

## HIBLend Survey

### Questionnaire on quality blended student mobility practices

This questionnaire has been prepared in the framework of the **HIBLend project “Fostering high-quality blended student mobility in higher education”** funded under the Erasmus+ programme. HIBLend aims to build the capacity of higher education institutions to design and deliver quality blended mobility opportunities for students through the exchange of good practice and peer learning. The project is coordinated by the Academic Cooperation Association (ACA) and implemented in close collaboration with the European University Foundation (EUF), the Accreditation Organisation of the Netherlands and Flanders (NVAO), Masaryk University (MU) and Tampere University of Applied Sciences (TAMK). For more information about the project please visit our [website](#).

The aim of this survey is to map different approaches to blended student mobility in the post-Covid context. For the purpose of this questionnaire, **blended mobility is understood as an international learning activity** consisting of a physical mobility experience and a complementary virtual learning component delivered prior, during or after the physical mobility stage.<sup>1</sup>

Common examples of blended student mobility include Blended Intensive Programmes (BIPs) for students funded under the Erasmus+ programme or other types of blended short-term study mobility activities funded at the EU, national or institutional level (e.g., summer schools).

This survey targets **any administrative or academic staff involved in the design or delivery of blended mobility activities at the central or faculty/department level** (e.g., International Mobility Coordinators, study programme coordinators, teachers/professors, e-learning consultants, methodological advisors, quality assurance officers, IRO, IT officers). The target group is not to be confused with administrative and academic staff involved in selecting student participants to send to blended mobilities organised by other universities.

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<sup>1</sup> Official definition of blended mobility in Erasmus+ by the EC: For student mobility for studies, the virtual component complements the study programme of the student and promotes online cooperation and teamwork. The physical mobility component in a blended mobility is a period that allows for meaningful interaction with other students and group integration in the host institution, in addition to participation in educational courses, and its content is connected to the virtual component and mutually reinforcing. | Blended mobility implementation guide for Erasmus+ higher education mobility KA131: <https://op.europa.eu/en/publication-detail/-/publication/8a4bbab0-540d-11ed-92ed-01aa75ed71a1> |

The questionnaire consists of four major parts encompassing: (a) background information on the respondents, (b) motivation for the set-up of a blended mobility activity, (c) delivery mode, and (d) challenges to implementation and impact. The questionnaire is in English language, please provide all of your answers in English language only. It takes ca. 30 minutes to complete this questionnaire.

The deadline to complete the questionnaire is **Friday, 07 July 2023**.

If you encounter any issues in the process of completing the survey, please do not hesitate to contact Angeliki Psychogyiou, ACA Policy and Project Officer ([angeliki.psychogyiou@aca-secretariat.be](mailto:angeliki.psychogyiou@aca-secretariat.be))

## I. Background information

### 1. Which country is your institution located in? (mandatory)

- Dropdown menu

### 2. What is the size of your institution in terms of student numbers (total headcount in 2022) (optional):

- 100 - 4.999 students
- 5.000 - 9.999 students
- 10.000 - 19.999 students
- 20.000 - 29.999 students
- 30.000 students and more

### 3. What is your work title(s)? (mandatory)

- Textbox

### 4. What is your specific role in blended student mobility at your institution? (mandatory)

- Textbox

### 5. At what level do you mostly work? (mandatory)

- Central (rectorate or equal)
- Faculty or department
- Both

### 6. To what group of staff do you primarily belong to? (mandatory)

*Instructions:*

*Academic staff include teaching staff, programme/academic/study coordinators, instructional designers, e-learning consultants, etc. Administrative staff include staff employed by international relations offices at central or faculty level, IT officers, quality assurance experts, etc. In case you combine academic and administrative tasks in your work, please choose the type of tasks that is predominant.*

- Academic staff
- Administrative staff (including support staff, such as educational advisors/developers, instructional designers etc.)

Academic staff	Administrative staff
<b>7. What type of blended student mobility are you involved in? In case you are involved in multiple types, please select one specific option on</b>	<b>7. What type(s) of student blended mobility is/are offered at your institution? (Possibility to select several options) (mandatory)</b>

<p><b>which you would like to report in this questionnaire and indicate its name in the comment box. (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Blended Intensive Programme(s) (BIP)</li> <li>• Short-term blended mobility</li> <li>• Blended Joint Degree Programme</li> <li>• I don't know</li> <li>• Other, please specify</li> </ul> <p><i>Comment box:</i></p>	<ul style="list-style-type: none"> <li>• Blended Intensive Programme(s) (BIP)</li> <li>• Short-term blended mobility</li> <li>• Blended Joint Degree Programmes</li> <li>• I don't know</li> <li>• Other, please specify</li> </ul>
<p><b>8. With whom, within your institution, do you collaborate under this blended mobility activity? (mandatory) / multiple replies possible</b></p> <ul style="list-style-type: none"> <li>• International Relations Office / central level</li> <li>• Staff with responsibilities for international relations / faculty level</li> <li>• Quality Assurance Office / central level</li> <li>• Quality Assurance Office / faculty level</li> <li>• E-consultant or digitalisation officer / central level</li> <li>• E-consultant or digitalisation officer / faculty level</li> <li>• IT department</li> <li>• Other, please specify</li> </ul>	<p><b>8: Who is typically involved in the selected blended mobility activity(ies) above? (mandatory) / multiple replies possible</b></p> <ul style="list-style-type: none"> <li>• International Relations Office / central level</li> <li>• International Relations Office / faculty level</li> <li>• Quality Assurance Office / central level</li> <li>• Quality Assurance Office / faculty level</li> <li>• E-consultant or digitalisation officer / central level</li> <li>• E-consultant or digitalisation officer / faculty level</li> <li>• IT department</li> <li>• Other, please specify</li> </ul>
<p><b>9. Since when have you been involved in this activity? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Before the Covid-19 pandemic (i.e., before 2019/20)</li> <li>• After the Covid-19 pandemic (i.e., after 2019/20)</li> </ul>	<p><b>9. Since when has your institution been offering these types of blended mobility? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Before the Covid-19 pandemic (i.e., before 2019/20)</li> <li>• After the Covid-19 pandemic (i.e., after 2019/20)</li> </ul>

**IF FIRST ANSWER IN PREVIOUS QUESTION 10. If you have been involved in this blended mobility activity before 2019/20, how did it evolve since its launch? (Keep in mind we are trying to assess the comparison beyond covid, so compare the figures of 2019/20 to ones of the academic year 2022/23) / multiple choice (mandatory)**

- The number of students participating increased
- The number of students participating decreased
- The number of students participating remained unchanged
- The number of internal collaborators at my institution increased
- The number of internal collaborators at my institution decreased
- The number of external collaborators or partners from other institutions increased
- The number of external collaborators or partners from other institutions decreased or remained unchanged
- Other, please specify

**IF FIRST ANSWER IN PREVIOUS QUESTION 10. If your institution has been involved in blended mobility activities before 2019/20, how did they change since then, overall? (Keep in mind we are trying to assess the comparison beyond covid, so compare the figures of 2019/20 to ones of the academic year 2022/23) / multiple choice (mandatory)**

- The number of students participating increased
- The number of students participating decreased
- The number of student participating remained unchanged
- The number of internal colleagues (admin and academics) at my institution increased
- The number of internal collaborators at my institution decreased
- The number of external collaborators or partners from other institutions increased
- The number of external collaborators or partners from other institutions decreased or remained unchanged
- Other, please specify

## II. Motivation

Academic staff	Administrative staff
<p><b>11. Why was the student blended mobility activity (to which you contributed) implemented in a blended mobility format? / multiple choice (mandatory)</b></p>	<p><b>11. Why is your institution incorporating blended student mobility in its activities (if it does), in your view ? / multiple choice (mandatory)</b></p>



<ul style="list-style-type: none"> <li>• We wanted to experiment and try a new format of engagement with our students and partners</li> <li>• We wanted to attract more students and make mobility more attractive or feasible to them</li> <li>• We wanted to offer students an increased potential for networking in their professional area</li> <li>• We wanted to offer students an increased potential for intercultural learning</li> <li>• We wanted students to gain experience remote (online) teamwork</li> <li>• We received additional funding for that at national or EU level</li> <li>• We wanted to optimise the cost of mobility to the institution</li> <li>• We wanted to optimise the cost of mobility to students</li> <li>• We wanted to promote the green aspect of mobility</li> <li>• Other, please specify</li> </ul>	<ul style="list-style-type: none"> <li>• It's part of our internationalisation strategy</li> <li>• It's part of our digitalisation strategy/approach</li> <li>• It's part of our inclusion strategy/approach</li> <li>• It's part of our European university alliance strategy/involvement</li> <li>• It is enabled or desired by the Erasmus+ programme</li> <li>• It is enabled or desired by our national funding programme(s)</li> <li>• It's part of our cost efficiency strategy for mobility</li> <li>• It's part of green mobility strategy</li> <li>• Student interest or student experience</li> <li>• Staff interest in this type of format</li> <li>• Offering students more opportunities for internationalisation</li> <li>• Interest, initiative of or motivation from an international partners</li> <li>• Other, please specify</li> </ul>
<p><b>12. Why are your students generally opting for this type of mobility activity, to your knowledge? / multiple choice (mandatory)</b></p> <ul style="list-style-type: none"> <li>• interest in the course content delivered in the blended format</li> <li>• It is recommended/ promoted by the institution</li> <li>• Inability to go on a longer physical mobility because of professional or personal obligations or restrictions (financial or other)</li> <li>• It offers more flexibility than the traditional mobility formats</li> </ul>	<p><b>12. Why are students generally opting for this type of mobility activity at your institution, to your knowledge? / multiple choice (mandatory)</b></p> <ul style="list-style-type: none"> <li>• interest in the course content delivered in the blended format</li> <li>• It is recommended/ promoted by the institution</li> <li>• Inability to go on a longer physical mobility because of professional or personal obligations or restrictions (financial or other)</li> <li>• It offers more flexibility than the traditional mobility formats</li> </ul>

<ul style="list-style-type: none"> <li>• It invites virtual tools that are attractive for students</li> <li>• It offers unique networking and collaboration options for the students</li> <li>• It provides the opportunity to set up a personalised learning environment for the students that fits better to their needs</li> <li>• The course was part of the mandatory curriculum</li> <li>• Other (please provide an answer)</li> </ul>	<ul style="list-style-type: none"> <li>• It invites virtual tools that are attractive for students</li> <li>• It offers unique networking and collaboration options for the students</li> <li>• It provides the opportunity to set up a personalised learning environment for the students that fits better to their needs</li> <li>• Such programmes are part of the mandatory curriculum</li> <li>• Other (please provide an answer)</li> </ul>
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### III. Delivery

Academic staff	Administrative staff
<b>Structure</b>	
<p><b>13. What is the order of online and physical components in your activity? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Physical part prior to online component</li> <li>• Physical part after online component</li> <li>• Physical in parallel with online component</li> <li>• Physical both prior and after online</li> <li>• Other (please specify)</li> </ul> <p><b>14. What is the length of these different components in your blended mobility activity? (mandatory)</b> <i>Instructions: Please answer in weeks</i></p> <p><u>Length of online component:</u></p> <p><u>Length of physical component:</u></p>	<p><b>13. What is the typical order of online and physical components in blended mobility activities at your institution? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Physical part prior to online component</li> <li>• Physical part after online component</li> <li>• Physical in parallel with online component</li> <li>• Physical both prior and after online</li> <li>• Other (please specify)</li> </ul> <p><b>14. What is the typical length of these different components in the blended mobility models offered at your institution? (mandatory)</b> <i>Instructions: Please answer in weeks</i></p> <p><u>Length of online component:</u></p>

<p><u>Comment box:</u></p> <p><b>15. What is the purpose for each component and what kind of activities take place during each stage? (mandatory)</b></p> <p><u>Purpose and activities for the online component:</u></p> <p><u>Purpose and activities for the physical component:</u></p> <p><b>16. What are the learning outcomes of your blended mobility activity and in what way are they different from learning outcomes from other types of mobility? (open ended) (mandatory)</b></p>	<p><u>Length of physical component:</u></p> <p><u>Comment box:</u></p>
<p><b><i>Tools and frameworks used</i></b></p>	
<p><b>17. Does your institution prescribe specific tools or frameworks to be used during blended student mobility activities? (mandatory)</b></p> <ul style="list-style-type: none"> <li>● Yes (e.g., Moodle, MS Teams, etc)</li> <li>● No</li> <li>● I don't know</li> </ul> <p><b>IF YES 18. What kind of tools and frameworks do you use for your blended mobility activity? (Multiple choice) (mandatory)</b></p> <ul style="list-style-type: none"> <li>● SELFIE</li> <li>● DigCompOrg</li> <li>● Leibniz Benchmarking Tool</li> <li>● HEInnovate</li> <li>● QQI Blended Learning Guidelines</li> </ul>	



<ul style="list-style-type: none"> <li>• UNESCO Blended Learning Assessment Tool</li> <li>• European Maturity Model for Blended Education (EMBED)</li> <li>• ENQA: Quality Assurance of E-learning Provision</li> <li>• OLC Quality Scorecard Suite</li> <li>• National Quality Standards for Online Education (NSQ)</li> <li>• Technology Enhanced Learning Accreditation Standards (TELAS)</li> <li>• 3E Framework</li> <li>• ACODE TEL Benchmarks</li> <li>• Commonwealth of Learning (CoL) Benchmarking Toolkit for Technology-Enabled Learning</li> <li>• HolonIQ Digital Capability Framework</li> <li>• IMMERSEU (class2class)</li> <li>• Moodle</li> <li>• Brightspace</li> <li>• MS Teams</li> <li>• Other (please define)</li> </ul> <p><b>IF YES 19. Does your institution offer training in these tools/frameworks? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul>	
<p><b><i>Financial, administrative and pedagogical support</i></b></p>	
<p><b>20. How is this blended mobility activity funded (organisation/design) at your insitution, if at all? (Multiple Choice) (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Erasmus+ funding</li> <li>• National funding</li> <li>• Institutional funding</li> <li>• No specific funding</li> </ul>	<p><b>15. How is/are the blended mobility activity(ies) offered at your institution typically funded (organisation/design)? (Multiple Choice) (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Erasmus+ funding</li> <li>• National funding</li> <li>• Institutional funding</li> <li>• No specific funding</li> </ul>



<ul style="list-style-type: none"> <li>• Other, please specify</li> </ul> <p><b>21. Have you received any other kind of support to set up this activity? (e.g., training, advice, software license). (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p><b>22. IF YES, what kind of support did you receive? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Pedagogical support/training for designing the online component</li> <li>• Technical support/training for managing the online tool(s)</li> <li>• Other, please specify</li> </ul>	<ul style="list-style-type: none"> <li>• Other, please specify</li> </ul> <p><b>16. How are students typically financed for the <u>physical component</u> of their blended mobility activity(ies) at your institution? (Multiple Choice) (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Erasmus+ funding</li> <li>• National funding</li> <li>• Institutional funding</li> <li>• Students' own funding</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul> <p><b>17. How are students typically financed for the <u>online component</u> of their blended student mobility at your institution, if at all? (Multiple Choice) (mandatory)</b></p> <ul style="list-style-type: none"> <li>• National funding</li> <li>• Institutional funding</li> <li>• Students' own funding</li> <li>• No specific funding for the online component</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul> <p><b>18. Has your institution received any other kind of support to set up these activities from other parties? (e.g., training, advice, software license). (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes, please specify</li> <li>• No</li> <li>• I don't know</li> </ul> <p><b>19. Is your institution providing any other kind of support to the academics and administrators at your institutions to set up blended student mobility activities? (e.g., training, advice, software license). (mandatory)</b></p>
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	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul> <p><b>20. IF YES, what kind of support does it provide? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Pedagogical support/training for designing the online component</li> <li>• Technical support/training for managing the online tool(s)</li> <li>• Other, please specify</li> </ul>
<b>Internal QA</b>	
<p><b>23. Is the blended mobility activity you were involved part of an accredited programme? (an accredited programme, is a programme that has been reviewed from an accrediting agency) (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul> <p><b>IF YES 24. Was the blended mobility activity you were involved in dealt with in the accreditation procedure and if so, how (e.g., in the self-evaluation report; through interviews during the site visit; in the panel report)?</b></p> <ul style="list-style-type: none"> <li>• Yes (please specify)</li> <li>• No</li> </ul> <p><b>25. Did the blended mobility activity you were involved in get assessed at your university (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p><b>21. Do blended mobility activities within your institution get assessed at your university? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul> <p><b>IF YES 22. How was it assessed? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• It was assessed by the QA office at central level</li> <li>• It was assessed by the QA office at faculty level</li> <li>• It was not formally assessed</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul> <p><b>23. Do blended mobility activities within your institution get evaluated by students? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p><b>IF YES 24. In the evaluations, what are the incoming students' main concerns</b></p>

**IF YES 26. How was it assessed? (mandatory)**

- It was assessed by the QA office at central level
- It was assessed by the QA office at faculty level
- It was not formally assessed
- Other, please specify
- I don't know

**27. Did the blended mobility activity you were involved in get evaluated by students? (mandatory)**

- Yes
- No

**IF YES 28. During the evaluation, what were the incoming students' main concerns about blended mobility activities (including both the online and physical mobility components)? (mandatory) / multiple choice possible**

- Insufficient level of engagement/interaction with other students or teachers in the online component
- Insufficient link/complementarity between the two components
- Length of the online component was short
- Length of the online component was long
- Length of the physical mobility component was short
- Length of the physical mobility component was long

**about blended mobility activities (including both the online and physical mobility components)? (mandatory) / multiple choice possible**

- Insufficient level of engagement /interaction with other students or teachers in the online component
- Insufficient link/complementarity between the two components
- Length of the online component was short
- Length of the online component was long
- Length of the physical mobility component was short
- Length of the physical mobility component was long
- Self-regulation challenges (e.g., effective time management)
- Lack of ability to effectively use the technology for studying
- Other, please specify

**IF YES 25. In the evaluations, what are the non-mobile (your institutions') students' main concerns about blended mobility activities? (mandatory) / multiple choice possible**

- Insufficient level of engagement /interaction with other students or teachers in the online component
- Insufficient link/complementarity between the two components
- Length of the online component was short
- Length of the online component was long
- Self-regulation challenges (e.g., effective time management)

<ul style="list-style-type: none"> <li>• Self-regulation challenges (e.g., effective time management)</li> <li>• Lack of ability to effectively use the technology for studying</li> <li>• Other, please specify</li> </ul> <p><b>IF YES 29. During the evaluation, what were the non-mobile (your institutions') students' main concerns about blended mobility activities? (mandatory) / multiple choice possible</b></p> <ul style="list-style-type: none"> <li>• Insufficient level of engagement/interaction with other students or teachers in the online component</li> <li>• Insufficient link/complementarity between the two components</li> <li>• Length of the online component was short</li> <li>• Length of the online component was long</li> <li>• Self-regulation challenges (e.g., effective time management)</li> <li>• Lack of ability to effectively use the technology for studying</li> <li>• Other, please specify</li> </ul> <p><b>30. How did the students learn about the blended mobility activity? How was it promoted? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• social media</li> <li>• email</li> <li>• event</li> <li>• word of mouth</li> <li>• other</li> </ul> <p><b>31. How were students selected to take part in the blended mobility activity, if at all? (mandatory)</b></p>	<ul style="list-style-type: none"> <li>• Lack of ability to effectively use the technology for studying</li> <li>• Other, please specify</li> </ul> <p><b>26. How are the students informed about the blended mobility activities? How are the activity(ies) promoted? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• social media</li> <li>• email</li> <li>• event</li> <li>• word of mouth</li> <li>• other</li> </ul> <p><b>27. How are students selected to take part in blended mobility activity(ies) at your institution, if at all? (Multiple Choice) (mandatory)</b></p> <ul style="list-style-type: none"> <li>• They are selected based on an open call for proposal</li> <li>• They are selected based on their motivation</li> <li>• They are selected based on their academic performance</li> <li>• No specific selection</li> <li>• Other, please specify</li> </ul> <p><b>28. How are the incoming students prepared to take part in blended mobility activities, if at all? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• We organise an information session with them to explain the curriculum and expected learning outcomes</li> <li>• We organised a training session for the online platform</li> </ul>
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<ul style="list-style-type: none"> <li>• They were selected based on an open call for proposal</li> <li>• They were selected based on their motivation</li> <li>• They were selected based on their academic performance</li> <li>• No specific selection</li> <li>• Other, please specify</li> </ul>	<ul style="list-style-type: none"> <li>• We offered support for the organisation of their travel</li> <li>• We offered support for the organisation of their accomodation</li> <li>• No specific preparation was offered in advance</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul>
<p><b>32. How were incoming students prepared to take part in the blended mobility activity, if at all? (mandatory)</b></p>	<p><b>29. How are non-mobile (your institutions') students prepared to take part in blended mobility activities, if at all? (mandatory)</b></p>
<ul style="list-style-type: none"> <li>• We organised an information session with them to explain the content of the blended mobility activity and expected learning outcomes</li> <li>• We organised a training session for the online platform</li> <li>• We offered support for the organisation of their travel</li> <li>• We offered support for the organisation of their accomodation</li> <li>• No specific preparation was offered in advance</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul>	<ul style="list-style-type: none"> <li>• We organise an information session with them to explain the curriculum and expected learning outcomes</li> <li>• We organised a training session for the online platform</li> <li>• No specific preparation was offered in advance</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul>
<p><b>33. How were non-mobile (your institutions') students prepared to take part in the blended mobility activity, if at all? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• We organised an information session with them to explain the content of the blended mobility activity and expected learning outcomes</li> </ul>	

<ul style="list-style-type: none"> <li>• We organised a training session for the online platform</li> <li>• No specific preparation was offered in advance</li> <li>• Other, please specify</li> <li>• I don't know</li> </ul>	
<p><b>Recognition</b></p>	
<p><b>34. How was the student blended mobility recognised, if at all? (mandatory) / multiple choice possible</b></p> <ul style="list-style-type: none"> <li>• ECTS</li> <li>• Microcredentials</li> <li>• Digital badges</li> <li>• Diploma Supplement</li> <li>• Certificates</li> <li>• Not recognised formally</li> <li>• I don't know</li> <li>• Other (please specify)</li> </ul> <p><b>35. Were both the online and the physical components of the student blended mobility recognised? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Only partially (please explain how)</li> </ul> <p><b>36. Are there any differences in the recognition process for the non-mobile (your institutions') students?</b></p> <ul style="list-style-type: none"> <li>• Yes, please specify</li> <li>• No</li> </ul>	<p><b>30. How are student blended student mobilities typically recognised, if at all? (mandatory) / multiple choice possible</b></p> <ul style="list-style-type: none"> <li>• ECTS</li> <li>• Microcredentials</li> <li>• Digital badges</li> <li>• Diploma Supplement</li> <li>• Certificates</li> <li>• Not recognised formally</li> <li>• I don't know</li> <li>• Other (please specify)</li> </ul> <p><b>31. Are both the online and the physical components of blended mobility(ies) typically recognised at your institution? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Only partially (please explain how)</li> </ul> <p><b>32. Are there any differences in the recognition process for the non-mobile (your institutions') students?</b></p> <ul style="list-style-type: none"> <li>• Yes, please specify</li> <li>• No</li> </ul>

#### IV. Challenges

Academic staff	Administrative staff
<p><b>37. What main challenges did you experience in the set-up and</b></p>	<p><b>33. What institutional/organizational challenges does your institution</b></p>



<p><b>implementation of your blended mobility activity? / open ended (mandatory)</b></p> <p><b>38. What are the key success factors to keep in mind for the set-up and implementation of high-quality blended student mobility activities, based on your experience? / open ended (mandatory)</b></p> <p><b>39. What would you recommend to make blended mobility a quality experience for students? / (open ended) (mandatory)</b></p> <p><b>40. Would you like to become a member of the blended mobility community of practitioners, which will be created in the framework of the HIBLend project and be contacted for related activities? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• <b>Yes (please add your name, institution, role and contact details)</b></li> <li>• <b>No</b></li> </ul> <p><b>41. Please provide any other comment(s).</b></p>	<p><b>typically face in the set-up and implementation of blended mobility activities? / open ended (mandatory)</b></p> <p><b>34. What are the key success factors to keep in mind for the set-up and implementation of high-quality blended student mobility activities? / open ended (mandatory)</b></p> <p><b>35. What would you recommend to make blended mobility a quality experience for students, based on the practice of your institution? / (open ended) (mandatory)</b></p> <p><b>36. Would you like to become a member of the blended mobility community of practitioners, which will be created in the framework of the HIBLend project and be contacted for related activities? (mandatory)</b></p> <ul style="list-style-type: none"> <li>• <b>Yes (please add your name, institution, role and contact details)</b></li> <li>• <b>No</b></li> </ul> <p><b>37. Please provide any further comment(s).</b></p>
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