



BIP Handbook Basic Guidelines

WP8, TT8.2 – September 2025

AURORA



Co-funded by
the European Union



Palacký University
Olomouc



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Editors: Chloé Bigeard, Sílvia Baget, Nanna Teitsdóttir, Marina Vives

Layout: Aniza Pourtauborde, Blanca Ramírez

The Aurora BIP Handbook and its resources have been built following an iterative process of co-creation and inclusive peer re-view. We acknowledge the contributions of every individual from Aurora Work Package 8 (Enabling Mobility and International Exchange) that has taken part in this process, as well as peer-reviewers from other work packages of Aurora 2030 and the participants to the Aurora BIP Workshop held at the URV, Tarragona, on March 2024.

This process included the following people: Alexander Lindemans, Aniza Pourtauborde, Armelle Nechi, Prof. Dr. Barbara Buchenau, Blanca Ramírez, Carole Torriero, Catherine Layolle, Chiara Cardigliano, Chloé Bigeard, Christina Raab, Esmee Pasques, Fanney Karlsdóttir, Federica Esposito, Gisela Garrido Veron, Iris de Vries, Jihene Ghrairi, PhD, Jordi Serra, Katerina Hochstaffl-Nazarova, Larissa Jenewein, Marina Vives, Marketa Semberova, PhD, Prof. Dr. Martin Schwell, Martina Buráňová, Nanna Teitsdóttir, Nikola Wochele, Núria Golobardes, Pasquale Sellitto, PhD, Patricia Branco, PhD, Ramon Puras, Rebeca Tomás, Selma Porobic, PhD, Silvester Draaijer, PhD, Sílvia Baget, Thomas Baumgartner, PhD, Tomasz Waliczko, PhD, Verena Heuking.

Aurora BIP Handbook. Basic Guidelines

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Editorial

Blended Intensive Programmes (BIP) are becoming a cornerstone of Aurora's educational offering. Within our network, they embody the spirit of collaboration and innovation that defines our work: bringing together students and staff across institutions, disciplines, and borders.

BIPs stand out as an inclusive opportunity. By combining a short period of physical mobility with an online component, they make international experiences accessible to a wider group of learners, those who may not be able to take part in long-term mobility. Their transdisciplinary nature allows participants to engage with perspectives and expertise beyond their own field, enriching the learning process and strengthening our shared academic community.

At the same time, BIP serve as a catalyst for innovation in teaching and learning. They encourage the adoption of new pedagogical approaches, support the development of creative curricula, and make use of digital tools that enhance both flexibility and impact. In doing so, they reflect Aurora's broader ambition to match academic excellence with societal relevance.

This handbook is a collective achievement. It not only offers practical guidance for designing and implementing BIP, but also represents the effort to standardise and harmonise procedures across our universities. This was a challenging task, and the effort deserves to be appreciated. The commitment and professionalism of the Aurora Work Package 8, and specially Task Team 8.2, have made it possible to turn the BIP concept into a robust, high-quality, and sustainable practice.

We are confident that this handbook will support colleagues across Aurora in creating programmes that inspire, include, and innovate programmes that help us shape the future of higher education together.

Ramon Puras
Aurora Secretary General

Introduction

Aurora offers its members and associates an unprecedented opportunity to integrate European collaboration and foster enriched transnational educational and research programmes.

At the same time, as our global context has changed, the Erasmus+ Programme and many internationalisation and international exchange strategies have adjusted and adapted to new global trends and challenges that both our Higher Education Institutions and societies face.



Efficiently implementing Blended Intensive Programmes (BIP) within our alliance can significantly contribute to this new model of exchange and co-created knowledge, which is more inclusive, more transdisciplinary, and more adaptable. We hope this Handbook can contribute to it.

BIPs are an opportunity **for scholars and academic teachers** who wish to:

- Work further on their **interconnectedness** with Aurora
- Explore **inter- and transdisciplinary approaches** to shared challenges
- Foster **societal change** and **research opportunities**
- Build a **lasting relationship** with Aurora peers, thus enabling a sustained collaboration in teaching and research opportunities, as well as joint programmes
- **Increase opportunities** for teaching and learning, like Summer and Winter schools' collaboration
- **Integrate meaningful international experiences** and **peer learning** into their activities
- **Integrate regular courses** into the Aurora course catalogue

For institutions, creating new and solid bridges within the Aurora partnership can ensure a sustainable collaborative landscape, that goes beyond the classroom and impacts the institution as a whole.

In this sense, institutions and technical staff can promote BIPs by:

- **Supporting the preparation and execution** of the BIP within their home university and across the Aurora universities
- **Disseminate and promote BIP** across Aurora universities based on the strong and strategic partnership of the Aurora universities

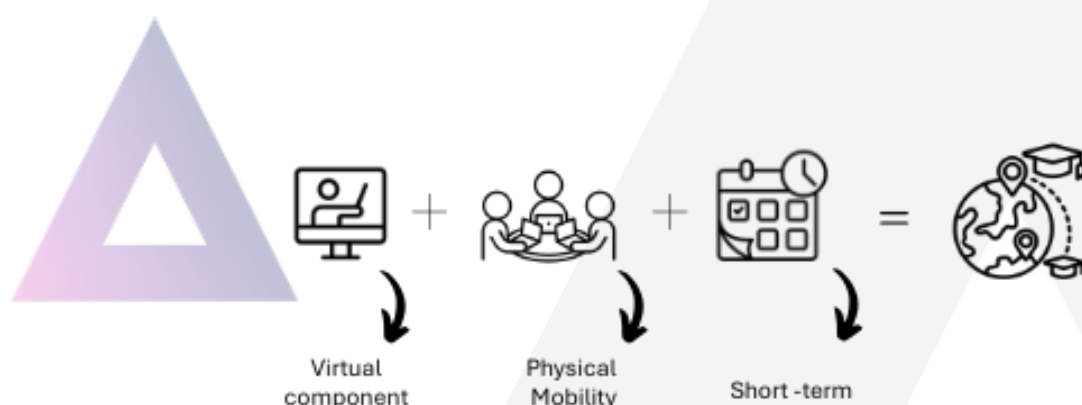
Reading Cues and Glossary

- **Aurora:** Aurora is a partnership of like-minded and closely collaborating research-intensive European universities, who use their academic excellence to drive societal change (Definition found on the Aurora website)
- **BIP:** Blended Intensive Programme
- **BM:** Beneficiary Module
- **ECHE:** Erasmus Charter for Higher Education
- **ECTS:** European Credit Transfer and Accumulation System
- **EUI:** European Universities Initiative
- **HEI:** Higher Education Institution
- **IaH:** Internationalisation at Home
- **IoC:** Internationalisation of the Curriculum
- **IRO:** International Relations Office
- **IROs:** International Relations Officer
- **KA 131 Programme:** This action supports physical and blended mobility of higher education students and staff from EU Member States and third countries associated to Erasmus+ to any country in the world.
- **MAMA:** Multilateral Aurora Mobility Agreement
- **OLA:** Online Learning Agreement
- **OS:** Organisational Support (funding for the Institution to organize and manage the BIP)
- **SMS:** Student mobility for studies
- **STT:** Staff mobility for training
- **STA:** Staff mobility for teaching (Staff Teaching Assignment)
- **TLC:** Trusted Local Communicator
- **ToR:** Transcript or Record

1. What is a Blended Intensive Programme?

A Blended Intensive Programme (BIP) is a programme in higher education promoted in the Erasmus+ 2021-2027 programme of the European Commission under the KA131 programme that consists of the following characteristics:

- It is a **short and intensive** programme that uses new forms of teaching and learning, including the use of **online cooperation**;
- It aims to reach **all types of learners, students and staff**, from all areas, fields of study and cycles, enabling new and **more flexible mobility formats**, which combine on-site mobility with a virtual part;
- During this intensive blended programme, groups of students or staff undertake short-term on-site mobility abroad, combined with a compulsory online component that **facilitates online collaborative learning exchange and teamwork**;
- It **awards ECTS** credits to participating students



Erasmus+ Minimum requirements to carry out a BIP

- Participation of a **minimum of 3 higher education institutions** (HEI) that hold an Erasmus Charter of Higher Education (ECHE), **from 3 different countries** of the programme.
- Participation of a **minimum of 10 incoming Erasmus+ participants**.
- Students will be awarded **at least 3 ECTS** for successful participation
- Physical mobility of **between 5 and 30 days** (short stay).
- Compulsory international collaborative **online learning component** (before, during and/or after physical mobility), included in the programme.

Students, academics, administrative and technical staff can participate in a BIP.



Student participation requirements

- Being a **student enrolled** at an Aurora member HEI.
- Aurora students **cannot do a long-term stay** (studies or internships) and a BIP simultaneously.
- Since a BIP is an Erasmus+ funded project, signing a **learning agreement** (Learning Agreement) and a grant agreement is required.
- Students can participate in an Aurora BIP with an **Erasmus+ Zero grant** (no financial support from Erasmus+ but official use of an Erasmus+ mobility opportunity)



Staff participation requirements

- Being **employed at any Aurora HEI**
- The participation of Aurora staff members can be funded through **Erasmus+ STT** or **Erasmus+ STA grants**.
- Since a BIP is an Erasmus+ funded project, **signing the mobility agreement and the grant agreement** before the physical mobility is required.
- Aurora staff can participate in an Aurora BIP with an **Erasmus+ Zero grant** (no financial support from Erasmus+ but official use of an Erasmus+ mobility opportunity).

Recognition

The academic recognition of a BIP will be established as follows:

- The minimum course load of a BIP is equivalent to **3 ECTS**.
- Participants must receive a **certificate of stay** from the host university with the dates of the physical mobility. In cases of a BIP for studies, the participant must be issued an official transcript of records from the host university.
- The home university is responsible for academic recognition.

Additional information:

- A BIP can be **embedded in a curriculum** or be offered as a **special programme**.
- The **on-site phase** usually takes place in the country of the host HEI but can also be organised to take place in **another country**.
- The on-site phase can also include **site visits**, and the **on-site training** can be hosted outside the HEI.
- BIP can be organised during the semester, or as “**summer school**” or “**winter school**”.
- The learners of the sending HEIs are “**mobile participants**”. Their home university funds their mobility.
- Members of the **receiving HEI can also participate** in the BIP. However, they do not count as mobile participants and do not receive a mobility grant. Therefore, they do not count towards the 10 minimum participants.
- Mobile participants can have **other funding sources** and be included as learners if they do all the Erasmus paperwork stating they are “Zero grant”.
- BIP activities can include **field visits**, the participation of **professional contributors** from your industry or local context and have **external guests**.

Benefits of a Blended Intensive Programme (BIP)

- Opens **more opportunities** for learners to take part in blended and short-term mobilities.
- Enables a **more accessible international mobility**, especially for people with limited time and financial resources
- Is inclusive in terms of potential beneficiaries, since **all levels of students** (Bachelor, Master, Doctorate) can go on a BIP, as well as **all types of staff**.
- Encourages **innovative ways of teaching and learning**.
- Hosting a BIP can also imply a **financial incentive** to build blended programmes, especially in smaller departments with fewer resources.
- Enables exchange of good practices **and learnings through transnational and transdisciplinary collaboration**
- Contributes to the **co-construction of a European identity**, bringing together different **cultural practices and approaches**, and going **beyond traditional academic cycles**
- Can provide **specialised knowledge** with the latest insights from industrial or professional sectors.



What Makes an Aurora BIP?

An Aurora BIP is a quality label.

For a BIP to qualify as an Aurora BIP it must fulfil the minimum Erasmus+ requirements with the addition of the following requirements:

- **Partnerships:** at least 3 Aurora universities must partner in the BIP, one of which is the coordinator. Non-Aurora HEIs can partner in the BIP as long as the minimum Aurora partnership is reached. Including Aurora associate partners is highly encouraged.
- The selection of participants is transparent. Inclusivity and diversity awareness are recommended.
- **Content is encouraged to be** co-created among partners to ensure mutual enrichment and ownership commitment.
- The on-site part should be the **minimum 5 days**. Further days can be added if the learning outcomes require it and if sending partners have available funding for a longer mobility. The methodology and learning outcome of the BIP must align with the **Aurora Educational Guidelines**: <https://aurora-universities.eu/aurora-competence-framework/>.
- It must be published in the **Aurora Course Catalogue** and shared according to the agreed timeline. It is expected that all Aurora members are informed of the BIP.
- Aurora BIP would ideally be connected to one of the **HUB themes**.

The Aurora BIP offer a unique opportunity to collaborate within a dynamic network of prestigious institutions, fostering innovation, inclusivity, and academic excellence.

By co-creating impactful, high-quality programmes, we can provide an international learning experience that bridges diverse perspectives and promotes our shared values. With wide partnerships, a commitment to annual offerings, and a strong emphasis on transparency and inclusivity, working on an Aurora BIP ensures a transformative educational experience for students and institutions.

By implementing Aurora BIPs, you participate in shaping the future of higher education, where collaboration meets impact.

2. Setting up a BIP within Aurora

Setting up a BIP: a collaborative task



At the institutional level, organisers need to coordinate with the office that grants Erasmus+ mobility opportunities, whether it is embedded at a Faculty/Department or a centralised International Relations Office.

International Relations Officers (IRO) can inform about deadlines for applying for grants, offering or committing to seats, and completing paperwork required to comply with Erasmus+ requirements.

At the teacher/organiser level, partners need to collaborate to set up a programme that is interesting and appealing to them all. They also need to agree on the distribution of tasks and teaching assignments, as well as the online contributions and calendar.



At a host HEI level, teachers must collaborate with their IRO and other relevant academic services to modify pre-existing courses or create new educational offers following the BIP requirements. The offer needs to be well-prepared in time and form to be promoted to all relevant stakeholders and allow for sufficient time for any necessary administrative procedures.

Main Actors of a BIP Project



- **Students / Learners** – active participants, contributing to learning outcomes and ensuring collaboration.
- **Academic staff / Programme organisers** – responsible for designing content, learning outcomes, calendar, and coordinating with IROs.
- **International Relations Officers (IROs)** – manage Erasmus+ procedures, deadlines, agreements, and mobility documentation.
- **Other support services** – academic/student services, educational development services, and faculty/department management.

Students/learners are active participants in the Blended Intensive Programme. They should be able to address topics or challenges in collaboration with various stakeholders, thereby improving their critical thinking, problem-solving, and creative and entrepreneurial skills.

The students/learners are integral to the success of the BIP, both in terms of the learning outcomes and financing. The number of Erasmus+ mobile participants ensures that the coordinating HEI receives at least the minimum Erasmus+ BIP funding.

The main staff engaged in a BIP can be divided into two categories: **academic staff** and **mobility coordinators**. As the tasks and challenges differ greatly depending on whether the staff belongs to the coordinating Higher Education Institution (HEI) or the participating HEI, the roles are described accordingly here.

Academics/programme organiser implement the BIP at the course level. They decide on learning outcomes, content, calendar, and activities. They can select the partners based on previous experience or ask for support in finding partners. They are in touch with the IRO at their institution and ensure that their partners are in touch with their own IRO.

When the BIP target group of learners is staff, **content creation can be carried out by non-academic staff** with specialised knowledge in the field. In that case, staff commitments are similar to those of the academics in terms of tasks distribution.

International Relations Offices (IRO) manage the Erasmus+ calls and related paperwork, such as learning/teaching/training agreements, certificates of stay, grant agreements, etc. They know and inform about the deadlines, manage the information at the Beneficiary Module, report on the Erasmus+ project when it is completed, and ask for future Erasmus+ funding.

They are in touch with the partner IRO to inform them about the number of possible Erasmus+ grants their institution can commit to.

Responsibilities in Practice

The practical steps required to organise a BIP involve different actions at the **host institution** and the **sending institution**.

To keep this section concise, the detailed breakdown of tasks *before, during and after* is provided in the **Annex**:

Annex 1: Procedures for the **Host institution** (academics and IRO).

Annex 2: Procedures for the **Sending institution** (academics and IRO).

Annex 3: Procedures for **Students / Learners**



Tips for BIP Organisers

- Plan well in **advance**.
- Get commitment from partners on the **number of participants** before organising the content and details: the BIP will not be funded unless the minimum number of participants is reached.
- **Overestimate participant numbers** to allow for cancellations.
- Decide among partners **how to promote** the course and on the application instructions to participants, make sure to include IRO in this process.
- Plan the BIP with **more than two partners** (more than three in total). This will ensure that it can take place even if one partner cancels in the planning stages.
- A good practice is to hold the **virtual component before the on-site phase** (for example, as preparation for the on-site phase).
- Allow some time for **cultural exchange and intercultural learning** in the programme
- A BIP works better when **truly collaborative**: use your best (including partners') expertise.
- Consider the on-site part **an opportunity to exchange** and learn from one another. Design learning methodologies in this direction: <https://aurora-universities.eu/aurora-competence-framework>

Timeline for an Aurora BIP

Due to differences in academic calendars from one Aurora university to another, it is not advisable to work with fixed monthly schedules. It has been decided among stakeholders to work with a month countdown calendar in four parts instead. The agreed Aurora timeline is as follows:



3. Institutional Contacts

Universitat Rovira i Virgili (URV)

We have several stakeholders that should be informed. The following are contact points, they will distribute the email to others if necessary (for example, participating teachers in the particular BIP).

- Aurora office: aurora@urv.cat (this email is handled by Jordi Serra, Aurora Project Manager, and Blanca Ramírez, URV's TLC and Project Officer)
- BIP coordination: bip@urv.cat (this email is handled by Marina Vives and Malka San Lucas)
- Mobility: mobility@urv.cat (Núria Golobardes, responsible for Mobility procedures at the URV)

University of Iceland (UI)

- All information on Aurora BIPs should be sent to aurora@hi.is

Universität Innsbruck (UIBK)

- All information on BIPs should be sent to erasmus-bip@uibk.ac.at Nikola Wochele, in her role as Aurora Mobility Coordinator and Erasmus+ BIP Coordinator, will distribute the information as needed.

Université Paris-Est Créteil (UPEC)

- All information on Aurora BIPs should be sent to aurora@u-pec.fr
- Information regarding the coordination of the teaching/training aspect can also be sent to the Educational Developer: Bertille Baron at bertille.baron@u-pec.fr (In charge of Aurora Educational Programs support and coordination - UPEC).

Vrije Universiteit Amsterdam (VU)

- All information on Aurora BIPs should be sent to Iris de Vries at internationalrelations@vu.nl

Copenhagen Business School (CBS)

- All information on Aurora BIPs should be sent to Catherine Layolle at Aurora@cbs.dk

Universität Duisburg-Essen (UDE)

- All information on Aurora BIPs should be sent to aurora-alliance@uni-due.de

Università degli Studi di Napoli Federico II (UNINA)

- All information on Aurora BIPs should be sent to the Aurora Office at aurora.f2@unina.it
- BIP coordination at the 'UNINA Erasmus and mobility office': Dr. David De Simone ddesimon@unina.it
- For Aurora BIPs refer to Aurora Office aurora.f2@unina.it
- UNINA Erasmus and mobility office: international@unina.it (Head of Office, Dr.ssa Marta Maciocia)

Palacký University Olomouc (UP)

- All information on Aurora BIPs should be sent to:
- Aurora Mobility Coordinator: Martina Buráňová, martina.buranova@upol.cz (BIPs mobility procedures)
- General contact on Aurora Office: aurora.up@upol.cz

4. Appendix

Annex 1: Procedures for the Host institution (academics and IRO)

Phase	Academics	IRO
Before	✓ Define learning outcomes, content, partners, and calendar. ✓ Coordinate with IRO on funding and mobility procedures. ✓ Share Aurora Course Fact Sheet. ✓ Promote BIP internally.	✓ Apply/register BIP on BM ✓ Provide code to partners. ✓ Check deadlines and agreements (Erasmus+/MAMA). ✓ Inform partners about grants and selection procedures.
During	✓ Deliver on-site/online teaching. ✓ Keep attendance lists. ✓ Support cultural and collaborative learning activities.	✓ Support organisation/logistics. ✓ Sign confirmations of stay/attendance. ✓ Ensure documents are processed correctly.
After	✓ Disseminate results and feedback. ✓ Contribute to final reporting.	✓ Register mobilities in Beneficiary Module. ✓ Process final documents and reporting. ✓ Close administrative procedures.

Description of the procedures for the host institution in detail:

Academic Staff / Programme organiser at the coordinating HEI

BEFORE

- **Outline the BIP:** think about a project that could suit the requirements of a BIP, get in contact with at least two other Aurora universities (more is recommended to ensure sufficient participation).
- Get in contact with the IRO to ask whether BIP **funding** is available, and how you can apply for a BIP as the coordinating HEI.
- Make sure to be in touch with your IRO to **align with mobility procedures** and calendars.
- **Ensure funding** of the BIP, according to your home university's internal procedure. Some institutions have calls for applications that need to be pre-approved before submission, while others may have available BIPs that you can ask for.
- Think about the **level of studies** (Bachelor, Master, Doctorate) or the staff target group.
- Decide on the application and **selection procedure** for your target group (students or staff). Do you want the participants from the participating universities to be selected by the participating HEIs, or do you want them to apply directly?
- Check with your IRO who will sign the **Mobility Agreements** for staff BIP/ the **Learning Agreement** for a student BIP.
- Fill in the **Aurora Course Fact Sheet**, which includes the application procedures and other necessary BIP and mobility information (see appendix). The Fact Sheet must be shared with your institution's BIP coordinator and Aurora mobility coordinator.
- Discuss the distribution and **use of OS funds** with the IRO.

DURING

- **Host the online part** with a stable and suitable video conferencing provider. Make sure that the contents add value to the BIP programme and that the online part is well announced to ensure that all participants attend.
- Sign **confirmation of stay/attendance**, if applicable.
- Keep a **daily attendance list** during the on-site session and share it with your mobility coordinator.

AFTER

- If necessary, **host an(other) online part**.
- If not done at an earlier stage, discuss the expenses of **OS funds** with the IRO.
- **Confirm the attendance of participants** in the on-site part with the IRO.

Description of the procedures for the host institution in detail:

Mobility Coordinators at the coordinating HEI

BEFORE

- **Apply for a certain number of BIPs** from the European Commission for each call.
- **Register BIP** in the Beneficiary Module and share the BIP code with sending partners HEIs.
- Decide on **nomination** and **selection** of participants in advance
- Have **information** ready about BIP applications for academic staff/programme organisers
- **Receive and process applications** from interested stakeholders wishing to coordinate a BIP.
- **Get in contact with mobility coordinators** from the participating universities.
- Make sure that the proper **inter-institutional agreement is set up** (Erasmus+ / MAMA).
- Provide the relevant stakeholders with the most **important** information (**Aurora Course Factsheets**).
- **Process and advise** on documents needed by the sending partner institution.

DURING

- **Host** the BIP, support the academic with organisational issues.
- Sign **Confirmation of stay/attendance** (if applicable).

AFTER

- Make sure that all **mobilities are registered in the Beneficiary Module**.

Annex 2: Procedures for the Sending Institution (academics and IRO)

Phase	Academics	IRO
Before	✓ Coordinate with host on content and learning outcomes. ✓ Promote BIP to students/staff. ✓ Agree on selection/nomination process. ✓ Select and inform participants.	✓ Inform participants about mobility procedures. ✓ Prepare and sign OLAs/mobility agreements. ✓ - Arrange Erasmus+ grant agreements.
During	✓ Participate in teaching/learning activities as agreed. ✓ Support students during mobility.	✓ Maintain contact with participants. ✓ Ensure mobility procedures are followed.
After	✓ Collect feedback from participants. ✓ Disseminate results.	✓ Finalise documents (transcript of records, confirmation of stay, Erasmus+ participant report). ✓ Update Beneficiary Module. ✓ Arrange final payments.

Description of the procedures for the sending institution in detail:

Academics or Partner Staff at the sending HEI

BEFORE

- **Contact the academics/ programme organiser** from the coordinating HEI to agree on the content and learning outcomes of the BIP, application procedure, how many students should be sent, etc.
- Get in contact with mobility coordinators to **check if funding is available**.
- **Promote** the BIP programme at your institution (e.g., in lectures, on website, via newsletters or social media).
- Agree with coordinating HEI about the **application and nomination procedure**. (Is it only the responsibility of the sending HEI, or does the coordinating HEI wish to contribute to the selection of participants?).
- **Select** the participants.
- **Inform your mobility coordinator** about the selected participants.
- Check with your IRO who is responsible for signing **OLA/mobility agreements**.

DURING

- Travel and participate in the programme, if applicable.

AFTER

- Participate in another virtual component, if applicable to the BIP.
- Disseminate the results on Aurora social networks and websites.

Mobility Coordinators at the sending HEI

BEFORE

- Share information on **how to apply** to BIP to those eligible to participate.
- **Receive the application** to participate in a BIP from academics.
- **Promote** the BIP programme (on websites and social media) to attract students.
- **Receive a list of participants** from the programme organisers.
- Contact the participants and inform them of **mobility procedures**.
- Enter the participants into the **Beneficiary Module** with the BIP code provided by mobility coordinators from the coordinating HEI.
- Prepare **grant agreements** for the mobility phase and send them to participants for signature.
- After signature, **arrange payment**.

DURING

- Be available for the participants in case of questions.

AFTER

- Receive **final documents** required for the administrative conclusion of the BIP, such as Transcript of Records, confirmation of stay and check the completion of the Erasmus+ participant report.
- Arrange payment of the **second instalment** if applicable.
- Make sure the **Beneficiary Module** is correctly updated.
- Invite the programme organiser to contribute to the BM **final report**.

Annex 3: Procedures for Students/Learners

- Learners in both sending and receiving institutions are the main beneficiaries of the BIP. Learners that travel outside their HEI to join a BIP will be required to fill in mobility documentation, in accordance with Erasmus+ requirements and their home institution and national regulations.
- They are expected to actively participate in both online and on-site phases and engage and collaborate with their peers.
- After attending a BIP, they shall submit the final assignments, deliverables or project, and finalise the mobility procedures.

Annex 4: Aurora Course Fact Sheet

The Aurora Course Fact Sheet is an information sheet that is used for mobility purposes. It is not to be shared with students/learners but to be filled in by coordinators and mobility officers.

Details course

Name of the course	
Host institution	
Host faculty	
Field of study	
Registration fees	☐ Yes, in the amount of _____ ☐ No Explanation (if needed):
Course leader / teacher /instructor	
Contact person for mobility procedures (Name and email)	
Course in Aurora course catalogue	☐ Yes, link: ☐ No, plan to publish by (date):
Link to course description	
Number of credits	... ECTS
Aurora Edu hub/SDG/Pilot Domain	
Language of instruction	
Delivery of the course	☐ Physical/on-site ☐ Virtual ☐ Blended
Start date physical course (if applicable)	
End date physical course (if applicable)	
Start date virtual course (if applicable)	
End date virtual course (if applicable)	
Confirmation of study (issued to the students upon completion)	☐ Transcript of records ☐ Confirmation letter ☐ Other:

Details participants

Places available (per uni and/or in total)	
Advised study level	
Advised language level	
Additional requirements	
Nomination required	☐ Yes ☐ No
Nomination deadline (if applicable)	
Nomination information (if applicable)	
Application deadline	
Application procedure	

Selection procedure at home university	
Selection procedure at host university	

Additional information in case of Erasmus+ Blended Intensive Programme (BIP)

Beneficiary Module BIP code	
Description of the virtual component	
Coordinating university	
Hosting university	
Partner Universities	
Expected # participants per university	
OLA contact person at host uni	
OLA responsible person at host uni	

Responsible for the content:
Last update: ...

Annex 5: Testimonials

“This year at IAE Management school, UPEC hosted an Aurora BIP on the topic of “responsible entrepreneurship” in partnership with EURIDICE. Participating students, nominated by their sending institutions, formed highly motivated and cohesive groups who provided quality deliverables. Starting with team building activities both online and in-person is key. Proposing an interesting case or project to work on helps keeping students interested and engaged.”

Laurence Beierlein, Co-director of studies for the Master “Managing CSR” - Associate Professor at IAE Paris-Est (UPEC)

“Drawing on my personal experience as coordinator of the Aurora Hackathon on food systems, which I have been organizing in Naples every year since 2021, I believe that the BIP format offers a wide range of advantages. First of all, it provides students with international learning opportunities — with peers from other European universities — over a relatively limited period of time, making it much more compatible with their study program at their home institution compared to a traditional Erasmus mobility, which usually lasts at least one semester. Secondly, it fosters a genuinely transdisciplinary approach to the issues under study: students and faculty from the three (or more) participating institutions may come from very different disciplinary backgrounds, thus having the chance to engage with other fields of knowledge, both in terms of theoretical frameworks and operational methodologies relevant to their practice. Finally, the blended format allows the theoretical framing sessions to be concentrated in the online component of the course, giving participants the opportunity to explore these shared issues in depth before coming together during the on-site period. For all these reasons, I believe that the BIP is a flexible and highly effective tool, which should play an even more central role in the internationalization strategies of the institutions participating in the Aurora alliance.”

Ramon Rispoli, Associate Professor of Design, Department of Architecture at Università Federico II di Napoli (UNINA). Co-lead of Aurora Work Package 3 (Social Entrepreneurship and Innovation).

“At the URV we have good experience in Community Service Learning (CSL) but leveraging the opportunity of bringing the Aurora Community together and gathering with peers from all over Europe was an amazing experience for me, as coordinator, and for all the participants. The objective of this BIP for staff was to learn how to implement CSL methodology at universities, with local and international developed experiences and projects. It also showcased the URV institutionalization of CSL model, and local organisations guests in order to enrich the insights on CSL from the community perspective.

Participants had the assignment to design a SL course at their own institutions. During the BIP, they were handed different tools and resources to develop their idea, which was shared for peer-review at the wrap-up session. The feedback we received after the BIP was amazing, and I think we created a great community of practice and a sort of informal staff network. Moreover, this BIP was organised together with another two BIPs for Aurora staff, one on Internationalisation at Home and the other on Doctoral Supervision, and the sense of community he felt at the Campus for some days was amazing”.

Avril Lombardi, URV CSL programme coordinator and contents coordinator of the Staff BIP “Community Service-Learning and Third Mission: Local Service for Global Learning”, hosted by the URV in March 2024

Annex 6: Visual Identity and Communication

This section outlines the visual identity and communication guidelines for the Aurora Blended Intensive Programme (BIP). It serves to ensure consistent, inclusive, and recognisable messaging across all Aurora institutions involved in the design, promotion, and implementation of BIPs.

These guidelines stem from the recommendations of the Aurora Communication & Dissemination team.

All BIP-related communications and promotional materials must follow the Aurora visual identity standards. These elements are available upon request to the Aurora Trusted Local Communicator (TLC) at each university. These include:

Logos and Branding Elements

- The official Aurora logo must be used on all materials (digital and print) together with the “Co-funded by the European Union” logo.
- The logo should not be altered in shape, colour, or proportion.
- Co-branding with local university logos is encouraged, following institutional guidelines.

Colours and Typography

- Use the Aurora colour palette to maintain consistency (available in the Aurora Brand Kit).
- Recommended font: Aptos.
- Ensure adequate contrast for accessibility in all text and background combinations.

Templates and Formats

- Use approved templates provided by the Aurora Communication & Dissemination team to design presentations, flyers, and posters.

Imagery and Accessibility

- Use inclusive and diverse imagery that reflects Aurora’s commitment to social impact and equality.
- Ensure all visual content (images, charts, videos) complies with accessibility standards (e.g. alt text for images, subtitles for videos).

Channels

- Promote BIPs through your Aurora Office. They are responsible for adapting and sharing the materials through appropriate channels, including among their TLC peers and the Aurora Central Office.

Content and Language Use

- British English is the common working language for alliance-wide materials.
- To increase accessibility, provide translations or bilingual materials for local communication.

Communication & dissemination Calendar for TLC's

- Pre-Launch and Post-Launch Communication Timeline:

Phase	Action
4 months prior	Finalise BIP description, prepare promotional visuals & templates
3 months prior	Publish on Aurora & institutional websites, launch social media push
1 month prior	Reminders via newsletters and digital channels
During programme	Gather photos, quotes, and posts with participant feedback
After programme	Post highlights, testimonials, and any open educational resources

Annex 7: Other Relevant Documents

- [BIP Basic Toolkit: BIP-Basic Toolkit-OEAD \(1\).pdf](#)
- European Commission: Directorate-General for Education, Youth, Sport and Culture, *Blended mobility implementation guide for Erasmus+ higher education mobility KA131*, Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/467485>
- [Good practices Implementation of Virtual Component of BIPs](#)
- [Higher education mobility handbook: Higher Education Mobility Handbook for Beneficiaries 2021](#)