of each activity. Several micro-credentials explicitly involve external communities, NGOs, cultural institutions, research centres, professional organisations, companies and patient associations to connect teaching and learning with societal needs. This is particularly evident in the micro-credential [University Civic Engagement](#), where civil society organisations, NGOs, associations and community actors are central to the educational design and to the identification of social and environmental challenges. The proposal also includes a clear African dimension through UEM and the WITS as associated partners. Their participation brings African university perspectives on civic engagement, social commitment and community outreach into the course, while WITS contributes examples of its work in civic engagement and UEM participates in the preparation and recording of contents. The stakeholder base of this micro-credential is broad and includes museums, NGOs, associations, student groups and international organisations such as United Nations High Commissioner for Refugees (UNHCR) and United Nations Children's Fund (UNICEF), as well as organisations such as ULB-Cooperation, Humana People to People in South Africa, Mentor NGO, Women Writing Berlin Lab, Nos Quartiers Demain and the Network of Female Authors in Greece. This micro-credential was developed by the CIVIS Civic Engagement Expert Group in line with the Alliance's

principles of civic engagement. Its design reflects the core values of CIVIS by linking academic learning with inclusion, international cooperation, and active engagement with local communities.

[RNA Therapies for Human Diseases](#) also integrates a broad range of external stakeholders, including non-CIVIS universities, research institutes, biotech industry representatives, patient associations and science communication experts, linking advanced biomedical training with patient needs, innovation and public understanding. In this case, ARTHEx Biotech participates as a biotech stakeholder, while Duchenne Parent's Project Spain brings the perspective of a patient association, reinforcing the connection between scientific training, therapeutic innovation and the needs of patients and families. The proposal also includes USF as a CIVIS African Associate Member, contributing expertise in molecular and human genetics and bringing an African perspective on the challenges of genetic diagnosis, research capacity and access to RNA-based therapies.

Digital Humanities for Renaissance Studies connects academic expertise with museums, cultural heritage institutions, exhibition organisers and digital humanities companies, including Art Safari Bucharest, CEREFREA Villa Noel, the National Museum of Art in Bucharest, the Prado and Thyssen-Bornemisza Museums, CSIC and Net7 Italy. Its African dimension is also explicit, with UH2C and USF enriching the programme through Mediterranean and North African perspectives, Arabic-language sources, cultural transfers and digitisation initiatives. This programme comes from previous BIPs and demonstrates the possibility of modular transformation of courses into micro-credentials.

[Creative Tourism](#) micro-credential includes the involvement of the specialised tourism consultancy ReiniziaT/Reiniziate to assess the relevance, quality and potential reach of the course from a professional perspective; although it does not identify formal CIVIS African Associate Members, the proposal incorporates African tourism examples and indicates the intention to continue exploring CIVIS African Associate Members participation during course preparation.

The educational activities selected under the 2024 Educational Call further enabled the identification of modular initiatives in which stakeholder involvement contributes to strengthening the practical relevance, societal orientation and overall added value of the educational offer. The micro-credential [IA et travail: accompagner ses équipes face au changement](#) was assessed as strong partly because of its collaborations with employment and vocational training institutions such as FOREM and Brussels Formation, which connect the activity with labour market needs and employability. The COIL **Competition for natural resources and conflict management in a complex approach** was also highlighted for the involvement of NGOs in design feedback and real-world case studies, while the asynchronous course **Interdisciplinary Perspectives on Sustainable Mobility** was recognised for its participatory research orientation and potential community impact. These examples confirm that stakeholder engagement in the 2024 portfolio is not limited to one thematic field, but extends across health, civic engagement, culture and heritage, tourism, labour-market transformation, sustainability and conflict management.

The projects selected under the 2025 Educational Call further confirm the growing role of external stakeholders and CIVIS African Associate Members in the development of the Alliance's modular offer. The selected portfolio includes micro-credentials, COILs, a doctoral module and stacked modular learning units that are currently in development with a view to implementation from the beginning of the 2026-2027 academic year. Across the full 2025 Call, eight projects include African Associate Members, and five African Associate Members universities participate in one or more projects, showing that the African dimension is becoming more visible in the design and development of CIVIS educational provision. The evaluation process also recognised the relevance of proposals that embed stakeholder engagement through challenge-based learning, service-learning, blended formats and authentic assessment, while underlining the need to move from general intentions to concrete commitments and operational arrangements.

This is particularly clear in the Modular Learning Unit: **Civic Engagement meets University- Transversal Skills Through Social Commitment**, where modular learning units are structured around theoretical-practical blocks, service-learning projects, challenge-based courses and volunteering activities carried out in cooperation with community partners, NGOs, municipalities, local authorities and social organisations. The pathway involves Ucoopia/ULB-Cooperation, ULB Engagée and UAM's Office for Solidarity Action and Cooperation as interfaces between academia and civil society, and includes examples of social partners such as Athens Nursing Home, Asklepion Hospital, the Centre of Comprehensive Geriatric Assessment at Henry Dunant Hospital, Alzheimer Athens, municipal authorities, SolidarityNow, For Better Days and The Home Project. This proposal identifies possible future cooperation with UCAD, UH2C and WITS, which reinforces its potential to connect civic engagement, modular learning and Africa-European collaboration in future editions.

[Open Labs](#) offer a particularly promising framework for deepening this approach. They can help connect the academic community with local communities, employers and civic stakeholders, and they provide a platform for codesigning educational content, testing learning formats and reinforcing the territorial anchoring of CIVIS initiatives (see D4.1 Making civic engagement count: insights from CIVIS for further information on CIVIS' approach to civic engagement and the Open Labs). A relevant example is the UAM-coordinated Open Lab project [Supporting access and participation to lifelong learning for disadvantaged migrants](#), which brings together UAM, UNIL, UB, UofG and NKUA around inclusive higher education and lifelong learning for marginalised migrant and refugee learners. The project is designed as a collaborative and transnational space for knowledge exchange between universities and their surrounding communities, with a strong emphasis on local stakeholder participation, and the identification of needs related to access, participation, belonging and recognition. Its stakeholder base includes refugee, asylum-seeking and marginalised migrant learners, university staff and leadership, civil society and international organisations such as UNHCR, the Spanish Commission for Refugee Aid (CEAR) and the Red Cross, local and regional authorities, United Nations Educational, Scientific and Cultural Organization (UNESCO) Global Network of Learning Cities partners and wider public audiences reached through open dissemination activities. This project is directly relevant to CIVIS' broader civic mission because it links universities, cities and civil society around inclusion, diversity, equality and access to lifelong learning.

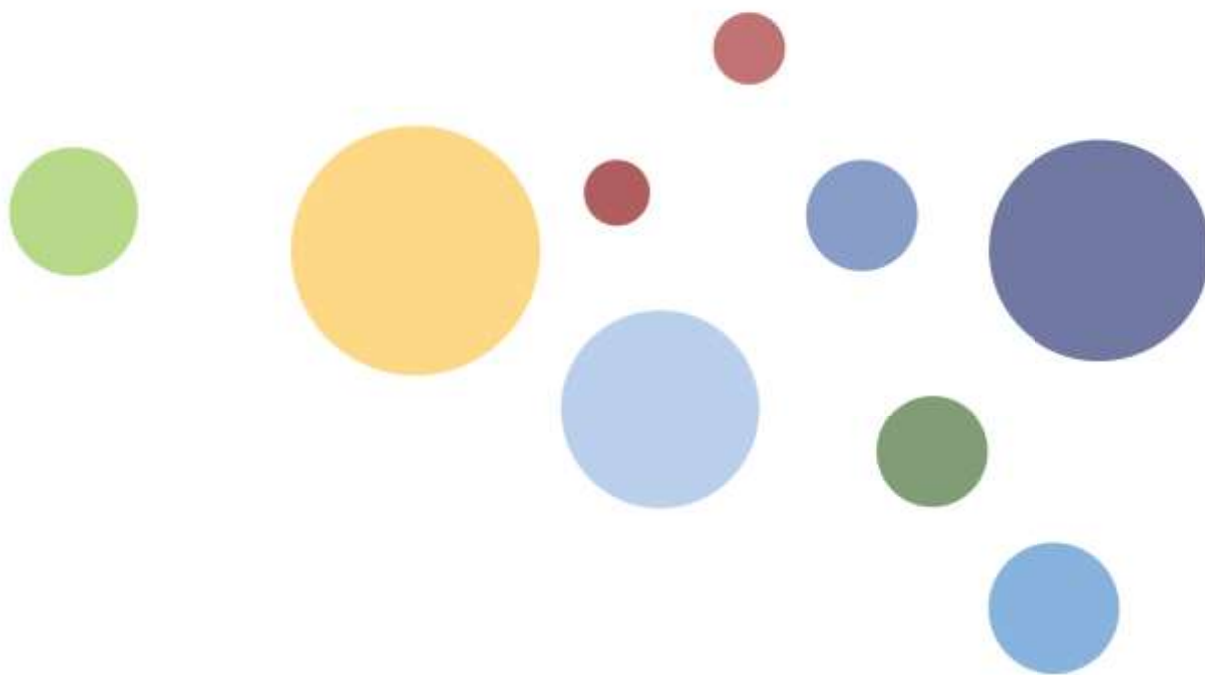
The CIVIS 2 experience also highlighted the opportunity to strengthen the connection between Open Labs and the educational offer. As valuable spaces for stakeholder engagement, Open Labs could contribute more directly to modular and challenge-based activities from the initial design stage of educational proposals for CIVIS 2.1. Clearer channels for their earlier involvement would help connect stakeholder engagement with modular provision and reinforce the social relevance of the Alliance's educational offer.

Consortium Agreements

Consortium Agreements have become an important governance instrument for supporting modularity within CIVIS. They provide a common framework through which partner universities can define academic responsibilities, administrative procedures, quality assurance mechanisms, recognition commitments and certification arrangements, while respecting the applicable national and institutional regulations. This is particularly important in a context in which accreditation and certification requirements remain fragmented across countries.

These Agreements are especially relevant for micro-credentials, since their joint design, delivery, assessment and certification require a clear allocation of responsibilities among the participating institutions. The template distinguishes between the Coordinating Partner University, which oversees the operational management of the educational activity, and the Certificate Issuing Partner University, which provides the legal and institutional basis for issuing the certificate. This distinction facilitates compliance with national legal frameworks while preserving the joint academic character of the CIVIS offer.

The Agreement establishes provisions covering the principal academic and operational dimensions of joint modular provision, including learning outcomes, ECTS workload, European Qualifications Framework (EQF) level, assessment methods, quality assurance, student admission and management, certification, recognition, financial arrangements, data protection and intellectual property rights. It also includes procedures for dispute resolution, amendment and termination, thereby providing participating institutions with a comprehensive framework for managing the full lifecycle of a jointly delivered activity. Designed as a flexible and adaptable instrument, the Consortium Agreement template may be used not only for micro-credentials, but also for other forms of joint modular provision, including microprogrammes and stackable learning pathways. It therefore contributes to greater transparency, institutional accountability and operational consistency across the Alliance, while allowing the arrangements to be adapted to the specific characteristics of each educational offer.



3

GUIDELINES AND RECOMMENDATIONS

The experience accumulated through WP11 demonstrates that modular education has moved beyond the pilot stage and is progressively becoming an integral component of the CIVIS educational landscape. At the same time, implementation has revealed a number of challenges that extend beyond the design of individual educational activities and concern broader questions of governance, recognition, interoperability and institutional integration.

The following recommendations synthesise the principal lessons emerging from the implementation of WP11 and identify areas that may require further development during CIVIS 2.1 and beyond.

Strategic recommendations

1. Position modularity as a strategic component of the CIVIS educational architecture

The experience gathered through micro-credentials, micro-programmes, modular learning units and mobility-based educational formats suggests that modularity should no longer be regarded as an experimental activity. Future developments should focus on its progressive integration within the broader CIVIS educational architecture, including lifelong learning initiatives, joint programmes and future developments related to the European Degree¹¹.

2. Move from individual educational offers towards coherent learning pathways

The principal challenge facing CIVIS is no longer the creation of additional modular activities but the articulation of existing provision into coherent learning pathways. Future efforts should therefore focus on connecting educational experiences through common approaches to learning outcomes, recognition and progression, allowing learners to navigate increasingly flexible educational trajectories.

3. Establish a CIVIS approach to recognition and stackability

The long-term sustainability of modular education depends on the Alliance's ability to address questions of recognition, portability, accumulation and stackability. While full harmonisation remains constrained by institutional and national frameworks, CIVIS should continue exploring common principles capable of supporting the mutual recognition of learning achievements across the Alliance.

4. Align modular provision with shared CIVIS priorities

Future modular provision should contribute to the strategic priorities of the Alliance. Areas such as civic engagement, sustainability, digital transformation, artificial intelligence, health and wellbeing, research careers and European cooperation provide natural frameworks within which modular educational activities may evolve while preserving academic diversity.

5. Use modularity as a laboratory for educational innovation

Modular provision offers CIVIS a valuable environment for experimenting with new forms of learning, assessment, certification and recognition. The experience of WP11 demonstrates that modular formats can function as testing grounds for educational innovations that may subsequently inform broader programme development across the Alliance.

Operational recommendations

6. Establish clear governance and coordination mechanisms

One of the principal lessons emerging from implementation concerns the need for stronger coordination between the educational, mobility, communication, digital and quality-assurance dimensions of modular provision. Future developments should be supported by clearly defined responsibilities, shared planning processes and regular coordination mechanisms at both Alliance and institutional levels.

7. Develop common approaches to accreditation, certification and recognition

Although accreditation and certification remain subject to national and institutional regulations, CIVIS should continue developing common operational approaches capable of improving transparency, portability and learner experience. Particular attention should be paid to the relationship between micro-credentials, digital certification and future recognition mechanisms.

8. Strengthen interoperability and digital infrastructure

The implementation of modular provision increasingly depends upon digital infrastructures capable of supporting learner management, certification, recognition and data exchange. Future developments should therefore remain closely connected to the CIVIS Digital Campus and aligned with emerging European initiatives such as Europass, the European Learning Model and the European Student Card Initiative.

¹¹ European Commission, Communication: A blueprint for a European degree, COM (2024) 144 final, 27 March 2024

9. Maintain educational calls while strengthening sustainability requirements

Educational Calls have proven effective in stimulating innovation and academic engagement across the Alliance. Future calls should continue to play this role while placing greater emphasis on sustainability, institutional commitment, reuse of existing educational assets and integration into broader learning pathways.

10. Establish a common monitoring and evidence framework

The future development of modular education should be supported by shared evidence base capable of informing decision-making across the Alliance. Monitoring activities should remain proportionate and focus on generating meaningful information regarding participation, certification, recognition, learner experience and educational impact.

Academic and educational recommendations

11. Embed modular provision into formal curricula where feasible

The long-term value of modular provision will depend upon its ability to connect with existing curricular structures. Where academic and regulatory conditions permit, modular activities should be progressively linked to Bachelor's, Master's and Doctoral programmes, thereby strengthening their educational relevance and sustainability.

12. Promote learner-centred, challenge-based and transdisciplinary approaches

The experience of WP11 confirms the value of educational formats capable of connecting disciplinary expertise with societal challenges. Future modular provision should continue to support learner-centred approaches, challenge-based learning and forms of collaboration that extend beyond traditional disciplinary boundaries.

13. Strengthen links between modularity, research and innovation

The experience of doctoral modules and specialised micro-credentials demonstrates the potential of modular provision to support research training, research careers and innovation-related competences. Future developments should continue to explore these synergies, particularly in areas where educational and research priorities intersect.

14. Develop a limited CIVIS transversal offer

CIVIS should explore the development of a shared portfolio of transversal learning opportunities addressing common Alliance priorities. Topics such as civic engagement, sustainability, multilingualism, digital competences, artificial intelligence and European citizenship provide promising areas for future cooperation while remaining sufficiently flexible to accommodate institutional diver

Conclusions

Deliverable D11.1 shows that CIVIS has made substantial progress in the development of a modular educational offer from experimentation toward a more structured and operational framework. The main result is the emergence of a diversified modular ecosystem including micro-programmes, micro-credentials, modular learning units, a doctoral module, and complementary formats such as BIPs, MOOCs and COILs. Of the 23 modular educational activities identified, 10 have already been implemented. This evolution has been supported by Educational Calls, Staff Weeks, and digital tools, which together have strengthened the operational basis of modularity across the Alliance.

At the same time, the deliverable confirms that modularity in CIVIS is progressing within a diverse institutional and regulatory environment. Differences in national legislation and institutional procedures continue to limit the development and joint accreditation of certain educational programmes. Where these differences prevent specific combinations of universities from implementing a joint initiative, CIVIS has developed tailored solutions adapted to the institutions and programme concerned. Consortium Agreements, Europass compatible digital credentials and the Educational Calls have provided effective tools to support this process. Together, these measures have enabled steady progress and established a workable basis for the continued consolidation of the CIVIS modular offer.

Micro-credentials have emerged as the most viable format for further development, while other flexible learning activities have demonstrated their value as complementary formats and, in some cases, as building blocks for modular learning pathways. In this respect, Deliverable D11.1 should be understood both as a consolidation of the results achieved by CIVIS Alliance under its WP11 and as a basis for the next phase of development of the CIVIS modular educational offer.

In the longer term, the added value of this work lies in its contribution to a more flexible, skills oriented and learner centred educational model within CIVIS. For the Alliance, modularity strengthens interuniversity cooperation, supports innovation in educational provision, and creates the conditions for more interoperable learning pathways. For external stakeholders, it opens new possibilities for collaboration in programme design, skills development and training relevant to employment. The next phase will focus on consolidating recognition and quality assurance mechanisms, developing stackable learning pathways, strengthening stakeholder involvement, and further embedding modular provision in institutional and Alliance strategies, in line with CIVIS 2.1 and broader European developments.

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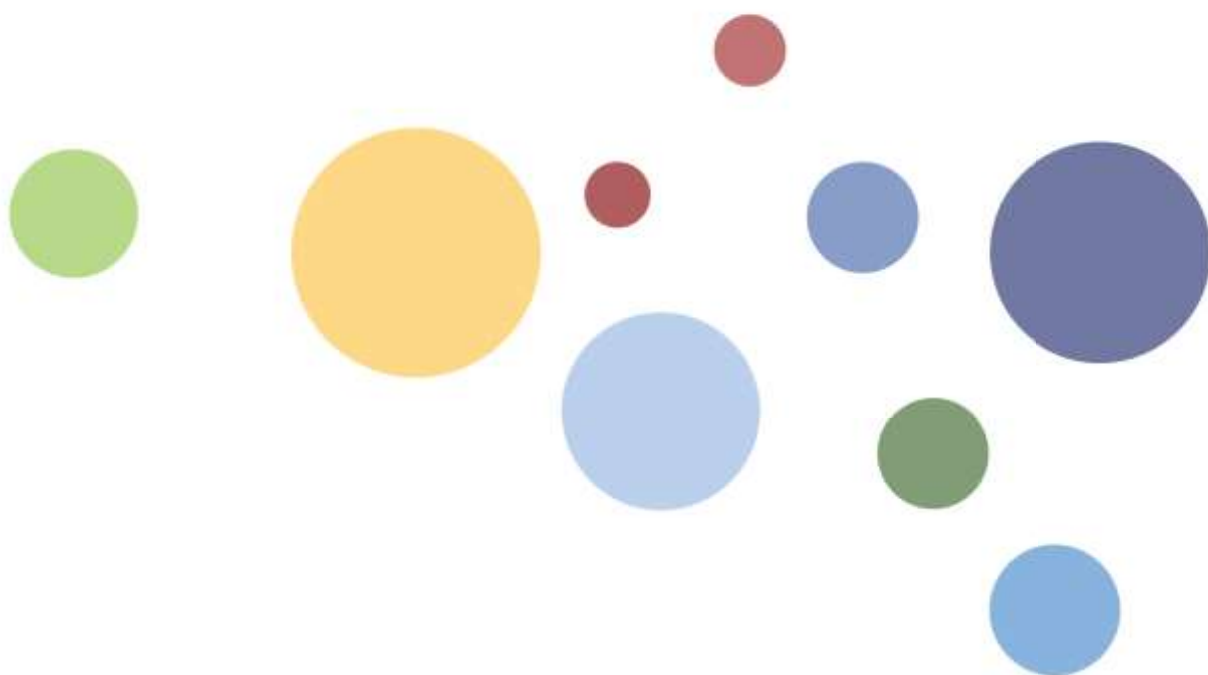
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ANNEXES

Supporting Documents

Annex I. CIVIS modular learning provision description programmes

Microprogrammes

Civic Engagement

Microprogramme | CIVIS 1

Brief description: This course introduces the concept and practice of civic engagement within the CIVIS Alliance, focusing on the role of universities in addressing societal challenges. It explores how higher education institutions collaborate with local communities, stakeholders, and civil society to co-create knowledge and foster inclusive, sustainable development. The course combines theoretical perspectives with practical examples from CIVIS initiatives, promoting active participation and social responsibility among learners.

Main topics & learning outcomes:

- Foundations of Civic Engagement: understand the concept of civic engagement and its relevance in higher education.
- Identify key actors and stakeholders involved in civic initiatives.
- University–Society Collaboration: analyse models of cooperation between universities and local communities.
- Explore co-creation processes and participatory approaches.
- CIVIS Living Labs & Practices: examine real case studies from CIVIS civic engagement activities.
- Assess the impact of civic initiatives on local and regional development.
- Transversal Skills: develop critical thinking on social responsibility and inclusion.
- Strengthen collaboration, communication, and stakeholder engagement skills.

General information:

Field / Hub: Interdisciplinary – Civic Engagement (crosscutting CIVIS priority)

Format: Online / blended (based on CIVIS framework)

Target audience: Students (Bachelor/Master), lifelong learners, university staff

ECTS: 15

Language: English

Assessment: Not specified (likely participation based and/or project work)

Prerequisites: None specified

Partner universities: UT, UB, NKUA, UAM

Coordinating university: CIVIS Alliance / UT (based on available catalogue data)

Status: Ongoing (reopened in CIVIS 2 in 2023)

Date of launching: 2023 relaunch

Number of students: 172 completed the programme by 2025

Recognition / accreditation: Different recognition among universities; institutional recognition only

Embedding: Standalone microprogramme; transferable recognition

Potential stackability: Potential within wider CIVIS modular pathways

Teaching staff:

- CIVIS academic staff and civic engagement practitioners.
- Experts involved in CIVIS Living Labs and stakeholder collaboration

Global Awareness

Microprogramme | CIVIS 1

Brief description: This course explores global awareness as a key competence in addressing contemporary global challenges. It focuses on intercultural understanding, global citizenship, and the ability to critically engage with complex international issues. Through interdisciplinary perspectives, learners are encouraged to reflect on global interdependencies and develop a responsible and informed outlook on worldwide social, political, and environmental dynamics.

Main topics & learning outcomes:

- Global Citizenship & Intercultural Understanding: understand global awareness as a core competence.
- Develop intercultural sensitivity and global perspectives.
- Global Challenges: analyse major global issues (e.g. sustainability, inequality, geopolitics).
- Reflect on interconnected global systems.
- Critical Thinking & Responsibility: evaluate information from diverse global sources.
- Develop informed and responsible positions on global matters.
- Transversal Skills: strengthen communication across cultures.
- Enhance critical and reflective thinking.

General information:

Field / Hub: Interdisciplinary – Global & Transversal Competences

Format: Online / blended

Target audience: Students (Bachelor/Master), lifelong learners, university staff

ECTS: 15

Language: English

Partner universities: UT, UB, UAM

Coordinating university: UT

Status: Ongoing

Date of launching: Spring 2023 edition reported

Number of students: 52 accepted; 23 completed

Abandon rate: Approx. 55.8% non-completion based on available figures

Recognition / accreditation: Institutional recognition only

Embedding: Flexible pathway

Potential stackability: Potential within broader transdisciplinary pathways

Teaching staff:

- Not specified in the material provided.

Equitable and Just Digital Society

Microprogramme | CIVIS 2

Brief description: This course examines the challenges and opportunities of building a fair and inclusive digital society. It addresses issues such as digital inequality, access to technology, data ethics, and the societal impact of digital transformation. Learners will explore how digital systems can be designed and governed to promote equity, justice, and inclusion across different communities.

Main topics & learning outcomes:

- Digital Inequality & Inclusion: understand the causes and consequences of the digital divide.
- Identify strategies to promote equitable access to digital technologies.
- Ethics & Governance: analyse ethical issues related to data, privacy, and algorithmic decision making.
- Evaluate regulatory and governance frameworks.
- Societal Impact of Digitalisation: assess how digital transformation affects different social groups.
- Explore inclusive and sustainable digital solutions.
- Transversal Skills: develop critical thinking on technology and society.
- Strengthen interdisciplinary and ethical reasoning.

General information:

Field / Hub: Interdisciplinary – Hub5: Digital Transformation & Society

Format: Online / blended

Target audience: Students, lifelong learners, professionals interested in digital society

ECTS: 10

Language: English

Partner universities: UofG, UT, SU, UAM, WITS

Coordinating university: UofG

Status: Implemented

Number of editions: 2

Number of students: Approx. 31 reported (19 first edition at UofG; 12 at SU)

Number of certifications issued: 10 certificates issued in the first edition and 13 during the second edition.

Recognition / accreditation: Embedded recognition at programme level; institution based

Embedding: Embedded in the MA Digital Society (UofG)

Potential stackability: High potential

Teaching staff:

- Not specified in the material provided.

Digital Transformations in Health and Wellbeing

Microprogramme | CIVIS 2

Brief description: This course focuses on the impact of digital technologies on health and wellbeing. It explores how innovations such as digital health tools, data driven medicine, and telehealth are transforming healthcare systems and practices. The course highlights both the opportunities and challenges of digitalisation in improving health outcomes and ensuring equitable access to healthcare services.

Main topics & learning outcomes:

- Digital Health Technologies: understand key tools and innovations in digital health.
- Explore applications such as telemedicine and health data systems.
- Health Systems & Innovation: analyse the integration of digital solutions into healthcare systems.
- Assess benefits and limitations of digital transformation in health.
- Ethics & Equity in Health: evaluate ethical issues related to health data and privacy.
- Understand challenges in ensuring equitable access to digital health.
- Transversal Skills: develop interdisciplinary perspectives on health and technology.
- Strengthen analytical and critical thinking skills.

General information:

Field / Hub: Health & Digital Transformation – Hub3: Health

Format: Online / blended

Target audience: Students, researchers, health professionals, lifelong learners

ECTS: 10

Language: English

Partner universities: AMU, UAM, UT, SUR, NKUA

Coordinating university: UB

Status: Implemented

Number of editions: 2

Number of students: first edition 33

Number of certifications issued: First edition 23 certificates issued

Recognition / accreditation: Institutional recognition; institution based

Embedding: Not specified

Potential stackability: Potential

Teaching staff:

- Not specified in the material provided.

Micro-credentials

Creative Tourism: Strategies for Designing & Planning Original Itineraries

Micro-credential | 2024 Call – implementation

Brief description: This course provides a multidisciplinary approach to tourism planning, combining tourism studies, geography, and cultural and natural heritage. It equips learners with both theoretical knowledge and practical skills to design innovative and sustainable tourist itineraries. Through five structured units, participants progressively develop competencies in itinerary design, geotechnologies, interpretation strategies, and digital marketing, culminating in a final project.

Main topics & learning outcomes:

- Tourist Itinerary Design: design structured and coherent tourism itineraries based on territorial resources.
- Integrate cultural, historical, and natural elements into engaging travel experiences.
- New Technologies in Tourism: apply digital marketing strategies for tourism promotion.

- Use geotechnologies (e.g. Google Maps, Google Earth) to develop and optimise itineraries.

General information:

Field / Hub: Arts & Humanities (Tourism Geography) – Hub4: Cities, Territories, Mobilities

Format: Blended / online components

Target audience: Master students, lifelong learners

ECTS: 3 ECTS (75 hours)

Language: English

Partner universities: UAM, ULB, UB

Coordinating university: UAM

Status: In implementation

Date of launching: 2024

Consortium agreement status: Consortium Agreement in place

Recognition / accreditation: Digital certification and institutional recognition; certified by UAM (Europass route)

Embedding: May be embedded in a CIVIS Joint Bachelor in International Tourism

Potential stackability: Yes

Teaching staff:

- UAM, Brussels Centre for Urban Studies, University of Bucharest.

Design and Development of RNA Therapies for Human Diseases

Micro-credential | 2024 Call – implementation

Brief description: This course provides comprehensive training on RNA-based therapies, a rapidly advancing field driven by recent breakthroughs such as mRNA vaccines and oligonucleotide drugs. It covers the full development pipeline, from molecular design to preclinical and clinical testing, including regulatory and communication aspects. The programme equips learners with interdisciplinary knowledge and practical skills to address current challenges in RNA therapeutics and to contribute to their translation into clinical and market applications.

Main topics & learning outcomes:

- RNA Therapies & Drug Design: understand nucleic acid chemistry and different types of RNA-based drugs.
- Design RNA therapies tailored to specific diseases and applications.
- Preclinical & Clinical Development: apply in vitro and in vivo models for testing.
- Assess safety, toxicology, and regulatory requirements.
- Research & Communication Skills: analyse scientific literature and identify research limitations.
- Communicate results effectively to both scientific and non-scientific audiences.
- Transversal Competences: develop interdisciplinary research approaches.
- Work collaboratively and autonomously in complex environments.
- Critically interpret data and translate it into therapeutic strategies.

General information:

Field / Hub: Natural Sciences, Mathematics & Statistics / Health & Welfare – Hub3: Health

Format: Not specified

Target audience: PhD students, researchers, laboratory technicians, lifelong learners

ECTS: 3 ECTS (75 hours)

Language: English

Partner universities: UAM, UT, SUR, UB, USF

Coordinating university: UAM

Status: In implementation

Date of launching: 2024

Consortium agreement status: Consortium Agreement in place

Recognition / accreditation: Digital certification and institutional recognition; certified by UAM (Europass route)

Potential stackability: Yes

Teaching staff:

- UT, SUR, UB, USF.

- Additional guest lecturers from academia, research institutes, biotech industry, and science communication.

Digital Humanities for Renaissance Studies

Micro-credential from a BIP | 2024 Call – implementation

Brief description: This interdisciplinary course bridges Digital Humanities and Renaissance studies, enabling students to transition from traditional research methods to computer assisted approaches. It combines humanities disciplines (literature, history, linguistics, art) with digital tools such as text analysis, programming, and database design. The programme emphasises intercultural perspectives and the use of digital resources to explore Renaissance culture in innovative ways.

Main topics & learning outcomes:

- Digital Humanities & Renaissance Studies: identify and evaluate digital resources related to Renaissance culture.
- Analyse intercultural interactions and historical phenomena.
- Digital Tools & Methods: apply corpus linguistics tools and R for text analysis.
- Use Python for processing textual data.
- Design and query relational databases using SQL.
- Research & Project Development: develop individual research projects using digital tools.
- Critically assess sources and methodologies.
- Transversal Skills: combine humanities and digital competences.
- Work in interdisciplinary and multilingual environments.

General information:

Field / Hub: Arts & Humanities + ICT – Hub2 (Society, Culture & Heritage), secondary Hub5 (Digital Transformation)

Format: Blended (asynchronous + face-to-face workshops)

Target audience: Master and PhD students

ECTS: 6 ECTS (159 hours workload)

Language: English (with multilingual materials)

Assessment: Projects, essays, and practical assignments per module

Prerequisites: Background in humanities or related fields; interest in digital tools

Dates: March – May 2026 (approx. 13 weeks)

Partner universities: UB, AMU, NKUA, SUR, UAM, UH2C, USF

Coordinating university: UB

Status: In implementation

Date of launching: 2024

Consortium agreement status: Consortium Agreement in place

Recognition / accreditation: Digital certification and institutional recognition; certified through CIVIS consortium route

Embedding: Originated from a 3 ECTS BIP

Number of BIPs: 1 originating BIP

Potential stackability: Demonstrated

Teaching staff:

- Academic staff from partner universities.
- Guest lecturers and contributors from digital humanities initiatives.

University Civic Engagement: Making a Positive Impact on the World from the University

Micro-credential | 2024 Call – implementation

Brief description: This micro-credential provides a comprehensive introduction to civic engagement in higher education, focusing on the role of universities in addressing societal and environmental challenges. It combines theoretical foundations with practical applications, enabling participants to design and implement civic engagement initiatives in academic and professional contexts.

Main topics & learning outcomes:

- Civic Engagement Foundations: understand key concepts and frameworks.

- Analyse the societal role of universities.
- Applied Civic Engagement: explore real life case studies and CIVIS initiatives.
- Develop projects addressing community needs.
- Skills Development: strengthen critical thinking, collaboration, and communication.
- Develop digital literacy and data management skills.
- Transversal Competences: foster social responsibility, empathy, and problem solving.
- Work autonomously and in teams.

General information:

Field / Hub: Interdisciplinary – Civic Engagement

Format: Online / modular

Target audience: Students, lifelong learners, professionals

ECTS: 2

Language: Multilingual (with English support)

Assessment: Quizzes, individual project, webinar report

Partner universities: UAM, AMU, UT, NKUA, SUR, ULB, UB, UofG, UNIL, UEM, WITS

Coordinating university: UAM

Status: In implementation

Date of launching: 2024

Consortium agreement status: Consortium Agreement in place

Recognition / accreditation: Digital certification and institutional recognition; certified by UAM (Europass route)

Potential stackability: Yes

Teaching staff:

- CIVIS academic staff.
- External stakeholders, NGOs, and international partners.

IA et Travail : Accompagner ses équipes face au changement

Micro-credential | 2024 Call – implementation

Brief description: This course focuses on the impact of artificial intelligence on organisations, work environments, and professional roles. It equips learners with the knowledge and skills to understand AI systems, anticipate organisational changes, and manage transitions ethically and effectively. The programme integrates technical, legal, and managerial perspectives, with a strong emphasis on human centred approaches to digital transformation.

Main topics & learning outcomes:

- AI Fundamentals & Applications: understand AI systems, opportunities, risks, and limitations.
- Communicate AI concepts in accessible ways.
- Organisational Transformation: analyse the impact of AI on jobs, skills, and structures.
- Identify ethical and legal challenges.
- Change & Conflict Management: apply strategies to support teams during AI integration.
- Foster trust, collaboration, and adaptability.
- Key Competences: digital literacy and critical thinking.
- Leadership, empathy, and teamwork.
- Citizenship and ethical responsibility.

General information:

Field / Hub: Digital Transformation, Management & Society

Format: Blended (synchronous + asynchronous)

Target audience: Professionals, managers, lifelong learners, HR and administrative profiles

ECTS: 3 ECTS (approx. 75 hours)

Language: French (with some materials in English)

Assessment: Quizzes, continuous assessment, final assignment based on professional context

Partner universities: ULB, AMU, UNIL

Coordinating university: ULB

Status: Implemented / certified

Date of launching: 2024

Recognition / accreditation: Institutional certification; certified by ULB

Potential stackability: Potential

Teaching staff:

- Academics in ICT, law, and management.
- External professionals (e.g. coaches, institutional partners).

Modern Complex Systems: Testing, Assurance and Challenges

Micro-credential | 2025 Call – design and development

Description: Micro-credential selected under the 2025 Educational Call and currently in the design and development phase.

Partner universities: PLUS, UB, UofG

Coordinating university: PLUS

ECTS: 3

Oriented to (EQF): Likely EQF 6–7

Delivery format: Modular short-term training

Status: In design and development for implementation in 2027/2028 as expected start

Date of launching: 2025 approval

Number of editions: 0

Number of students: 0

Number of transcript of records / certifications issued: 0

Abandon rate: N/A

Consortium agreement status: To be developed

Recognition pathways: To be defined

Recognition / accreditation status: To be defined; To be defined

Embedding: Not specified

Number of BIPs: N/A

Potential stackability: Expected

Circular and Sustainable Tourism: Cruises, Islands, Alpine Destinations and UNESCO Heritage Sites

Micro-credential | 2025 Call – design and development

Description: Micro-credential in sustainable tourism selected under the 2025 Call, with explicit embedding potential in a wider joint bachelor architecture.

Partner universities: PLUS, NKUA, UAM, USF

Coordinating university: PLUS

ECTS: 6

Oriented to (EQF): Likely EQF 6–7

Delivery format: Modular short-term training

Status: In design and development for implementation in 2027–28

Date of launching: 2025 approval

Number of editions: 0

Number of students: 0

Number of transcript of records / certifications issued: 0

Abandon rate: N/A

Consortium agreement status: To be developed

Recognition pathways: Bachelor

Recognition / accreditation status: To be defined; To be defined

Embedding: Yes: module embedded in Joint Bachelor in International Tourism

Number of BIPs: N/A

Potential stackability: Expected

Design your Micro-credential: From Idea to Practice

Micro-credential | 2025 Call – design and development

Description: A design-oriented micro-credential proposal under the 2025 Call, aimed at supporting the practical development of micro-credential initiatives.

Partner universities: ULB, NKUA, UB, UNIL, USF

Coordinating university: ULB

ECTS: N/A

Oriented to (EQF): Likely EQF 6–7

Delivery format: Modular short-term training

Status: In design and development for implementation in 2026–27

Date of launching: 2025 approval

Number of editions: 0

Number of students: 0

Number of transcript of records / certifications issued: 0

Abandon rate: N/A

Consortium agreement status: To be developed

Recognition pathways: Lifelong learning / staff / academic development

Recognition / accreditation status: To be defined; To be defined

Embedding: Not specified

Number of BIPs: N/A

Potential stackability: Expected

Micro-credential on Transversal Competences for PhD Candidates and Early Stage Researchers

Micro-credential | 2025 Call – design and development

Description: A 2025 Call micro-credential proposal focused on transversal competences for doctoral candidates and early-stage researchers.

Partner universities: SUR, AMU, NKUA, UAM, ULB, UB, UCAD, USF

Coordinating university: SUR

ECTS: N/A

Oriented to (EQF): EQF 8

Delivery format: Skills focused doctoral modular training

Status: In design and development for implementation in 2026–27

Date of launching: 2025 approval

Number of editions: 0

Number of students: 0

Number of transcript of records / certifications issued: 0

Abandon rate: N/A

Consortium agreement status: To be developed

Recognition pathways: Doctoral

Recognition / accreditation status: To be defined; To be defined

Embedding: Related to doctoral training pathways

Number of BIPs: N/A

Potential stackability: Expected

AI Tools for Audiovisual Content Creation

Micro-credential | 2025 Call – design and development

Description: A 2025 Call micro-credential proposal in AI supported content creation with potential embedding in wider doctoral structures.

Partner universities: NKUA, UB, UNIL, USF

Coordinating university: NKUA

ECTS: N/A

Oriented to (EQF): Likely EQF 6–7

Delivery format: Modular short-term training

Status: In design and development for implementation in 2026–27

Date of launching: 2025 approval

Number of editions: 0

Number of students: 0

Number of transcript of records / certifications issued: 0
Abandon rate: N/A
Consortium agreement status: To be developed
Recognition pathways: Doctoral / lifelong learning
Recognition / accreditation status: To be defined; To be defined
Embedding: Yes: module of the Joint Doctoral Programme in Life & Health Sciences
Number of BIPs: N/A
Potential stackability: Expected

Unveiling the Complexities of Clinical Immunology: A Case-based Approach with Interactive Case Discussions

Micro-credential | 2025 Call – design and development

Description: A clinically oriented 2025 Call micro-credential proposal designed around interactive case-based learning.
Partner universities: NKUA, ULB, UB, UH2C
Coordinating university: NKUA
ECTS: N/A
Oriented to (EQF): Likely EQF 7
Delivery format: Modular short-term training
Status: In design and development for implementation in 2026–27
Date of launching: 2025 approval
Number of editions: 0
Number of students: 0
Number of transcript of records / certifications issued: 0
Abandon rate: N/A
Consortium agreement status: To be developed
Recognition pathways: Master / professional development
Recognition / accreditation status: To be defined; To be defined
Embedding: Not specified
Number of BIPs: N/A
Potential stackability: Expected

Complementary formats

Apprentissage de l'expression écrite en français

MOOC | 2024 Call

Description: A multilingual open online course developed under the first Educational Call as part of the broader flexible educational offer.
Partner universities: UAM, NKUA, ULB, UB, UH2C
Coordinating university: UAM
ECTS: 3
Oriented to (EQF): N/A
Delivery format: Online asynchronous / MOOC
Status: Implemented
Date of launching: 2024
Number of editions: N/A
Number of students: N/A
Number of transcript of records / certifications issued: N/A
Abandon rate: N/A
Consortium agreement status: Not applicable
Recognition pathways: Flexible learning / lifelong learning
Recognition / accreditation status: Not specified; Not specified
Embedding: Standalone
Number of BIPs: N/A

Potential stackability: Potential

Climate and energy - An interdisciplinary perspective

MOOC | CIVIS 2 Hub1

Description: MOOC for students from any background who want to approach the climate and ecological crisis from an interdisciplinary perspective. It is both a self-standing introduction to climate and energy and a "taster" for an entirely new transdisciplinary master's program in climate and energy.

Partner universities: SU, AMU, ULB, UB, UAM, SUR, NKUA, UNIL, UT, UofG

Coordinating university: SU

ECTS: N/A

Oriented to (EQF): N/A

Delivery format: Online asynchronous / MOOC

Status: Implemented

Date of launching: 2024

Number of editions: N/A

Number of students: N/A

Number of transcript of records / certifications issued: N/A

Abandon rate: N/A

Consortium agreement status: Not applicable

Recognition pathways: Flexible learning / lifelong learning

Recognition / accreditation status: Not specified; Not specified

Embedding: Standalone

Number of BIPs: N/A

Potential stackability: Potential

Competition for Natural Resources and Conflict Management in a Complex Approach

COIL | 2024 Call

Description: A COIL initiative illustrating the role of virtual exchange in the CIVIS modular ecosystem.

Partner universities: UB, SUR, UAM

Coordinating university: UB

ECTS: N/A

Oriented to (EQF): N/A

Delivery format: Collaborative Online International Learning

Status: Implemented

Date of launching: 2024

Number of editions: N/A

Number of students: N/A

Number of transcript of records / certifications issued: N/A

Abandon rate: N/A

Consortium agreement status: Not applicable

Recognition pathways: Flexible learning

Recognition / accreditation status: Not specified; Not specified

Embedding: Standalone / complementary modular format

Number of BIPs: N/A

Potential stackability: Potential

Interdisciplinary Perspectives on Sustainable Mobility

Asynchronous online course | 2024 Call

Description: An online asynchronous course developed under the 2024 Educational Call, contributing to flexible and interdisciplinary provision.

Partner universities: PLUS, UAM, ULB, UH2C

Coordinating university: PLUS

ECTS: 6

Oriented to (EQF): N/A
Delivery format: Asynchronous online course
Status: Implemented
Date of launching: 2024
Number of editions: N/A
Number of students: N/A
Number of transcript of records / certifications issued: N/A
Abandon rate: N/A
Consortium agreement status: Not applicable
Recognition pathways: Flexible learning
Recognition / accreditation status: Not specified; Not specified
Embedding: Standalone / complementary modular format
Number of BIPs: N/A
Potential stackability: Potential

Civic Engagement Meets University (CEMU) – Transversal Skills Through Social Commitment

Modular Learning Unit | 2025 Call – design and development

Description: A modular learning unit selected under 2025 Call, explicitly linked to stackability and transversal skills through civic engagement.
Partner universities: UT, NKUA, UAM, ULB, UB
Coordinating university: UT
ECTS: 3 – 15 (modular structure).
Oriented to (EQF): Likely EQF 6–7
Delivery format: Modular learning unit
Status: In design and development for implementation in 2026–27
Date of launching: 2025 approval
Number of editions: 0
Number of students: 0
Number of transcript of records / certifications issued: 0
Abandon rate: N/A
Consortium agreement status: To be developed
Recognition pathways: Bachelor / Master
Recognition / accreditation status: To be defined; To be defined
Embedding: Yes: linked to stackability with Civic Engagement
Number of BIPs: N/A
Potential stackability: Expected

Artificial Intelligence and Research: Opportunities Across Disciplines

Doctoral Module | 2025 Call – design and development

Description: A doctoral module selected under 2025 Call, illustrating the extension of the modularity agenda to doctoral education.
Partner universities: UAM, NKUA, SUR, UB, UofG, PLUS, WITS, MAK
Coordinating university: UAM
ECTS: 4
Oriented to (EQF): EQF 8
Delivery format: Doctoral module
Status: In design and development for implementation in 2026–27
Date of launching: 2025 approval
Number of editions: 0
Number of students: 0
Number of transcript of records / certifications issued: 0
Abandon rate: N/A
Consortium agreement status: To be developed
Recognition pathways: Doctoral

Recognition / accreditation status: To be defined; To be defined

Embedding: Standalone / doctoral pathway

Number of BIPs: N/A

Potential stackability: Expected

CIVIS BIPs

BIPs as potential modular units | Complementary format with modular potential

Description: BIPs are not formally classified as modules in CIVIS, but they represent a major complementary resource for modularisation. Their scale, pedagogical value and adaptability make them strategically relevant, and in selected cases they have already evolved into micro-credentials.

Partner universities: Across the CIVIS Alliance

Coordinating university: Multiple

ECTS: Variable

Oriented to (EQF): Variable

Delivery format: Blended Intensive Programmes

Status: Implemented across CIVIS

Date of launching: CIVIS 2 period

Number of editions: 236 identified in the available dataset

Number of students: N/A

Number of transcript of records / certifications issued: Transcript of records / institutional recognition depending on programme

Abandon rate: N/A

Consortium agreement status: Not generally applicable

Recognition pathways: Bachelor, Master, Doctoral and lifelong learning depending on case

Recognition / accreditation status: Mobility recognition and potential modular recognition; Not a formal module as such

Embedding: Can function as building blocks for micro-credentials or stackable pathways

Number of BIPs: 236 identified

Potential stackability: Strong potential demonstrated

Annex II. Background of CIVIS 2024 Educational 2025 Call

Initiative

The CIVIS Educational 2025 Call²⁴ was launched to support the development of new collaborative educational activities across the Alliance. The call opened two major strands of action: the development of new Joint Bachelor's Degrees and a broad family of online innovative educational activities. In practical terms, this meant support not only for full programme development but also for more flexible learning units such as SLAs, micro-credentials and COILs. The call therefore signalled a strategic move towards a more diversified educational architecture, combining degree development with shorter, targeted and innovation-oriented formats.

Relevance for WP11: modularity as a structuring principle

From the perspective of WP11, the 2024 Call is especially important because it places modularity at the centre of curriculum design. In the strand devoted to Joint Bachelor's Degrees, proposals were required to include at least one transdisciplinary module. This module could either be integrated into an existing degree programme or function as a standalone module designed to address a specific educational need. The Call explicitly states that the development of modular offer should contribute to a new educational provision aligned with European Commission recommendations. It also encourages the incorporation of already existing BIPs and mentions that universities participating in a joint bachelor may contribute through modules or extracurricular, BIPs, seminars or internships. This is highly relevant for WP11 because it confirms that modularity is understood not only as curriculum segmentation, but as a flexible ecosystem linking different educational components and levels of participation.

Micro-credentials dimension

A particularly significant feature of the Call is the explicit inclusion of CIVIS micro-credentials as a distinct funded activity. The document defines a micro-credential as a structured learning activity that may encompass one or several SLA types under a single general learning objective and certification. Its purpose is to provide learners with specific knowledge, skills and competences that respond to societal, personal, cultural or labour-market needs. The Call also stresses two aspects that are central for WP11: micro-credentials may combine synchronous and asynchronous formats and may address both CIVIS and non-traditional learners; and the resulting certificate may either function as a standalone certification or become part of a larger certification or degree pathway. This gives micro-credentials a clear role as stackable and potentially scalable units within CIVIS' modular educational offer.

Single Learning Activities and flexible formats

The Call gives substantial visibility to SLAs as flexible, targeted learning units within the CIVIS educational landscape. SLAs are presented as coherent learning activities designed to address specific skills and knowledge areas and may take different forms, including asynchronous online courses, MOOCs, webinars and workshops. The Call explains that these formats may be disciplinary, interdisciplinary or transdisciplinary, and may also focus on transversal skills and competences. Courses may be part of existing curricula or offered as standalone extracurricular activities, while webinars and workshops are conceived as lighter and more adaptable formats suitable for synchronous engagement and practical skill development. In strategic terms, these formats provide CIVIS with a set of modular building blocks that can later feed into larger micro-credential structures or broader programme development.

European and strategic added value

The 2024 Call is clearly framed within broader European policy and Alliance building objectives. The Joint Bachelor's Degrees strand is linked to the ongoing European process towards establishing a framework for a European Degree, with a concrete target of signature among the HEIs involved by September 2026. More broadly, the Call emphasises interdisciplinary and transdisciplinary education, civic engagement, co-creation,

challenge-based learning and societal connectivity. It also requires cooperation among at least three CIVIS universities and encourages the participation of CIVIS African Associate Members. In addition, transparency and coherence are reinforced through the requirement to estimate ECTS credits accurately or, where ECTS is not applicable, to state the number of hours explicitly. Taken together, these elements position the Call as a strategic instrument for developing educational provision that is European, inclusive, transparent and strongly aligned with Alliance priorities.

Governance, support and implementation framework

The Call also provides an important governance and implementation framework that supports the sustainability of the proposed activities. Applicants were required to consult their local CIVIS Institutional Coordinator before submission, proposals were to be reviewed by CIVIS teams and examined by a Commission, and final approval was to be given by the CIVIS Steering Committee. The document also highlights the role of administrative and pedagogical support, including network building, organisational support, communication through CIVIS channels, curriculum design assistance, accreditation related support, and the use of CIVIS Moodle and innovative teaching approaches. This governance dimension is relevant for WP11 because it shows that modularity and micro-credentials are not treated as isolated pedagogical experiments, but as activities embedded in institutional coordination, support services and decision-making structures.

Timeline and implementation horizon

The implementation timetable further underlines the operational nature of the Call. The call opened on 17 July 2024, the submission deadline was 20 October 2024, the evaluation period ran from 21 October to 10 November 2024, and selected projects were expected to enter a planning and implementation phase running from January 2025 to September 2026, depending on the type of activity. This timeline shows that the Call was conceived as a concrete mechanism for launching new educational provision with a medium-term implementation horizon. For WP11, this is relevant because it provides evidence of active institutional investment in the development and consolidation of modular educational offer.

Conclusion

Overall, the CIVIS 2024 Educational represents a significant step towards the consolidation of a modular, flexible and innovation driven educational offer across the Alliance. Its explicit support for transdisciplinary modules, SLAs, micro-credentials and COILs demonstrates a structured effort to diversify provision while creating possible pathways between smaller learning units and broader degree frameworks. For WP11, the Call is particularly valuable as evidence that CIVIS is advancing not only the discourse but also the operational, financial and governance conditions needed to sustain modularity and micro-credentialisation within a European collaborative education framework.

Annex III. Background of CIVIS 2025 Educational 2025

Initiative and strategic framing

Published in June 2025, the second CIVIS Educational Call invites proposals for innovative educational projects that contribute to the European Education Area and support the implementation of the Joint European Degree Label and the European Approach for Micro-credentials. The Call is presented as part of CIVIS' wider educational provision strategy and as a "one stop shop" for collaborative academic initiatives across the Alliance.

Stronger modular architecture

A major innovation of the 2025 Call is its explicit three-strand structure: (1) Joint Bachelor, Master or Doctoral programmes; (2) Modular Short-Term Training and Micro-credentials; and (3) Stacking of Modular Learning Units. This architecture shows a significant consolidation of CIVIS' modular logic. Modularity is no longer treated only as a feature of isolated pilot activities, but as an organising principle for designing short units, combining them across institutions, and integrating them into wider academic trajectories.

Micro-credentials as a central educational format

The 2025 Call gives micro-credentials a central place in CIVIS educational development. Under Strand 2, short learning units must define learning outcomes, assessment methods, and ECTS workload, and they must be designed for stackability. Micro-credentials are therefore framed not as standalone experiments, but as portable and recognisable units aligned with the European approach, capable of responding to societal, academic, and labour-market needs while supporting more flexible learner pathways.

From modular units to stackable pathways

Particularly relevant for WP11 is Strand 3, dedicated to the stacking of modular learning units. The Call explicitly envisages that existing CIVIS BIPs, micro-credentials, seasonal schools and other modular courses can be connected into coherent and recognisable learning pathways. These pathways may lead to certificates or micro-credentials, feed into established curricula, or serve as the basis for joint programmes. This is a major step in educational maturity, as it links modularity to progression, visibility, recognition, and long-term sustainability.

Relevance for sustainability and institutionalisation

The Call repeatedly connects innovation to sustainability. Selected projects are expected to outline strategies for long-term integration into CIVIS offerings, share results with other partners, and support recognition and portability through ECTS-based design and quality aligned assessment. This is especially important for WP11, since it shows that sustainability is understood not only as financial continuity, but also as curricular embedding, institutional recognition, and the capacity of modular offers to become durable elements of the CIVIS educational ecosystem.

European added value for WP11 deliverables

For the purposes of the WP11 deliverable, the second CIVIS Educational Call can be presented as evidence of a strengthened Alliance level commitment to modularisation, micro-credentialisation and learner-centred flexibility. It aligns CIVIS educational development with latest European policy priorities, while providing a practical framework through which modular short formats can become stackable, certifiable and strategically sustainable.

Annex IV. Executive summaries of the WP11 Milestones

MS 11.1 Identification of Modules

List of CIVIS Modules identified by Hubs and approved by CIVIS governance.

Milestone MS11.1 provides the first structured overview of the emerging modular educational offer within WP11 and sets out the strategic foundations for the development of a CIVIS catalogue of modules, micro-programmes and, in the medium term, micro-credentials. The report shows that CIVIS already has a solid basis for advancing flexible learning pathways, supported by existing practices such as BIPs, lifelong learning structures and digitally enabled provision, but that important differences remain across partner universities in relation to accreditation, quality assurance, recognition of ECTS, and the embedding of modular activities into regular curricula.

The milestone confirms that, in the short term, the most feasible approach is not the construction of full degrees through the stacking of fully independent modules, but rather the progressive integration of small-scale modular units into existing programmes and institutional frameworks. It highlights the potential of modules, BIPs, SLAs and micro-programmes to enhance interdisciplinarity, mobility and student choice, while noting that regulatory constraints still limit full convergence across the Alliance.

A key contribution of MS11.1 is the identification of micro-credentials as a major strategic avenue for CIVIS. These are framed as instruments for lifelong learning, upskilling and reskilling, as well as building blocks for flexible and personalised learning pathways. Their full deployment, however, will depend on further progress in European and national frameworks for recognition and quality assurance. In this context, tools such as Europass and EDCL are identified as particularly relevant.

The report also documents initial progress, including the launch of pilot micro-programmes, and the development of initial initiatives, demonstrating a transition from conceptual design to implementation. These initiatives combine virtual, blended and physical mobility formats and are expected to contribute to the future modular ecosystem.

Finally, MS11.1 proposes a set of recommendations to accelerate implementation by 2026, including building on BIP experience, developing transversal modules, advancing micro-credentials, strengthening micro-programmes, and reinforcing coordination within Stream 3. Overall, the milestone establishes the foundations for a flexible, modular and sustainable CIVIS educational offer.

MS11.2 Report on Accreditation of Modules

Milestone MS11.2 establishes an operational framework for the accreditation and recognition of modular learning within the CIVIS Alliance, advancing from the identification phase (MS11.1) towards concrete implementation mechanisms. It aligns CIVIS practices with European policy developments, particularly the European Approach to Micro-credentials, and contributes to shaping a coherent pathway for modular, flexible and lifelong learning within the European Education Area.

The report highlights that, despite strong strategic alignment with EU priorities, the implementation of joint accreditation across CIVIS institutions remains constrained by heterogeneous national legal and institutional frameworks. These constraints limit the feasibility of a unified accreditation system at Alliance level, particularly for small scale learning units and micro-credentials. Nevertheless, the milestone demonstrates that meaningful progress can be achieved through compliant institutional approaches, supported by shared quality assurance principles and interoperable documentation systems.

A central contribution of MS11.2 is the definition of pragmatic mitigation measures to overcome these limitations. In the absence of a common accreditation body, CIVIS relies on institutional certification mechanisms and on European digital infrastructures such as Europass and EDCL to ensure portability, transparency and recognition of learning outcomes. Instruments such as Consortium Agreements and

Transcripts of Records are identified as key bridging tools, enabling credit transfer and mutual recognition across institutions while respecting national regulations.

The milestone also documents the evolution of the CIVIS modular offer, from initial micro-programmes towards a stronger focus on micro-credentials as the most viable and scalable format. While micro-programmes have played an important pilot role, their lack of unified certification and administrative complexity limit their long-term sustainability. In contrast, micro-credentials are increasingly positioned as the cornerstone of CIVIS' modular strategy, capable of serving diverse learner profiles and supporting upskilling and reskilling agendas.

Furthermore, MS11.2 underlines the strategic role of the Educational Calls (2024 and 2025) as drivers of modular innovation. These calls have facilitated the development of micro-credentials, stackable learning pathways, and interdisciplinary formats, reinforcing CIVIS' transition from experimental initiatives to a more structured and scalable modular ecosystem.

Looking ahead, the milestone identifies key priorities for consolidation, including the need to strengthen governance structures, enhance interoperability of digital credentials, and continue aligning CIVIS practices with evolving European frameworks. It also stresses the importance of monitoring and evaluation processes, which feeds into Deliverable D11.1 (Catalogue of Modular Education Offer).

In conclusion, MS11.2 marks a decisive step in operationalising modular education within CIVIS. While structural barriers persist, the framework proposed enables tangible progress towards a flexible, interoperable and learner centred educational model, positioning CIVIS as a frontrunner in the European transition towards modular, stackable and lifelong learning pathways.

MS11.3 Report on Sustainability of Modules

Milestone MS11.3 provides a comprehensive assessment of the sustainability of modular education within the CIVIS Alliance, marking a transition from experimental implementation to the construction of a structured and durable modular ecosystem. It highlights both the significant pedagogical innovation achieved across the Alliance and the structural limitations that still constrain long-term sustainability.

The report identifies the alignment with key European policy frameworks, particularly the European Approach to Micro-credentials, as a decisive turning point. Within this context, sustainability is framed not merely as continuity, but as a multidimensional condition requiring academic coherence, institutional embedment, transnational recognition, financial viability, digital interoperability, and social inclusiveness. Micro-credentials emerge as the most suitable format to meet these requirements, offering a coherent and policy aligned solution to overcome the fragmentation observed in earlier initiatives such as BIPs and micro-programmes.

A central contribution of MS11.3 is the articulation of seven interdependent principles of sustainability (academic, transnational, institutional, financial, social, relevance driven, and governance based), which together form a comprehensive framework for designing and evaluating modular provision. These principles shift the focus from isolated educational activities to the systemic conditions required for modularity to become a stable feature of higher education.

The milestone also provides an in-depth analysis of the CIVIS modular landscape, showing how early initiatives successfully demonstrated pedagogical value but revealed critical weaknesses in accreditation, quality assurance, recognition, and digital portability. The progressive adoption of micro-credentials is therefore interpreted as a structural evolution from modular experimentation to a coherent and interoperable educational strategy aligned with European standards.

However, the report identifies several crosscutting challenges that must be addressed to ensure sustainability. These include regulatory fragmentation across institutions, uneven quality assurance procedures, insufficient digital infrastructure for credential portability, limited institutional and staff capacity, and fragmented governance structures. To mitigate these challenges, MS11.3 proposes a set of strategic actions, including the development of shared quality assurance frameworks, harmonised digital systems, strengthened institutional embedment, and Alliance wide capacity-building initiatives.

Importantly, the milestone emphasises that sustainability cannot be achieved through project-based initiatives alone. Instruments such as Educational Calls and Staff Weeks have successfully fostered innovation and capacity building, but must now be complemented by durable institutional, administrative, and technological infrastructures. The focus must shift from producing modular content to building the systemic capacity required to sustain it.

In conclusion, MS11.3 positions CIVIS at a critical stage of transformation. The Alliance has developed a clear conceptual framework, aligned with European policy, and accumulated substantial practical experience. The next step is the consolidation of a coherent educational architecture in which modularity becomes structurally embedded, scalable, and future proof. If these structural commitments are realised, CIVIS is well placed to become a leading model for sustainable, flexible and interoperable higher education in Europe.

MS11.4 Report on Implementation of Innovative Pedagogies for Joint Programmes in the Digital Campus (WP11 Contribution to Joint Milestone)

Milestone MS11.4 forms part of a joint effort across WP9, WP10 and WP11 to advance the implementation of innovative pedagogies within the CIVIS Alliance. Within this integrated framework, WP11 specifically focuses on the operationalisation of innovative pedagogies in modular learning, including micro-credentials, as a key component of the CIVIS educational transformation.

WP11 results demonstrate a clear progression from conceptual discussions on modularity to the development of concrete pedagogical tools, frameworks and pilot implementations. Building on successive CIVIS Staff Weeks and Educational Calls, WP11 has contributed to structuring a coherent approach to modular education aligned with the European Approach to Micro-credentials and the broader objectives of the European Education Area.

A central outcome of WP11 is the development of practical enabling resources to support academics in designing modular and stackable learning units. In particular, the Modular Futures initiative and the CIVIS micro-credential Canvas provide structured, user-oriented guidance that translates European policy frameworks into actionable course design methodologies. These tools support the integration of Challenge-Based Learning (CBL), digital delivery formats, and student-centred approaches into modular provision.

The results also highlight the increasing alignment between pedagogical innovation and European policy priorities. Modular learning within CIVIS is progressively shaped as flexible, interoperable and recognisable learning units, capable of supporting lifelong learning pathways, transnational mobility and skills development in response to societal challenges.

At the same time, WP11 identifies key challenges for full implementation. These include the need for greater harmonisation of quality assurance and recognition mechanisms, further consolidation of the Digital Campus infrastructure, and enhanced institutional capacity to support modular design and delivery across diverse academic contexts.

In conclusion, WP11 results position modular learning and micro-credentials as a structurally embedded and pedagogically innovative pillar of the CIVIS educational model. By linking policy, pedagogy and practice, WP11 contributes decisively to the development of a scalable, flexible and future oriented European learning ecosystem.