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NEOLAIa

Transforming Regions for an Inclusive Europe

WORK PACKAGE 7

TOWARDS A PLURILINGUAL AND INTERCULTURAL EUROPEAN UNIVERSITY

Deliverable 7.1

Accreditation Course Training Materials

December 2025

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1. Used terms and abbreviations (in this document)

CLIL - Content and Language Integrated Learning

CoACe - Common Accreditation Certificate for Plurilingual Education

ESRs - Early-stage Researchers

EMI - English as a Medium of Instruction

HEIs - European Higher Education Institutions

ORU - Örebro University

ŠVK - Šiauliai State University of Applied Sciences

UJA - University of Jaén

UNIBI - Bielefeld University

UNIC - University of Nicosia

UNISA - University of Salerno

UO - University of Ostrava

USV - Ștefan cel Mare University of Suceava

UT - University of Tours

WP – Work Package

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3. Introduction

NEOLAIa, with its motto ‘Transforming Regions for an Inclusive Europe’, is an Alliance of nine European Universities co-funded by the European Commission in its 2023 call for the period 2024-2027. The aim of NEOLAIa is to transform regional connectivity by embracing (i) digital transformation, through (ii) inclusion and diversity in a context of (iii) enhanced mobility, which are the three pillars of the project. To achieve this end, “NEOLAIa, Transforming Regions for an Inclusive Europe” is based on ten lines of action:

- WP1 Project Management.
- WP2 Improving Teaching and Learning
- WP3 Diversity and inclusion - Overcoming barriers to participation
- WP4 Enhanced Mobility
- WP5 Increasing Regional Research Impact
- WP6 Entrepreneurship - NEOLAIa Capabilities for the society of tomorrow
- WP7 Towards a plurilingual and intercultural European university
- WP8 Adopting and Sustaining Open Science
- WP9 Digital Transformation
- WP10 Sustainability and dissemination

The NEOLAIa Alliance consists of nine partners: University of Jaén, Örebro University, Bielefeld University, University of Ostrava, University of Nicosia, Ștefan cel Mare University of Suceava, University of Tours, University of Salerno, and Šiauliai State University of Applied Sciences.

The aim of WP7, *Towards a plurilingual and intercultural European University*, is to create a truly plurilingual and intercultural educational ecosystem that will allow updating, upgrading, and upscaling the linguistic and intercultural competence of all frontline educational stakeholders across our HEIs.

The specific objectives of this package are:

- Ensuring that the implementation of this work package will be consistent with the values for a plurilingual, intercultural European University that also addresses NEOLAIa’s region-specific barriers, by fostering the continuous improvement and sustainability of its initiatives through a

best-practice approach based on regular exchange fora among partners throughout the lifetime of the NEOLAIa Alliance.

- Promoting plurilingualism and interculturalism in university programs, by enhancing the linguistic and intercultural competence of all NEOLAIa internal stakeholders (teachers, researchers, students, and staff [Task 7.2], as well as by targeted initiatives specifically for teachers [Task 7.3], researchers [Task 7.4], and students [Task 7.5], equipping them with the optimal skillset for their academic and professional future.
- Establishing a common standard in terms of language policy, accreditation criteria, and teacher training initiatives, which simultaneously favors mobility of teaching and administrative staff, postgraduate students, and early-stage researchers (ESRs) from the HEIs in the alliance [cross-cutting].

Concretely, Deliverable D7.1 (Accreditation course training materials) is in line with the Council of Europe's guidelines to develop and promote plurilingual and intercultural education (2022) and aims to establish a common and automatically recognized accreditation certificate for plurilingual education. This certificate will be based on the latest research into teacher training needs for Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) (e.g., Macaro et al., 2018; Madrid & Roa, 2018; Marsh et al., 2010; Pérez Cañado, 2020) and will build on the prior work carried out on this front by the NEOLAIa partners as a pre-project activity (cf. <https://neolaiacampus.eu/accreditation-certificate-for-multilingual-education/>). It is aimed at accrediting and empowering instructors to teach academic content through the target language. Once more dovetailing with the Council of Europe's recognition that "plurilingual and intercultural education also supports the educational and social inclusion of migrant and marginalized learners", the certificate will encompass a total of 100 hours of training, structured into five flexible learning modules, each dedicated to bilingual and plurilingual/intercultural education for a duration of 20 hours.

4. Executive summary/abstract

The primary outcome of this deliverable is the development of original, high-quality course materials specifically designed to support teaching and professional development within the framework of plurilingual education. These materials are pedagogically robust, research-informed, and tailored to equip academic staff with the competences required to teach academic content through a foreign language, using English as a Medium of Instruction (EMI) as the initial implementation model. The course is structured around five comprehensive modules, each addressing a critical aspect of plurilingual education: *Theoretical underpinnings of bi- and plurilingual education*; *Student-centered methodological options and new technological learning environments*; *Academic and basic interpersonal communication skills (BICS) and pronunciation*; *Catering for diversity in plurilingual education*; and *Alignment of teaching and assessment*. The materials are designed to form the basis of a standardized and automatically

recognized accreditation system that certifies academic staff in plurilingual teaching practices. The course will initially be piloted in English, with subsequent adaptations and expansions into additional languages based on pilot feedback and evaluation, thereby ensuring broader applicability across plurilingual educational environments.

5. Description

In detailing the description of this deliverable, three main sections will be considered: the **procedure** followed in drawing it up, the **structure** into which it has been articulated, and the **evaluation method** it has undergone.

The **procedure** followed for creating the materials for the Common Accreditation Certificate for Plurilingual Education (CoACe) has been a carefully coordinated, multi-phase process carried out collaboratively by the partners of WP7. It entails a phased process that spanned from October 2024 to October 2025.

The initial phase began on October 15th, 2024, with the formal presentation of this deliverable and the structure of the CoACe program into five core modules. During the in-person meeting at the University of Tours, a comprehensive overview of the conceptual and organizational framework was provided. Besides, institutional responsibilities were distributed based on expertise and availability, including clearly defined roles for module leaders and co-authors. Alongside this, a peer review system was set up with the appointment of two reviewers per module to maintain high academic standards. This model promoted shared ownership and active participation across partner universities. Role allocation was finalized during the follow-up online meeting on [November 26th, 2024](#), which also confirmed the peer review assignments. From that point onwards, the project followed a systematic workflow involving drafting, internal review, and revision stages.

The first drafts of the modules were developed between November 2024 and February 2025. A set of clear milestones and deadlines was established to guide the development of the modules. Teams were expected to work independently while maintaining regular contact through WP meetings, where the WP leader provided updates, monitored progress, and addressed emerging challenges. As the drafting process progressed, extensions were granted when necessary to ensure that time constraints did not compromise the quality of work.

A critical part of the procedure was the peer review phase, which included both remote and in-person activities. An in-person meeting was held in Suceava on April 2nd and 3rd, 2025, where module leaders presented their work, received structured feedback from rotating peer review groups, and collaborated with colleagues to refine their materials. Thus, a multiple (rather than merely a double-fold) peer review process was established to guarantee detailed revision and feedback from the maximum amount of

project partners (cf. Table 1 below with the feedback provision mechanisms followed in the aforementioned in-person meeting).

Feedback Provision Mechanisms

Item	Time	Group Distribution
Cooperative feedback activity MODULES 1, 3, 5	9.00-9.45	MODULE 1 <i>(Co-)leaders:</i> Kristina Kulikauskienė & Céline Bodin <i>Discussants:</i> Susanne Hetch, Nicoleta Morosan*, Alina Nacu, Michaela Trnova, Anca - Elisabeta Turcu, Avra Xepapadakou MODULE 3 <i>(Co-)leaders:</i> Marisa Pérez Cañado & Grace Dolcini <i>Discussants:</i> Benjamin Depauw, Antri Papakyriakou, Slavka Klimszova, Laima Naujokienė, Codrut Serban, Laura Tufano MODULE 5 <i>(Co-)leaders:</i> Renáta Tomášková & Joaquín Cruz Trapero <i>Discussants:</i> Jonas Ålander, Catalina Calero Ramírez, Hanan El khadir, Alina - Viorela Prelipcean, Georgina Willms * Participants highlighted in red indicate their affiliation with the university reviewing the module.
Cooperative feedback activity MODULES 1, 2, 4	9.45-10.30	MODULE 1 <i>(Co-)leaders:</i> Kristina Kulikauskienė & Benjamin Depauw <i>Discussants:</i> Joaquín Cruz Trapero, Grace Dolcini, Marisa Pérez Cañado, Codrut Serban, Renáta Tomášková MODULE 2 <i>(Co-)leaders:</i> Avra Xepapadakou & Antri Papakyriakou <i>Discussants:</i> Catalina Calero Ramírez, Hanan El khadir, Slavka Klimszova, Nicoleta Morosan, Alina Nacu, Anca - Elisabeta Turcu MODULE 4 <i>(Co-)leaders:</i> Jonas Ålander <i>Discussants:</i> Céline Bodin, Susanne Hetch, Laima Naujokienė, Alina - Viorela Prelipcean, Michaela Trnova, Laura Tufano, Georgina Willms

Cooperative feedback activity MODULES 2, 4, 5	11.00–11.45	MODULE 2 <i>(Co-)leaders:</i> Avra Xepapadakou <i>Discussants:</i> Joaquín Cruz Trapero, Susanne Hetch, Laima Naujokienė, Alina - Viorela Prelipcean, Michaela Trnova, Georgina Willms MODULE 4 <i>(Co-)leaders:</i> Jonas Ålander & Codrut Serban <i>Discussants:</i> Catalina Calero Ramírez, Benjamin Depauw, Hanan El khadir, Slavka Klimszova, Kristina Kulikauskienė, Marisa Pérez Cañado MODULE 5 <i>(Co-)leaders:</i> Renáta Tomášková <i>Discussants:</i> Céline Bodin, Grace Dolcini, Nicoleta Morosan, Alina Nacu, Antri Papakyriakou, Laura Tufano, Anca - Elisabeta Turcu
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Table 1. Feedback Provision Mechanisms

Besides, throughout the development of the materials for the five modules, the WP leader coordinated internal communication, held country-specific meetings, managed task delegation, and oversaw revisions to ensure alignment with the initial goals of the deliverable. The collaborative environment encouraged knowledge exchange and mutual support among partners, fostering a strong sense of collective responsibility for the success of the certificate.

However, some challenges also emerged during the development of the modules. One notable case occurred regarding the Diversity module, when it became clear that the module leader was no longer actively participating in the task. As a result, leadership responsibilities were officially transferred to the Suceava team as co-leader, and a task force was articulated to restructure the module content, contribute to the write-up of the module contents, and ensure that it aligned with the expected outcomes.

Final preparations for the outcome included internal reviews for quality control, final adjustments to the structure and content, and typesetting of the materials. The CoACe modules are now compiled and prepared for piloting through a BIP course scheduled and approved to be held at the University of Jaén in June 2026.

The **structure** of the materials for the CoACe, as presented in this deliverable, consists of five independent yet interconnected modules, each developed by a team of institutions with specialized expertise in the relevant topics. The modules and the initial distribution of the lead authors, co-authors, and reviewers are as follows:

1. **Theoretical underpinnings of bi- and plurilingual education** (Leader: SVK; Co-authors: UNIBI/UT; Reviewers: UNIC and USU).
2. **Student-centered methodological options and new technological learning environments** (Leader: UNIC; Co-author: UJA; Reviewers: UNISA and UNIBI).
3. **Academic and basic interpersonal communication skills (BICS) and pronunciation** (Leader: UJA; Co-author: UNIBI; Reviewers: USU and OU).
4. **Catering for diversity in plurilingual education** (Leader: ORU initially, later USV; Co-author: UJA, UNIBI; Reviewers: SVK and UJA).
5. **Alignment of teaching and assessment** (Leader: OU; Co-author: UJA; Reviewers: UNISA and ORU).

Each module follows a standardized structure, based on a two-tiered template system which was originally drawn up for this purpose:

- The [first template](#) established basic course details: title, duration, learning objectives, target competencies, prerequisites, content overview, pedagogical approach, timeline, and evaluation methods.
- The second, more [detailed template](#) outlined the structure for module materials, including: specific planning, a detailed table of contents, a visual mind map, lists of objectives and resources, core contents, learning activities, a list of references, and an annotated bibliography.

Each module is based on the latest specialized literature in the field and is intended to cover 20 hours of learning, including a common structure of set readings, collaborative tasks, autonomous activities, and synchronous online sessions. The content of each module is developed in English. However, it was agreed that some activities included in the modules may be provided in other languages as long as appropriate translations are available. All modules include both theoretical and practical components and are adapted to be suitable for an international, plurilingual audience:

- **Module 1, *Theoretical underpinnings of bi- and plurilingual education***, highlights the core principles of bilingual, multilingual, and plurilingual education, contextualizing them within current debates on language use in teaching environments. It explains the theoretical ideas behind Content and Language Integrated Learning (CLIL), English as a Medium of Instruction (EMI), and integrating content and language in higher education (ICLHE), stressing their unique features and teaching implications. Additionally, the module reviews relevant European and national policies that influence language policy-making, internationalization efforts, and the adoption of EMI and plurilingual education across various educational systems. It also uses empirical research to dispel common misconceptions about bilingual education, promoting a more informed and evidence-based understanding of its results and advantages.

- **Module 2, *Student-centered methodological options and new technological learning environments***, offers a concise but comprehensive overview of student-centered methodological approaches and technology-enhanced learning environments, linking key pedagogical theories to their practical application in bi- and plurilingual education. It introduces task-based and project-based learning, examines cooperative learning and wiki-based collaborative writing, and underscores the importance of the theory of multiple intelligences in addressing learner diversity. The module also introduces the flipped classroom model, with a specific focus on the role of ICT in transforming instructional time and promoting learner autonomy. Finally, it explores how potential participants could apply these approaches through simulated EMI instruction and micro-teaching activities, utilizing best practices to inform their own teaching.
- **Module 3, *Academic and basic interpersonal communication skills (BICS) and pronunciation***, aims to develop learners' communicative competence by focusing on both Basic Interpersonal Communication Skills (BICS) and effective pronunciation in the EMI classroom. It explores the concept of "real English," addressing its definition, importance, target learners, and strategies for staying up-to-date, supported by practical activities and a final assignment. The pronunciation segment emphasizes the role of breathing and voice, long forms and weak syllables, intonation, stress, and connected speech, providing tools to improve clarity and intelligibility. Potential participants will practice these principles, culminating in a final recording and reflective exercise that uses authentic English expressions and improved pronunciation for inclusive classroom interaction.
- **Module 4, *Catering for diversity in plurilingual education***, explores strategies for addressing diversity in plurilingual education, focusing on creating inclusive, equitable, and culturally responsive learning environments. It covers the theoretical bases of diversity, inclusive education, and the DIDI framework, as well as the difference between equality and equity. The module introduces Universal Design for Learning and scaffolding techniques to support learners from diverse linguistic and cultural backgrounds. It also discusses diversity-sensitive classroom groupings, effective use of feedback, and the role of L1 and translanguageing in learning. Participants work with a tiered material design grounded in ADiBE principles, intercultural considerations, and inclusive assessment strategies, while analyzing critical incidents to enhance reflective practice. By incorporating these approaches, teachers will develop practical, discipline-specific strategies to utilize students' plurilingual and intercultural resources, foster collaboration, and create inclusive, engaging, and effective learning environments.
- **Module 5, *Alignment of teaching and assessment***, explores the alignment of teaching, learning objectives, and assessment, highlighting its vital role in ensuring students are prepared and evaluated based on clear expectations, especially in plurilingual contexts where instruction happens in a foreign language. It covers the basic concepts of measurement, testing, and

assessment, tailored to the specific needs of EMI (English as a Medium of Instruction). The module also outlines key principles of EMI assessment and offers a practical toolkit for implementation. This toolkit includes Classroom Assessment Techniques (CATs) to encourage interactive learning, advice for creating effective rubrics, and a selection of digital resources to improve assessment practices. By combining theory and practice, participants are prepared to establish consistent and effective alignment between teaching and assessment in EMI settings.

Finally, all the modules have been professionally typeset by the UJA team, as task leaders, to ensure uniform design and presentation.

The **evaluation process** for the CoACe modules has employed a mixed-methods approach, combining both qualitative and quantitative strategies to assess quality, coherence, and alignment with the project's objectives and the Grant Agreement. Quantitative monitoring has been used to track deadlines, ensure delivery of required module components, and confirm that the expected 20 instructional hours have been met in each module.

The qualitative dimension has been implemented through a structured peer review process. Each module has undergone a multi-pronged review, beginning in February 2025. On March 18th, 2025, Modules 1 and 3 were confirmed as ready for review and distributed to their designated reviewers. The most extensive review occurred during the in-person meeting in Suceava on April 2nd–3rd, 2025. As mentioned above, in this rotating peer-review session, module leaders presented their drafts, and attendees were divided into groups that rotated every 45 minutes, providing feedback to different module teams (cf. Table 1 above). A template featuring [guiding questions](#) was provided to support the feedback process and to assist the external reviewers who participated in the in-person meeting. This approach was intended to enhance the quality of reviews and foster a collaborative environment. Finally, this feedback was documented in [online reports](#) and used to guide further revisions.

Compliance with the approved templates and overall program goals was ensured through a final review carried out by the University of Jaén between June and September 2025. This has included verification that all structural components were present, that content aligned with the pedagogical and methodological aims of the project, and that materials met quality standards. Additionally, the formatting process ensured that the visual presentation of all modules adhered to a standardized design, contributing to the overall professional quality of the deliverable.

Through this rigorous and multi-layered evaluation process, the CoACe modules have been confirmed to meet the required standards, both in terms of academic content and formal compliance with the Grant Agreement. The materials are now ready for piloting and implementation across participating institutions.

6. Conclusion

The development of the five modules for the Common Accreditation Certificate for Plurilingual Education (CoACe) has been the result of a highly collaborative, structured, and quality-driven process involving a consortium of committed higher education institutions. Through careful planning, distributed authorship, iterative peer review, and rigorous compliance assessment, the WP7 team has succeeded in designing a comprehensive, modular training program that responds to the evolving needs of plurilingual education in Europe.

The five modules not only reflect academic rigor and pedagogical innovation, but also embody the principles of diversity, inclusivity, intercultural dialogue, and international teaching. In addition, all of them offer educators both conceptual insights and concrete tools for implementation.

The effective development of the five CoACe modules marks a significant milestone in this Work Package's commitment to advancing plurilingual education in higher education. Each module represents a carefully designed unit, shaped by collaborative authorship, rigorous peer review, and pedagogical coherence. Together, they constitute a comprehensive training program that integrates theoretical grounding with practical application, tailored to meet the diverse realities of plurilingual classrooms.

7. References (in this document)

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- Pérez Cañado, M. L. (2020). Addressing the research gap in teacher training for EMI: An evidence-based teacher education proposal in monolingual contexts. *Journal of English for Academic Purposes*, 48, 1–22.

8. Annex (via hyperlinks)

[Module 1: Theoretical underpinnings of bi- and plurilingual education](#)

[Module 2: Student-centered methodological options and new technological learning environments](#)

[Module 3:](#) Academic and basic interpersonal communication skills (BICS) and pronunciation

[Module 4:](#) Catering for diversity in plurilingual education

[Module 5:](#) Alignment of teaching and assessment