



INGENIUM
European University

INGENIUM Blended Intensive Programme (BIP)

Guidelines and tips to present a BIP

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The Professor's Roadmap to Creating an INGENIUM BIP

A step-by-step guide for professors to design, implement, and finalize a Blended Intensive Programme (BIP) within the INGENIUM alliance.



1. Partnership: Build Your Consortium

Form a group with a minimum of three INGENIUM partner universities.



2. Roles: Assign Responsibilities

-  **Coordinating HEI:** Manages organizational support (OS) funds and overall logistics.
-  **Receiving HEI:** Hosts the participants and issues the Certificates of Attendance.
-  **Sending HEI:** Sends learners or staff and recognizes the credits earned.



3. Design: Structure the Learning

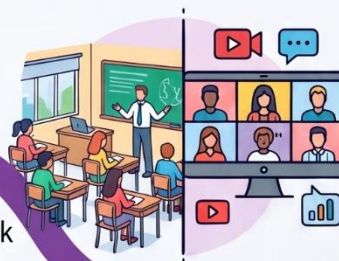
Combine 5–30 days of physical mobility with virtual activities for 3 ECTS.

Phase 2: Management & Execution



4. Documentation: Prepare the Paperwork

Complete the BIP Fact Sheet, Checklist, and Inter-institutional Agreements (IIA).



5. Implementation: Execute the Programme

Run synchronous/asynchronous virtual activities alongside the on-site physical mobility week.



6. Completion: Verify and Recognize

Collect proof of attendance and ensure ECTS recognition for all students.

An INGENIUM BIP is a short course combining a brief stay abroad (physical mobility) with a mandatory online learning component, ensuring compliance with Erasmus+ and INGENIUM Alliance standards.

1. What is an INGENIUM BIP?

An INGENIUM Erasmus+ Blended Intensive Programme (BIP) is a **short course that combines a brief stay abroad with online learning**. It includes a required virtual part where students work together online on activities and assignments that contribute to the course's learning goals.

BIPs are part of the Erasmus+ KA131 action, and they must follow a number of specific rules that are indicated in the [Erasmus+ programme guide](#).

1.1. Duration and structure

- > Physical mobility for **students** (SMS) and **staff on training** (STT): **5–30 days** in one host country, completed in a single continuous period. Short cross-border field trips or excursions are allowed. A **virtual component is required**.
- > Physical mobility for **staff on teaching** assignments (STA): **2–30 days** (minimum 1 day for invited staff from enterprises). For teaching staff, the **virtual component is optional**.

TIP 1

Leave room in the schedule for breaks and flexibility —do not over-plan every minute.

- > **Virtual component** (when required): There is **no minimum length**, but participants must work together online on activities that contribute to the course learning outcomes. The virtual activities may take place **before, during, or after** the physical component.

TIP 2

Design synchronous online activities (icebreakers, guest lectures, collaborative tasks) and asynchronous ones (shared documents, mind maps) that prepare students for the on-site week.

- > **Credits**: The combined physical and virtual components must correspond to at least **3 ECTS credits** ([ECTS user's guide](#)) for student participants. **There is not ECTS requirement for staff**. *Example of distribution*: 5-day physical component (30 hours), 3 virtual sessions of 2 hours each (6 hours), and 39 hours of self-study and/or group work.

TIP 3

Make the virtual and on-site content as seamless as possible, and build in time for reflection before, during and after the BIP.

1.2. Partnership requirements

An INGENIUM BIP must meet the following minimum requirements:

- > A minimum of **three INGENIUM partner universities** must jointly develop and deliver the BIP. Universities outside the INGENIUM Alliance may also participate, provided that the minimum requirement of three INGENIUM partners is met —however, their participation should be clearly justified, and particularly why they have been prioritised at the expense of other INGENIUM partners.

TIP 4

Plan well ahead and consider a consortium of 4 partners rather than the minimum 3, to absorb possible dropouts.

When preparing your application, you can already circulate an expression of interest explaining that you are organising a BIP and you are looking for partners in the different roles indicated in this document. It is perfectly fine if only 3 partners are involved in the design and the delivery, but then almost all others send their students. However, the more partners are involved in the design and delivery, the more strategic the BIP becomes.

- > Other INGENIUM HEIs may also join simply to send participants, even if they have not been involved in the design or delivery. Non-INGENIUM HEIs not involved in the design or delivery may only participate in specific cases.
- > Every partner must have **a role**: developing/implementing the programme, and either sending or receiving participants —unless it is only coordinating.

TIP 5

Agree clearly among co-facilitators on expectations, standards and support structures before designing content.

Table 1. Roles in the partnership

Role	Description
Coordinating HEI	Coordinates the organisation and manages the organisational support (OS). By default also the receiving HEI, unless agreed otherwise.
Receiving HEI	Holds an ECHE. Receives participants at its premises or another venue in the same country. Only one primary receiving HEI per BIP (a secondary host HEI is possible). Normally the coordinating HEI is also the receiving HEI, but not necessarily.
Sending HEI	Any HEI from the partnership, or from outside it, that sends learners/teaching staff.
Co-hosting organisation	Optional. An enterprise, HEI, association or public body in the same country hosting participants for practical training.

1.3. Funding: organisational support (OS)

- > Amount: **400 EUR per funded mobile learner, up to 8 000 euros.**
- > Paid to the **coordinating HEI**, which decides with the partnership how it is shared.
- > **Covers** preparation, design, development, implementation, follow-up, virtual/remote delivery and overall management/coordination (e.g. materials, room/equipment hire, field trips, translation, lecturers' fees, administrative tasks).
- > The BIP-OS **cannot be used** to fund incoming mobilities or as a top-up to individual support, and there must be no double funding.
- > No separate proof of expenditure is required beyond the **proof of attendance**.
- > The use of the funding should be agreed between the development team of the programme and the coordinating institution.

1.4. Learner participants: minimum numbers

- > To obtain the organisational support (OS), the **minimum** participants required is **10**, and the **maximum**, **20** funded Erasmus+ mobile learners (excluding teaching/training staff). There may be more participants, but the maximum amount of support is topped at 8 000.
- > To ensure equitable participation, it is recommended that each partner university contributes **between 1 and 5 participants**. No more than 5 participants should be selected per university, with priority given to involving as many partner universities as possible.
- > **Zero-grant** participants **count** towards the minimum, as they are still considered Erasmus+ funded.
- > **Local learners** already on mobility at the host HEI **do not count** towards the minimum.
- > Participants **from third countries** not associated to the Programme **do not count** towards the minimum, but may take part.

TIP 6

It is recommended to plan for more participants than the minimum, in case of dropouts. However, it is not recommended to exceed 40 participants in a single BIP (except in concrete cases) to ensure that logistics are easier.

1.5. Funding beyond the Erasmus+ KA131 BIP support

Next INGENIUM funds or other available funds may be used to complement the regular funding, depending on the level of ambition of each BIP and the overall availability of funds.

Funds could be used in the following ways:

- To **support more mobilities** of students and/or staff. Once the threshold of participants (which is normally 10 to 20, depending on each BIP) is reached with participants funded with Erasmus+ KA131 mobility, other funding sources can also be used. Partners

may use INGENIUM funds depending on their availability. This will be confirmed by each partner during the evaluation and preparation phases.

- To **cover organizational and academic expenses** that go beyond the available organizational support from Erasmus+. In concrete cases, extra expenses can be covered with Next INGENIUM funds if they are particularly relevant for the organization of the event.

The limit in both cases is the prohibition of double funding under EU funding rules.

TIP 7

Plan your budget in close collaboration with your International Relations and INGENIUM offices to have a clear idea of all the funding rules and possibilities that apply to your BIP. Define clearly the roles to ensure at the time of application to ensure that the financial planning can be done properly by the universities. This includes an estimation of the number of students that each partner will send.

2. Using INGENIUM BIPs strategically

The following quality elements have been consolidated at the INGENIUM BIP for Pathways and Collaborative teaching activities for STT, celebrated in June 2026 at the University of Oviedo:

- > **Agree a Fact-Sheet** document up front covering learning outcomes, expectations and key dates; obtain the BIP code and share it with partners.

TIP 8

Use BIPs to serve institutional goals, not only as they arise. Beyond organic proposals, a BIP can seed a double degree or fill a curricular gap. BIPs that have clear programme alignment, are embedded in Pathways or joint programmes, or link directly with courses of the partner universities will be ranked more positively.

- > **Set a participant nomination deadline**, usually about a month from launch, and keep a clear administrative calendar.
- > **Confirm IT, Wi-Fi and access codes** with the host well in advance; the recurring failure is connectivity that was never arranged.
- > **Use the INGENIUM Education Platform** as the single dedicated space and direct everything to it; provide an information pack covering logistics, insurance, a city guide and dietary needs.
- > **Plan the rooms** in advance, including flexible seating that allows people to stand up and work in groups, plus breakout rooms, fieldwork and the social half-day.
- > **Design for engagement and inclusion**: generous breaks, an unpacked timetable, interactive rather than passive online components, and explicit design for learners with special educational needs.

- > **Shape the community:** a warm welcome with real exposure to the host culture, multicultural working teams, and virtual options for those who cannot travel.
- > **Aim for a tangible student output** and collect feedback on the final in-person day rather than weeks later.
- > **Apply sustainability checklists** and add a two-page entry to the BIP library describing how the BIP was run.
- > **Diversify assessment.** Simple pass/fail suits transversal, skills-based BIPs; formal grading is required where a BIP is equivalent to a mandatory degree course. Criteria should fit the nature of each BIP.
- > Provide incoming mobile students and their sending institutions with **transcripts of records/ certificate of attendance**; containing a full, accurate and timely record of their mobility activities and achievements at the end of the mobility period.

TIP 9

Consider how your BIP aligns with the broader strategic priorities of INGENIUM in order to boost your score. Pathway-aligned BIPs receive guaranteed places and priority weighting in the Annual Education Call. Doctoral candidates in INGENIUM collaborations have priority access to PhD-oriented BIPs designed in the Pathway style.

Generally, BIPs will always be better ranked if they have a higher level of ambition than just a one-off short mobility. Consider the continuous improvement process of the BIP, trying to improve it from year to year, and the link with the broader educational experience of students.

3. Developing high-impact BIPs

BIPs can achieve a higher impact (and also a higher scoring) if:

- > The involve external stakeholders (companies, public sector organisations, NGOs) in the design and /or delivery of the learning experience.

CASE STUDY 1

BIP Creative Convergence: Innovating Industries Together, organised by TUIASI as part of the 10 Days of INGENIUM, held in February 2026. The event sought to bridge academia and industry, providing a platform where emerging talents could confront real-world challenges and propose transformative solutions.

[Learn more about this Blended Intensive Programme \(BIP\).](#)

[Watch some highlights from the event.](#)

- > They are student centred, and generally aligned with the INGENIUM Innovation in Education strategy

CASE STUDY 2

BIP From Idea to Disruption: Transforming Visions into Innovations, organised by Xamk as part of the 10 Days of INGENIUM, held in January 2025. For five days, bachelor students from the 10 universities expanded their entrepreneurial skills, design thinking, multicultural teamwork, and communication skills to another level by solving real-life stakeholders' challenges and cases.

[Learn more about this Blended Intensive Programme \(BIP\)](#)

[Watch some highlights from the event.](#)

- > They are linked to a Pathway Programme, a doctoral collaboration, or any other programme
- > They address key thematic priorities for INGENIUM

CASE STUDY 3

BIP Ecological Sustainable Development Through Interdisciplinary and International Collaboration, organised by the University of Skövde as part of the 10 Days of INGENIUM, held in January 2026. For five days, bachelor students from the 10 universities collaborated in international teams to solve tasks related to sustainable development, with a particular focus on environmental perspectives, while also considering social and economic aspects.

[Learn more about this Blended Intensive Programme \(BIP\)](#)

[Watch some highlights from the event.](#)

- > They support research-education collaboration

CASE STUDY 4

BIP Creativity and Communication in Research, organised by University of Oviedo, as part of the **10 Days of INGENIUM**, held in February 2025. The programme was designed to help Master's students and Ph.D. candidates master the art of effective communication and make a real impact in both academic and public spheres. It addressed both traditional forms of scientific communication and modern approaches, bringing together around 70 students from the 10 partner institutions.

[Learn more about this Blended Intensive Programme \(BIP\).](#)

[Watch some highlights from the event.](#)

- > They have a clear long-term orientation rather than a one off

CASE STUDY 5

BIP Engage & Enjoy: an inclusive and multicultural INGENIUM experience, to be held in April 2027, forming part of a series of annual INGENIUM Inclusion BIPs, hosted in rotation by partner universities, with each edition taking up a different dimension of inclusion beyond the formal curriculum.

[Learn more about this Blended Intensive Programme \(BIP\).](#)

4. Common documents to prepare before/during/after the mobility period

Key documents required are:

- > **BIP Fact Sheet**, completed before the programme starts (annex 1).
- > **BIP Check list**, to track monitoring (annex 2).
- > **Inter-institutional agreement (IIA)**, required for student mobility for studies and staff mobility for teaching. Not required if the only learners are staff on staff mobility for training (STT). An existing IIA for other mobility types can be reused; a new one is not compulsory.
- > **Learning agreement (students) / Mobility agreement (staff)**, signed before the mobility starts.
- > **List of participants** signed, to track participation (annex 3).
- > **Transcript of records or certificate of attendance** (annex 4), issued by the receiving institution and need it by sending institutions to recognise student ECTS.
- > **Proof of attendance** specifying each participant's name and their start and end dates (annex 5) —this is an optional supporting document explicitly required to justify the use of the Erasmus+ travel and subsistence support given to students and staff.

5. INGENIUM Annual Cycle Education Call

5.1 Deadlines, targets and governance

BIPs can be proposed through either of the two routes of the Annual Education Call:

- > **The Fast Track**. Open 14 September to 16 October 2026, skipping the expression-of-interest step. Feasibility is assessed on a rolling basis, and approvals are confirmed in early November by the Academic and Innovation Committees, for delivery between February and June 2027.
- > **The General Call**. For BIPs launching in 2027/2028: expressions of interest from 14 September to 13 November 2026, followed by networking, and final applications by 18 December 2026.

Preliminary application targets are at least 8 BIP proposals through the fast track and at least 15 through the general call. By M24 of Next INGENIUM, the Alliance targets at least 40 BIPs and 3,000 mobility participations, with at least 10 BIPs structurally linked to programmes and courses, and 50 PhD mobilities.

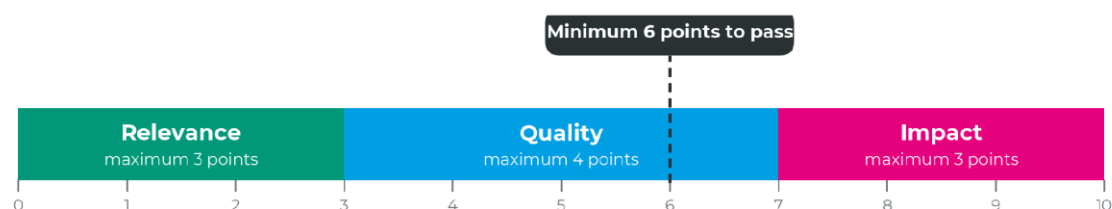
On governance: technical assessment of BIP proposals is carried out by the mixed transition group covering BIPs and mobility resourcing (current Work Package 4 and the Mobility Experts Group, working with the future Work Package 5). Each partner, through its INGENIUM Partner Coordinator (IPC), must declare its **BIP slots, BIP mobilities and INGENIUM-funded mobility places in early September 2026**, ahead of the call opening — this is the point at which staff wishing to organise a BIP should first check availability with their IPC.

5.2 Evaluation criteria

All proposals are assessed against the same three-dimension framework: relevance, quality and impact. The framework is common to the whole Annual Education Call, with the sub-criteria below adapted to Blended Intensive Programmes (BIP).

Evaluation criterion	Maximum score (points)
Relevance	3
Quality	4
Impact	3
TOTAL	10

Table 2. The scoring framework for Blended Intensive Programme (BIP) proposals.



Every proposal is assessed against the same three dimensions, whichever format and whichever route it follows.

Figure 1. Assessment at a glance. A proposal must reach at least six points out of ten to qualify for selection.

5.2.1. Relevance

Maximum 3 points. This criterion asks whether the proposal advances what the Alliance has committed to, and whether it responds to a genuine educational need. Evaluators consider:

- > The contribution to the European Campus and to genuine jointness in design and delivery.
- > The connection to an existing or proposed INGENIUM Pathway Programme.
- > The alignment of the collaboration with the learning outcomes of the courses it sits in.
- > Societal and labour-market relevance, drawing on the ecosystem dialogue, the Knowledge Ecosystems and stakeholder involvement —an expectation for challenge-based mobility.
- > Alignment with the INGENIUM Innovation in Education Strategy and its four directions: student-centred education, excellent teaching, co-operation and co-creation, and artificial intelligence and digitalisation in education.

5.2.2. Quality

Maximum 4 points. This criterion asks whether the collaboration is well designed and can actually be delivered. Evaluators consider:

- Minimum of 3 INGENIUM partners involved and roles defined.
- The pedagogical coherence of the design and the clarity of what students will do.

- Feasibility and regulatory realism, including an honest account of what is already possible and what still needs to be arranged.
- The credibility of the implementation timeline and of the assessment and recognition arrangements.
- The quality of the online and blended design, with no passive formats and with online collaboration treated as a learning outcome.
- The extent to which students from the participating institutions engage directly with one another.
- Inclusion, multilingualism, accessibility and sustainability built into the design rather than added afterwards.

5.2.3. Impact

Maximum 3 points. This criterion asks what will change, and whether it will last. Evaluators consider:

- The number of students reached and the quality of what they gain.
- The breadth and novelty of the partnership, including colleagues, faculties and institutions new to INGENIUM collaboration.
- Embedded and seamless student and staff mobility, where mobility forms part of the design.
- The contribution to the Alliance's targets for the category.
- The prospects for continuing beyond the funded period, and the potential to grow into a Blended Intensive Programme, a micro-credential, a Course Catalogue contribution or a Pathway component.

Annex 1. INGENIUM BIP Fact-sheet template

Name of the BIP	
Course name at HOST Institution (if applicable)	
Beneficiary Module BIP Identification CODE	
Country/Region of the issuer	
Awarding body	
ECTS credits points Mín. 3 ECTS	
Level of the experience	
Partnering institutes (Mín. 3 INGENIUM partners)	☐ University of Oviedo (Spain) ☐ Medical University – Sofia (Bulgaria) ☐ Karlsruhe University of Applied Sciences (Germany) ☐ University of Crete (Greece) ☐ South-Eastern Finland University of Applied Sciences (Finland) ☐ University "G. d'Annunzio", Chieti-Pescara (Italy) ☐ University of Skövde (Sweden) ☐ University of Rouen, Normandy (France) ☐ Gheorghe Asachi" Technical University of Iași (Romania) ☐ Munster Technological University (Ireland) Others/Stakeholders: ☐ Xxxxxx (country)
Field of exchange (ISCED)	

Number of teachers /trainers delivering the programme	
Number of students/country	
Goals and description of content	
Priorities addressed / Competences	>
Form of participation in the learning activity	Description of the physical part Start date: xx-xx-xxxx, End date: xx-xx-xxxx Programme/Contents
	Description of the virtual part Start date: xx-xx-xxxx, End date: xx-xx-xxxx Schedule/Contents
Studying and teaching methods	
Learning outcomes	LO1. LO2. LO3.

	LOX
Evaluation criteria and methods	
Main teaching/training language	
Contacts for teachers / supporting team at HOST Institution	

Annex 2. INGENIUM BIP Checklist

	Phase 1. Preparation and planning of the BIP	Checked
1	Min. 3 INGENIUM partners and roles defined	
2	Number of participants planned within the range of 10–20 funded Erasmus+ mobile learners	
3	EQF level and ISCED field	
4	Combined BIP (physical + virtual) designed to award at least 3 ECTS credits	
5	An uninterrupted physical mobility period 5–30 days (SMS/STT) or 2–30 days (STA, min. 1 day for invited staff from enterprises)	
6	ILOs identified	
7	Physical contents planned	
8	Virtual component designed (synchronous and asynchronous activities), before, during or after the physical mobility	
9	Inclusive design: adequate breaks, unpacked timetable, interactive online components, attention to special educational needs	
10	Sustainability checklist applied to the programme design	
11	Assessment method defined (pass/fail or formal grading, depending on the BIP)	
12	Availability of slots checked locally before the call opens	
13	Fact-sheet drafted (partners, ECTS, dates, ILOs...)	
	Phase 2. Submission to the INGENIUM Joint Education Call	Checked
14	Submission route decided: Fast Track or General Call	
15	Proposal drafted against the shared assessment framework: relevance.	
16	Proposal drafted against the shared assessment framework: quality.	
17	Proposal drafted against the shared assessment framework: impact.	
	Phase 3. Preparation of the BIP	Checked
18	Inter-institutional agreement (IIA)	
19	Learning agreement (students) / Mobility agreement (staff) signed before the mobility	
20	ECTS recognition approved (only for students)	
21	BIP code obtained and shared with all partners	
22	Administrative calendar established, including participant nomination deadline (~2 months before starting)	

23	Information pack prepared: travel, accommodation, logistics, insurance, city guide, dietary needs	
24	Dedicated space set up on the INGENIUM Education Platform	
25	IT, Wi-Fi and access codes confirmed with the host institution well in advance	
26	Flexible rooms and spaces available, including breakout rooms and group-work space	
27	Warm welcome and activities providing real exposure to the host culture carried out	
28	Multicultural working teams formed; virtual options offered to those who cannot travel	
29	Inclusion and special educational needs foreseen	
	Phase 4. Implementation of the BIP	Checked
30	Virtual component delivered	
31	Physical mobility delivered	
32	List of participants collected and signed	
33	Tangible student output generated during the BIP	
34	Feedback collected on the final in-person day, not weeks later	
	Phase 5. After the BIP	Checked
35	Proof of attendance completed, specifying each participant's name and start/end dates	
36	Transcript of records or certificate of attendance issued by the receiving institution	
37	ECTS recognition processed by the sending institutions	
38	Two-page entry added to the BIP library describing how the BIP was run	
39	Sustainability checklist reviewed after delivery	
40	Lessons learned recorded and shared with the IPC and partners for future editions	

Annex 3. INGENIUM BIP List of attendees



LIST OF ATTENDEES
Day: xx.xx.20xx Time: xxhxx-xxhxx

Partner organisation	
Name	
Type	Blended Intensive Programme (SMS, STT, STA)
Venue	
Duration (presential)	

Participant		University	Attending role	Signature
Last name	Name			

Annex 4. INGENIUM BIP Certificate of attendance

BLENDDED INTENSIVE PROGRAMME CERTIFICATE

[Name]

with identification document [national ID]

has successfully completed the following programme

[The *name of the activity/course/microcredential...*]

organised by [*the name of the university*]

Duration: from [DDMMYYYY] to [DDMMYYYY], comprising a virtual component from from [DDMMYYYY] to [DDMMYYYY] and a physical component:
from [DDMMYYYY] to [DDMMYYYY]

Credit awarded: [number] ECTS credits

Overall grade **[Grade]** [only when transcript is required]

Language of instruction: English (this can be changed to other languages or more languages can be added)

Signature and title of awarding body

Logo INGENIUM

Logo host University

Description of the activity

Learning outcomes or results

[Other information]

Annex 5. INGENIUM BIP Proof of attendance



“Programa KA 171 / KA131”- CERTIFICADO DE ASISTENCIA
“Programme KA171 / KA131” - CERTIFICATE OF ATTENDANCE

Año académico/Academic Year /

Institución de acogida/Name of the Host Institution:
Código Erasmus/ Erasmus Code:

CERTIFICA QUE / IT IS HEREBY CERTIFIED THAT:

D. Dña. Mr./Ms
DNI./Identity Card.....

Procedente de la Universidad de Oviedo (España)/ from the University of Oviedo (Spain)
Código Erasmus/ Erasmus Code: E OVIEDO01

ha realizado su periodo de movilidad en nuestra institución entre/has performed his/her period of mobility in our institution between:

____ y/ and ____
(día/day) (mes/month) (año/year) (día/day) (mes/month) (año/year)

La movilidad incluye un período virtual en el país de origen / The mobility included a period of virtual mobility from the home country

☐ **SÍ / Yes:** Desde / from _____, _____, _____ hasta / to _____, _____, _____
(día/day) (mes/month) (año/year) (día/day) (mes/month) (año/year)
☐ **NO**

(fecha de firma/signature date)

(sello y firma/stamp and signature)

Firma/Name of the signatory: _____

Cargo/Function: _____

Para ser devuelto a la Universidad de origen una vez firmado y sellado por la Universidad de acogida

To be sent back to the Home University signed and stamped by the host University

Plazo de entrega: Máximo 10 días desde la finalización de la movilidad.

Deadline to be turned in: Up to 10 days since the end of mobility

Solo se admitirán certificados sin enmiendas ni tachaduras. La fecha de expedición del certificado debe ser igual o posterior a la fecha final de estancia

Only certificates without amendments or deletions. The date of issue must be the same to or after the final date of stay.