



**Blended Intensive
Programmes (BIPs)
as Online
Microcredentials:**

**The Algebra Bernays
Perspective**

Topics

- Mobility + digital learning + flexible credentialing
- Lessons from Algebra Bernays and the DIVERSE Alliance



Higher education is moving from long, fixed programmes toward shorter, stackable, learner-centred pathways. BIPs may become one of the practical bridges between mobility and microcredentials.

Key points

- European higher education increasingly emphasizes:
 - lifelong learning
 - skills-based education
 - flexibility
 - Internationalisation
- Traditional mobility can be difficult for:
 - working learners
 - learners with fewer opportunities
 - short-cycle learners
- Microcredentials create opportunities for:
 - modular learning
 - recognition of smaller learning units
 - stackability



European policy is moving from education based primarily on time and degrees toward education based on demonstrated learning outcomes and competencies.

What are BIPs?

Blended Intensive Programmes as an Erasmus+ mobility activity combines:

- short physical mobility (5-30 days)
- mandatory virtual component (before, after or both)
- collaborative learning
- international partnership design

Key characteristics:

- minimum three higher education institutions from three Erasmus+ programme countries (including host HEI)
- physical mobility typically 5–30 days
- minimum 3 ECTS for students
- innovative teaching approaches encouraged



BIPs were introduced to make mobility more inclusive and accessible while preserving international collaboration and intercultural learning.

Why BIPs fit microcredentials?

Microcredential characteristic

Short learning units

Defined learning outcomes

Skills orientation

Flexible delivery

Recognition potential

International experience

BIP alignment

✓

✓

✓

✓

✓

✓

BIPs already include many characteristics associated with microcredentials and can serve as a delivery mechanism rather than merely a mobility format.

Comparing Learning Models: Traditional Mobility vs BIPs vs Standalone Online Microcredentials

Dimension	Traditional Erasmus Mobility	BIP Model	Standalone Online Microcredentials
Duration	Semester/full academic period	Short intensive format	Flexible short-course
Physical mobility	High	Moderate	None
Virtual learning	Limited	Integrated and mandatory	Core component
International collaboration	Strong	Strong	Variable
Accessibility	Lower	Higher	Very high
Flexibility	Low-moderate	High	Very high
ECTS recognition	Established	Established (but evolving)	Developing
Skills orientation	Moderate	Strong	Strong
Scalability	Limited	Medium-high	High
Learner profile	Traditional students	Diverse learners	Lifelong learners, professionals



Traditional mobility offers deep immersion but often requires substantial time and resources.

Online microcredentials maximize flexibility but may lose some intercultural and collaborative dimensions.

BIPs occupy the middle space: preserving mobility while increasing accessibility and modularity.

BIP design model as online microcredentials



The online component becomes the connecting structure linking mobility and learning outcomes.

Our example

Case study:

In September 2025, Algebra Bernays University hosted the DIVERSE Alliance BIP focused on joint microcredentials and shared European approaches.

Main objectives:

- microcredential policy toolkit
- labour market analysis methodology
- curriculum design methodology
- online programme description tools
- sustainability models
- outreach and promotion strategy

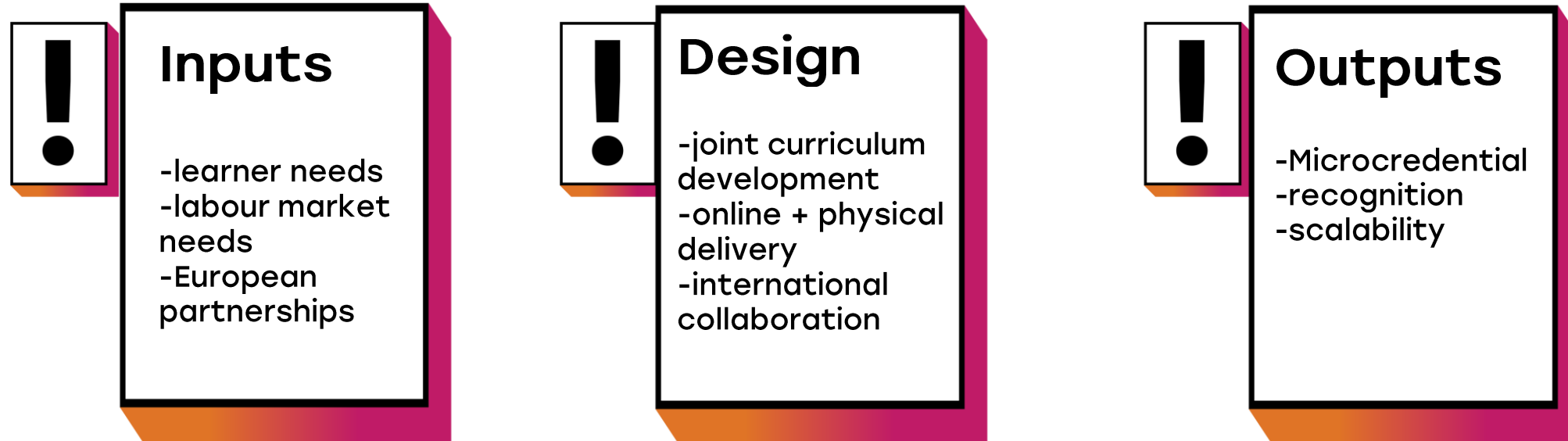
The focus moved beyond delivering a single educational activity toward building structures and frameworks for future implementation.

BIP for Staff: DIVERSE European University Alliance Joint Micro-Credentials, 15 – 19 September 2025

The main objectives of the BIP was to create a toolkit for micro-credentials, covering a policy on micro-credentials, a labour market analysis methodology, a curriculum design methodology, an online programme description tool, financial models for sustainability as well as a promotion and outreach strategy, and to design and develop at least one joint professional development programme leading to a micro-credential, and we developed five.



The Algebra Bernays University model



This approach emphasizes co-creation, interoperability, practical implementation as well as the European cooperation

Recognition mechanisms

Recognition remains one of the most important challenges for scaling microcredentials across Europe.



Recognition depends on:

- ECTS allocation
- learning outcomes
- transparent assessment
- digital credentialing
- interoperability among institutions

Challenges:

- institutional differences
- administrative procedures
- national regulations
- cross-border recognition

Lessons learned

Long-term success depends on institutional integration rather than one-time project activity.



Key lessons:

1. Partnerships matter more than technology
2. Design for outcomes, not content
3. Virtual components should actively engage learners
4. Recognition mechanisms should be designed early
5. Sustainability requires shared institutional ownership

Toward scalable European adoption



Future possibilities:

- stackable European credentials
- lifelong learning pathways
- alliance-based delivery
- stronger labour-market responsiveness



Our BIPs and Microcredentials in 2025/2026

INTERNATIONAL WEEK 2026: Interdisciplinary by Design - Building the Future University

16 – 20 March 2026

Interdisciplinarity is one of the buzzwords shaping the future of higher education – but turning it into reality in teaching and research is still a challenge.

Join us at International Week 2026 to be part of the conversation! Together, we'll explore policies, institutional strategies, and hands-on approaches that make genuine interdisciplinarity possible – not only in the classroom, but also across management and administration.

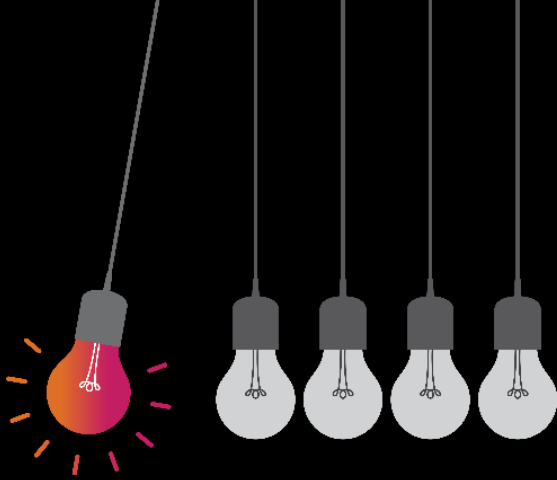
Planned activities:

- Workshops
- Networking with partners
- Fair with students
- Best practice exchange



BLENDED INTENSIVE PROGRAMMES (STUDENT BIPs)

12 – 16 January 2026

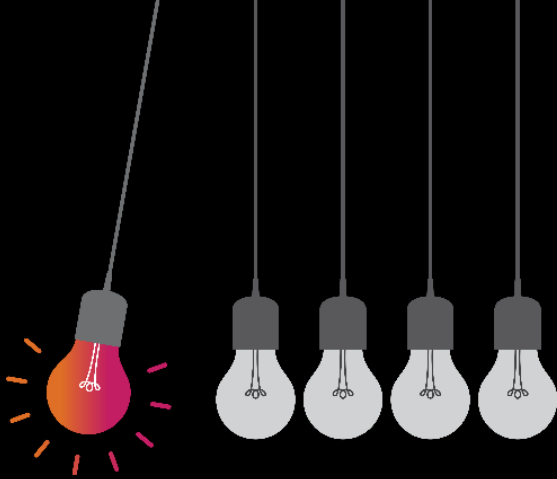


- Creative Visual Project
 - Creative Solutions in Branding
 - Fundamentals of Video Production
 - Project Approach to Application Development
-
- 3 ECTS points
 - No participation fee
 - Bachelor level students



BLENDED INTENSIVE PROGRAMMES (STUDENT BIPs)

4 – 8 May 2026



- Creativity in Communications and Presentation Skills
- Team Development of a Computer Game
- From design to TSHOOT: Engineering complex networks
- Mastering the Art of Public Speaking – Stand Out in Front of and Behind the TV Camera
- Creating a project for a client

- 3 ECTS points
- No participation fee
- Bachelor level students



International Summer School 2026

✓ 29 June (7 July) - 24 July 2026

Zagreb & Adriatic coast, Croatia

MICROCREDENTIAL PROGRAMS, 6 ECTS, LEVEL 6

ARTIFICIAL INTELLIGENCE

DATA-DRIVEN STORYTELLING

CYBER SECURITY

GAME DESIGN

MOBILE APPLICATION DEVELOPMENT

CREATIVITY AND STORYTELLING IN MARKETING

+ free CROATIAN LANGUAGE AND CULTURE module, 4 ECTS

UPCOMING:

APPLICATION OF ARTIFICIAL INTELLIGENCE IN BUSINESS

POLITICAL COMMUNICATION

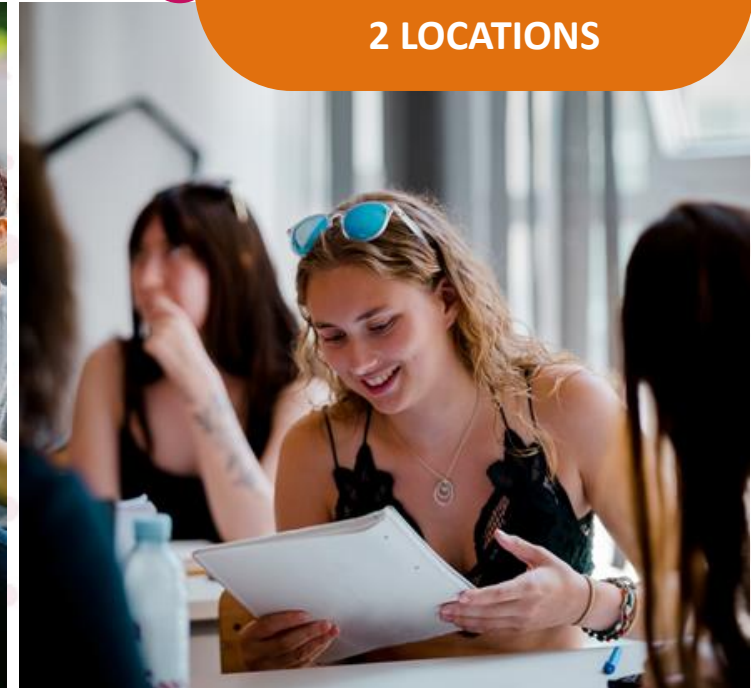
MULTIMEDIA STORYTELLING

CUSTOM-MADE PROGRAMS:

WIRELESS COMMUNICATION NETWORKS, 5 ECTS, LEVEL 7



1 MAIN MODULE
1 FREE MODULE
6 + 4 ECTS
2 LOCATIONS



[Learn more](#)

**BIPs may evolve from mobility instruments
into a practical architecture for European
microcredentials - connecting
FLEXIBILITY, INTERNATIONALISATION AND
LIFELONG LEARNING.**



THANK YOU

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