

RELIC Joint Programme and Integrated Teaching/Training Activities

This document sets out the joint programme structure, as well as the integrated teaching and training activities for the Erasmus Mundus Joint Master in Responsible Leadership in Cultural and Religious Heritage (RELIC).

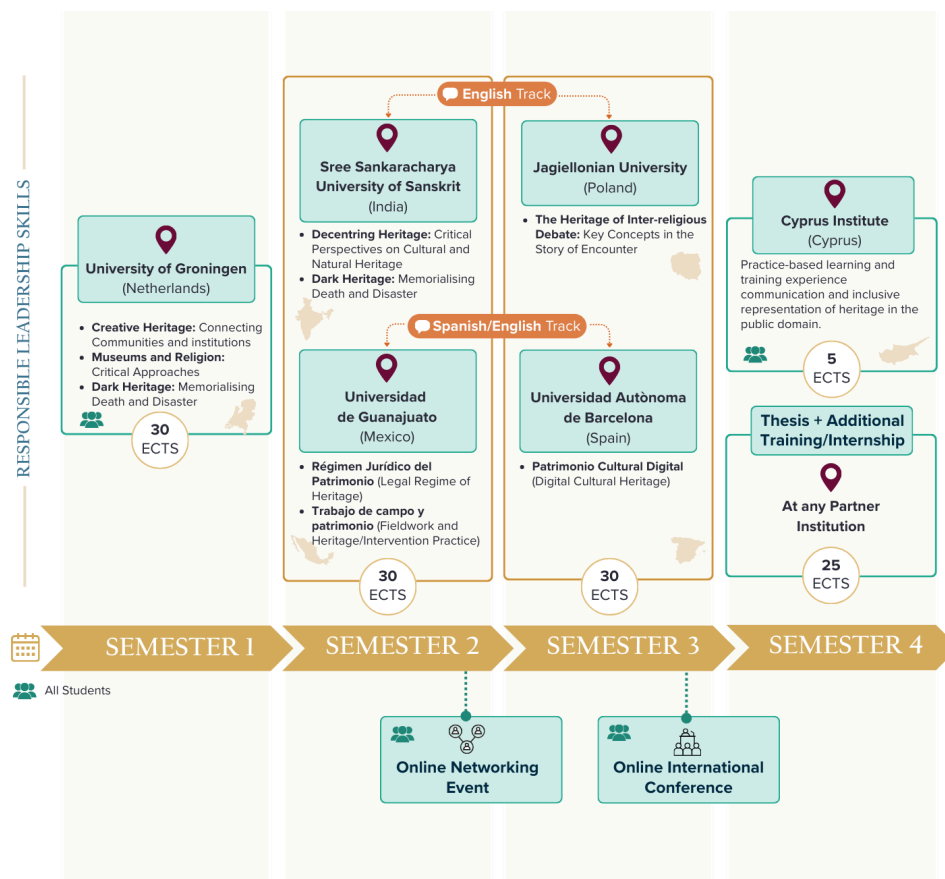
1. Programme Overview

RELIC is a **two-year, four-semester (120 ECTS) international master programme** with a mission to provide a stimulating, challenging and rewarding learning experience in which students develop specialised knowledge and understanding of the embeddedness of religious and cultural heritage in society. According to the values expressed in the Council of Europe's Faro Convention, students acquire the critical-analytical and leadership skills needed to foster the inclusive representation of religious and cultural heritage in the public domain. RELIC gives special attention to the policy-related, cultural, ecological, and digital dimensions of heritage. It trains in responsible cultural leadership and ethical engagement through courses and internships, in which students work directly with local communities, heritage institutions, and government bodies.

The RELIC curriculum is delivered by a consortium of leading universities in Europe, Asia, and Latin America, offering a transnational and interdisciplinary approach to responsible leadership in the field of heritage, religion and culture.

The RELIC programme is offered in **two Mobility Pathways**, each offering different linguistic and geographic learning experiences and a (slight) difference in thematic emphasis: an **all-English pathway** takes students from Groningen to Kalady (India) and then to Krakow, which allows students to study firsthand postcolonial heritage and religiously diverse communities. Thematically, there is more emphasis on the ecological aspects of heritage and interreligious dialogue among heritage communities. A **Spanish-English Pathway** takes students from Groningen to Guanajuato (Mexico) and then to Barcelona. Here, there is a stronger thematic emphasis on the legal and digital aspects of heritage and heritage management.

Overall integration is provided by the first, foundational semester in Groningen, which introduces the main themes of the Master Programme as well as **regular virtual/hybrid interactions** of the whole student cohort in video seminars, workshops and conferences. The whole cohort is **reintegrated physically** at the start of the final semester in Cyprus through an Intensive Immersion Course, which offers a joint fieldwork opportunity, project-centred and practice-based tasks, digital training, and intercultural immersion and communication in a politically contested environment. Students then take up residence at one of the six partner institutions to carry out the remainder of the final semester, where they are closely supervised in the writing of a dissertation, together with an additional training course and/or internship.



2. Thematic Foci of the Curriculum

The aim of the curriculum is to provide RELIC graduates with the critical knowledge and professional skills needed for careers in cultural and religious heritage management. Beneath this overarching aim, RELIC comprises four teaching themes that recur throughout the curriculum: communities, governance, digital and ecology/sustainability.

The choice of the overarching aim and the four themes resulted from the needs analysis undertaken at the start of this collaboration, during which we questioned European policy makers, local governments and heritage organisations with whom we are presently working. The choice also reflects an analysis of the research and teaching strengths of the partners in the area of heritage and the identification of points of past and future collaboration. This ensures that themes can be developed across the mobility pathways.

All partners have research strengths in the relationship of religion to cultural heritage, in particular it is reflected in the current MA teaching profiles of Groningen, Kalady and Krakow. All partners work with **heritage communities**, with the European partners focused in particular on religious minorities. Guanajuato and Kalady focus in addition on the Indigenous communities in their regions. **Digital heritage** is a particular focus of the archaeologists working in Barcelona and Cyprus, while geographers in Kerala teach geographic mapping systems. While all partners work with policy makers and local governments, Guanajuato has a particular strength in research into **legal studies of heritage**, clustered also around its Unesco Chair in Law and Heritage. Theoretical exploration of **the relationship of religion and ecology** features in the teaching of Krakow, while in Kalady the nexus of **heritage preservation and disaster management** has been brought to attention given recent catastrophic flooding.

3. Responsible Leadership Skills

The curriculum is designed so that all students gain training in core leadership skills related to the overarching approach and five transversal themes:

1. Religion and Heritage in a Globalized World: Transnational and Interdisciplinary Competences

- a. Project management: Skills for working within national and transnational, multi-stakeholder networks (NGOs, universities, community groups).
- b. Collaborative research and practice: The ability to work within multidisciplinary teams, to connect diverse methods and perspectives from e.g. anthropology, law, ecology, religious studies, museum studies and computer science.
- c. Translational skills: Turning complex theoretical insights (e.g., posthumanism, decolonial theory, and ethics) into practical strategies.

2. Communities: Critical and Inclusive Heritage Competence

- a. Self and cultural awareness: The ability to question one's own positionality, cultural assumptions, and institutional power in heritage work.
- b. Intercultural communication: Competence in mediating between different worldviews, spiritual traditions, and knowledge systems.
- c. Community engagement and participatory methods: Skills in co-creation, listening, and facilitating dialogue across diverse cultural and religious groups.

3. Ecology: Sustainability and Environmental Awareness

- a. Eco-heritage thinking: Integrating ecological sustainability into heritage management—recognizing landscapes, biodiversity, and non-human entities as part of heritage.
- b. Systems thinking: Understanding the interconnectedness of cultural, spiritual, and ecological systems.
- c. Climate adaptation and resilience skills: Incorporating environmental justice and indigenous ecological knowledge into preservation strategies.

4. Governance: Legal and Policy Literacy

- a. Understanding international conventions and legal frameworks: Familiarity with UNESCO conventions, intellectual property rights, indigenous sovereignty, and cultural restitution frameworks.
- b. Understanding municipal, regional and national regulations and policies shaping heritage (management).
- c. Human rights and cultural rights literacy: Awareness of how legal regimes shape heritage access and control, especially for marginalized or diasporic communities.



5. Digital Heritage and Technological Challenges

- a. Digital documentation and preservation: Competence in digital archiving of heritage materials.
- b. Critical digital humanities perspective: Understanding the ethics and politics of digital representation (e.g., who controls the data, whose stories are told).
- c. Data governance and legal aspects: Awareness of privacy, intellectual property, and consent in digital heritage contexts.

The Leadership skills courses have a strong focus on training the skills listed above. They have a course load of between 5 and 6 ECTS. The consortium plans to offer the skills courses as microcredentials to a (small) number of external, mature students (museum professionals etc.) to help diversify the classroom.

Overview of Leadership Skills Courses

Responsible leadership skills courses	Sem	ECTS	HEI	Skills
Creative Heritage: Connecting Communities and institutions	1	5	UG	1a, 2a, 2b, 2c, 4b, 4c
Museums and Religion: Critical Approaches	1	5	UG	1a, 1b, 1c, 2a, 2c, 4a, 5a, 5b, 5c
Dark Heritage: Memorialising Death and Disaster	1	5	UG	1a, 1b, 1c, 2a, 3b, 2c, 3a, 4b, 4c, 5b
Decentring Heritage: Critical Perspectives on Cultural and Natural Heritage	2	6	SSUS	1a, 1b, 1c, 2a, 2b, 2c
Geographic Information Systems (GIS) for Interdisciplinary Approaches in Heritage and Religious Studies	2	6	SSUS	1a, 1b, 1c, 2b, 3a, 3b, 5a, 5b, 5c

Régimen Jurídico del Patrimonio (Legal Regime of Heritage)	2	6	UGto	1c, 2a, 3a, 4a, 4b, 4c, 5c
Trabajo de campo y patrimonio (Fieldwork and Heritage/Intervention Practice)	2	6	UGto	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 5c
The Heritage of Inter-religious Debate: Key Concepts in the Story of Encounter	3	6	JU	1a, 1b, 1c, 2a, 2b, 2c, 3b, 4c
Patrimonio Cultural Digital (Digital Cultural Heritage)	3	6	UAB	1a, 1b, 1c, 4a, 5a, 5b, 5c
Intensive Immersion Course	4	5	Cyl	1c, 2a, 2b, 2c, 3b, 5a, 5b, 5c

4. The Mobility Pathways

As explained above, the programme has been conceived around two Mobility Pathways. Each of these pathways or tracks begins with the common **foundational semester** at the University of Groningen (Netherlands), where students gain common foundational understanding in the main types of heritage, the concepts and research strategies around heritage, cultural history and (im)material culture, as well as foundational understanding of key policy frameworks, custodial strategies and religio-cultural, ecological and digital aspects surrounding heritage. Courses introduce students to key debates about community engagement, memory, historical and critical approaches, thereby providing the conceptual basis for the specialised themes of the following semesters.

3.1 Mobility Pathway 1 (ENGLISH TRACK)

Involved partner institutions: University of Groningen (Netherlands), Sree Sankaracharya University of Sanskrit (India), Jagiellonian University (Poland), Cyprus Institute (Cyprus).



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Semester	Institution / Country	Track	ECTS
1	University of Groningen (Netherlands)	Common to All	30 (at least)
2	Sree Sankaracharya University of Sanskrit (India)	English Track	30 (at least)
3	Jagiellonian University (Poland)	English Track	30 (at least)
4 - Intensive Immersion Course	Cyprus Institute (Cyprus)	Common to All	5
4 - Thesis + Additional training / internship	Any partner university	Individual choice of students among all partner institutions	20+5 (at least)

Mobility Pathway 1 is taught entirely in English. This track features the interdisciplinary exploration of the complex relationships between religion, culture, and the environment. Many of the courses offered draw on perspectives from Religious Studies, Heritage Studies, and Environmental Humanities to equip students to critically engage with how diverse religious and spiritual traditions and ecological systems intersect in shaping human cultures.

Following the **foundational semester** at the **University of Groningen**, students move, the **second semester**, to the **Sree Sankaracharya University of Sanskrit (India)**. There students encounter critical heritage perspectives rooted in South Asian intellectual and cultural contexts. Students complement this training with a selection of electives and through site visits, fieldwork, and GIS-based digital training, they gain hands-on experience in analyzing the interplay between religious practice, environmental thought, and local community heritage.

The **third semester** takes place at the **Jagiellonian University (Poland)**, where students explore interreligious encounters and ecological heritage in a Central and Eastern European context. Electives further develop comparative insights into cross-cultural exchanges and the shared legacies of belief systems. This semester emphasizes critical

reflection on the entangled histories of religion and ecology and the role of heritage in mediating intercultural coexistence.

3.2 Mobility Pathway 2 (SPANISH-ENGLISH TRACK)

Involved partner institutions: University of Groningen (Netherlands), Universidad de Guanajuato (México), Universitat Autònoma de Barcelona (Spain), Cyprus Institute (Cyprus).

Semester	Institution / Country	Track	ECTS
1	University of Groningen (Netherlands)	Common to All	30 (at least)
2	Universidad de Guanajuato (México)	Spanish-English Track	30 (at least)
3	Universitat Autònoma de Barcelona (Spain)	Spanish-English Track	30 (at least)
4 - Intensive Immersion Course	Cyprus Institute (Cyprus)	Common to All	5
4 - Thesis + Additional Training / Internship	Any partner university	Chosen by students among all partner institutions	20 + 5 (at least)

Mobility Pathway 2 is taught in English in Groningen and Cyprus and in Spanish in Guanajuato and Barcelona. It focuses on the intersection of community engagement, law, technology, and culture in the preservation, representation, and governance of heritage. It offers an innovative framework that integrates legal studies, digital humanities, art, anthropology and critical heritage theory to address the challenges of protecting cultural diversity in a rapidly changing world.

Following the **foundational semester** at the **University of Groningen**, students move, the **second semester**, to the **Universidad de Guanajuato (México)**. Courses there deepens students' understanding of the legal and sociocultural dimensions of heritage

management, particularly in Latin American contexts. Students are provided with analytical tools to evaluate how legislation shapes cultural policy, identity, and the rights of marginalized communities, and are encouraged to examine global frameworks and their local applications. The semester includes fieldwork and applied heritage interventions, combining academic study with engagement in community-based projects.

The **third semester** takes place at the **Universitat Autònoma de Barcelona (Spain)**, where the focus shifts to digital heritage, cultural technologies, the epistemologies underpinning digital research combined with art and anthropology. This semester strengthens students' competence in applying digital methodologies while critically assessing their ethical, epistemological, and political implications.

At the beginning of the fourth semester, all students from both tracks participate in the **RELIC Intensive Immersion Course at the Cyprus Institute (Nicosia)**. This two-week intensive seminar offers a unique opportunity to study the divided heritage of Cyprus as a living laboratory of religious coexistence, conflict, and environmental transformation. Through excursions, interdisciplinary workshops, and collaborative research, students experiment with advanced scientific and technological methods for heritage analysis.

The rest of the **fourth semester** is devoted to the **Master's Thesis (20 ECTS)** and an **optional internship or applied training (5 ECTS)**, which can be carried out **at any of the RELIC partner institutions**.

Each semester amounts to at least 30 ECTS, resulting in a total of at least 120 ECTS for the full programme.

5. Overview of all courses offered



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**Semester 1: University of Groningen (Netherlands) – Common to All Students
(30 ECTS)**

Name of the course	ECTS	Status
Creative Heritage: Connecting Communities and institutions	5	Compulsory - Leadership Skills Course
Museums and Religion: Critical Approaches	5	Compulsory - Leadership Skills Course
Dark Heritage: Memorialising Death and Disaster	5	Compulsory - Leadership Skills Course
Fragments and Ruins: Heritage and Historical Approaches to the Past	5	Compulsory
Material Religion	5	Compulsory
Uses of the Past	5	Compulsory

**Semester 2: Sree Sankaracharya University of Sanskrit (India) – Mobility
Pathway 1 (English Track) (30 ECTS)**



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Name of the course	ECTS	Status
Decentring Heritage: Critical Perspectives on Cultural and Natural Heritage	6	Compulsory - Leadership Skills Course
Geographic Information Systems (GIS) for Interdisciplinary Approaches in Heritage and Religious Studies	6	Compulsory - Leadership Skills Course
India and Indology: An Introduction to Critical Heritage Studies	6	Compulsory

Every academic year, SSUS will offer a different basket of elective courses.

Basket 1 of elective courses

Co-creating Heritage: Memory, Politics, and Social Movements	6	Elective
Origin Stories: Textual Heritage and Communities in South Asia	6	Elective
Geographical Perspectives on Heritage: Culture, Ecology, and Sustainability	6	Elective
The Kerala Heritage of Vedic Transmission: Oral, Ritual and Textual	6	Elective

Basket 2 of elective courses

Eco Philosophy in Indian Religious Tradition	6	Elective
The Syrian Christians along the Malabar Littoral: Texts, Traditions and Transformations	6	Elective



Heritage Preservation and Activism	6	Elective
Impact of Religious Developments on Sanskrit Grammatical Approaches	6	Elective
Philosophical Trajectories of Mīmāṃsā in Kerala	6	Elective

Basket 3 of elective courses

Experiencing Religion: Exploring New Religious and Caste Identities	6	Elective
Architectural Corridors to Religious Activities in South Asia	6	Elective
Sacred Echoes: Exploring Folk and Tribal Religion through Art and Performance	6	Elective
Performing The Past / Managing Intangible Heritage: Indian Theatre	6	Elective

Semester 2: Universidad de Guanajuato (México) – Mobility Pathway 2 (Spanish-English Track) (30 ECTS)

Name of the course	ECTS	Status
Régimen Jurídico del Patrimonio (Legal Regime of Heritage)	6	Compulsory - <i>Leadership Skills Course</i>

Trabajo de campo y patrimonio (Fieldwork and Heritage/Intervention Practice)	6	Compulsory - Leadership Skills Course
Legislación y pueblos originarios y afro mexicanos (Legislation and Indigenous and Afro-Mexican Peoples)	6	Compulsory
Memoria colectiva y diversidad cultural (Collective Memory and Cultural Diversity)	6	Compulsory
Derecho Internacional sobre desarrollo sustentable (International Law on Sustainable Development)	6	Elective
Seminarios Métodos y Fuentes de Estudios Culturales (Methods and Sources of Cultural Studies)	6	Elective
Seminario Transversal: Sociología, Derecho y Políticas Públicas (Cross-curricular Seminar: Sociology, Law, and Public Policy)	6	Elective

Semester 3: Jagiellonian University (Poland) – Mobility Pathway 1 (English Track) (30 ECTS)

Name of the course	ECTS	Status
The Heritage of Inter-religious Debate: Key Concepts in the Story of Encounter	6	Compulsory - Leadership Skills Course

Eco-Heritage and Religion: A Central European Perspective	6	Compulsory
Religious Heritage in Poland	6	Compulsory
Heritage of Contemporary Paganism	6	Elective
Intellectual Heritage of Sanskrit Religious Traditions between Europe and Asia	6	Elective
Visual Heritage and the Study of Religion - Master Proseminar	6	Elective
Religious Heritage and Migration	6	Elective
The Heritage of Encounter: India and Europe through History	6	Elective

Semester 3: Universitat Autònoma de Barcelona (Spain) – Mobility Pathway 2 (Spanish-English Track) (30 ECTS)

Name of the course	ECTS	Status
Patrimonio Cultural Digital (Digital Cultural Heritage)	6	Compulsory - Leadership Skills Course



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Comunicación y Aprendizaje: Experiencias de Uso de la Tecnología (Communication and Learning: Experiences in the use of technology)	6	Compulsory
Tecnologías Digitales para las Palabras y el Sonido (Digital Technologies for Words and Sound)	6	Compulsory
Tecnología, Humanidades y Cultura (Technology, Humanities and Culture)	6	Compulsory
Seminario en Investigación del Patrimonio (Seminar on Heritage Research)	6	Compulsory
Name of the course	ECTS	Status
Patrimonio Cultural Digital (Digital Cultural Heritage)	6	Compulsory - Leadership Skills Course
Comunicación y Aprendizaje: Experiencias de Uso de la Tecnología (Communication and Learning: Experiences in the use of technology)	6	Compulsory
Tecnologías Digitales para las Palabras y el Sonido (Digital Technologies for Words and Sound)	6	Compulsory
Tecnología, Humanidades y Cultura (Technology, Humanities and Culture)	6	Compulsory
Seminario en Investigación del Patrimonio (Seminar on Heritage Research)	6	Compulsory



Name of the course	ECTS	Status
Tecnología, Humanidades y Cultura (Technology, Humanities and Culture)	6	Elective
Visión computacional (Computational vision)	6	Elective

Semester 4 (Start): Cyprus Institute (Nicosia, Cyprus) – Intensive Immersion Course (5 ECTS) — Compulsory, pillar of the Leadership skills courses

The Intensive Immersion Course in Nicosia brings together all students from both tracks for a joint intensive practice-based learning and training experience, contributing expertise in *communication and inclusive representation of heritage in the public domain*.

This intensive 2-week seminar course in Cyprus will introduce students to the complexity of cultural landscapes in the Eastern Mediterranean. Utilizing the rich heritage of Cyprus and its present division between the Republic of Cyprus in the south, and the Turkish Cypriot- controlled northern part of the island, the course will concentrate on the experience, appropriation, fabrication and obliteration of cultural and religious heritage. The group will travel across Cyprus visiting sites and monuments, meeting experts as well as working in the classroom and in the lab exploring a range of science and technology methodologies, tools and laboratories. During the second week participants will also work in teams on assigned research topics with results being presented on the last day of the course. Students interested in pursuing their thesis on themes and/or aspects of the heritage of Cyprus will have the opportunity to begin developing their interests and research over the course, staying on for the remainder of the last semester of the RELIC programme.

In both Mobility Pathways, the Intensive Immersion Course counts towards the students' course load in the fourth semester, at any of the partner institutions where the students complete their degree programme. Students study the fourth semester, including their thesis project, at a Full Partner or Academic Associate Partner of their choice, subject to



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the availability of supervisors for the project. The Partners recognise the 5 ECTS of the Intensive Immersion Course as partial fulfilment of the 30 ECTS study-load in the fourth semester.

Semester 4 (Remainder): at any partner institution (25 ECTS)

The students will be able to choose where to carry out the fourth semester which includes the thesis preparation and writing, together with additional training and/or internship. The Master's Thesis (20 ECTS), is co-supervised by academics at two partner universities.

6. Integrated Teaching and Training Activities

RELIC is implemented through a **coherent, student-centred and research-informed pedagogical approach**, designed and jointly delivered by the partner institutions to ensure full academic integration, complementarity, and added value of mobility. Teaching and learning activities combine interdisciplinary theoretical instruction with **practice-based, experiential and project-oriented learning**, enabling students to progressively develop advanced knowledge, skills, and competences in cultural and religious heritage leadership. The programme methodology integrates disciplines from the humanities, social sciences, law, environmental studies and digital humanities, and is explicitly aligned with international normative frameworks, including UNESCO and ICOMOS conventions, ethical standards, and cultural and human rights principles.

Learning activities are organised around **interactive seminars, supervised research, fieldwork, teamwork, and community engagement**, ensuring a strong link between academic knowledge and real-world heritage contexts. Students are trained to critically address complex and sensitive heritage issues—such as contested memory, uncomfortable heritage, iconoclasm, colonial legacies, slavery, care, and democratic participation—through participatory research methods, including ethnography, oral history, and collective memory work. These approaches are complemented by advanced digital training.

Particular attention is given to accessibility, user diversity, and responsible data practices. Across the programme, students are encouraged to engage with **advanced epistemological and methodological debates, compare disciplinary research traditions, and select appropriate methods for diverse research and professional contexts.**

Joint delivery across Mobility Pathways ensures that learning outcomes are achieved through **progressive competence development in international and intercultural settings**, reinforced by collaborative projects and the Intensive Immersion Course. The methodology culminates in an independently conducted, research-driven Master's thesis, supported by joint supervision and, where applicable, internships or applied training. Through this integrated pedagogical framework, RELIC guarantees academic excellence, relevance to societal challenges, employability, and compliance with EQF Level 7 and Erasmus Mundus quality standards.

7. Teaching, Learning and Pedagogical Approach

LG1 — Advanced disciplinary and interdisciplinary understanding (Knowledge)

Graduates will demonstrate **advanced and critical understanding of cultural and religious heritage** as embedded in society, including contested memory, identity, and representation, and will integrate perspectives from heritage studies, religious studies, environmental humanities, legal studies, and digital humanities.

LG2 — Inclusive, ethical, and rights-based heritage leadership (Responsibility/Autonomy)

Graduates will exercise **responsible leadership grounded in ethics, cultural rights, and inclusive representation**, demonstrating reflexivity about positionality, institutional power, and stakeholder diversity in heritage contexts.

LG3 — Community engagement and participatory practice (Skills)

Graduates will apply **participatory and community-engaging methods** (co-creation, dialogue facilitation, fieldwork and intervention practice) to design and evaluate heritage initiatives with communities and institutions.

LG4 — Digital and data-informed heritage competence (Skills + Knowledge)

Graduates will select and apply **appropriate digital methods** (e.g., GIS, digitisation/3D, data analysis, digital documentation, visualization) and critically evaluate their epistemic, ethical, and governance implications (data ownership, consent, accessibility, IP/privacy).

LG5 — Sustainability and eco-heritage competence (Knowledge + Skills)



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Graduates will integrate **ecological thinking and sustainability principles** into heritage analysis and practice, addressing heritage at risk, climate adaptation/resilience, and environmental justice in culturally diverse contexts.

LG6 — Legal and policy literacy for heritage governance (Knowledge + Responsibility)

Graduates will interpret and apply **legal and policy frameworks** (international conventions, heritage law, cultural rights, Indigenous/community rights, restitution debates where relevant) to assess governance options and support legitimate, inclusive decision-making.

LG7 — Transnational, intercultural and multilingual collaboration (Skills + Responsibility)

Graduates will collaborate effectively in **international and intercultural teams**, communicating across disciplinary, linguistic, religious, and cultural boundaries, and managing collaborative projects in transnational settings.

LG8 — Research competence and Master’s-level independence (Skills + Autonomy)

Graduates will design and complete an **independent Master’s-level research project** (thesis) using appropriate methods and producing a rigorous, ethically sound analysis that can inform professional practice and/or serve as a foundation for doctoral studies.

8. Learning outcomes

The learning goals defined in Section 7 are operationalised through the teaching and learning methods described in Section 8 and assessed through the learning outcomes below. RELIC Learning Outcomes (LO) are indicators of progress of the learning process in accordance with the domain dimensions of the European Qualifications Framework (EQF).

RELIC learning goals correspond to **EQF Level 7**, characterised by:

- Highly specialised knowledge, some of which is at the forefront of the field
- Advanced skills demonstrating mastery and innovation

- Responsibility and autonomy in complex, unpredictable, and international contexts

1. Knowledge (EQF: Advanced and highly specialised knowledge)

Graduates will be able to:

1. Demonstrate advanced and critical knowledge of **cultural and religious heritage** as socially embedded, contested, and dynamic phenomena, informed by global, comparative, and decolonial perspectives.
2. Analyse the **intersections between religion, heritage, ecology, law, and digital technologies**, understanding how these domains shape cultural governance, representation, and sustainability.
3. Critically engage with **theoretical frameworks** relevant to heritage studies, including critical heritage theory, religious studies, environmental humanities, legal theory, and digital humanities.
4. Understand the **normative frameworks and policy environments** governing heritage, including international conventions, cultural rights regimes, environmental law, and ethical standards for heritage practice.
5. Explain the role of **technology and digital infrastructures** (e.g. GIS, digitisation, data science, visualization, AI-based tools) in documenting, analysing, and mediating heritage in diverse cultural contexts.
6. Demonstrate in-depth knowledge of **regional and transnational heritage contexts**, gained through structured mobility across Europe, Asia, and Latin America.

Skills (EQF: Advanced problem-solving and innovation skills)

Graduates will be able to:

1. Apply **advanced analytical and research skills** to investigate complex heritage-related problems, integrating qualitative, quantitative, legal, ecological, and digital methods.
2. Design and implement **independent and collaborative research projects**, including fieldwork, digital projects, and practice-based interventions, in intercultural and interdisciplinary settings.

3. Employ **digital tools and methodologies** (e.g. GIS, digitisation, data analysis, digital storytelling, visualization) critically and ethically for heritage research, management, and dissemination.
4. Conduct **participatory and community-engaged research**, demonstrating competence in co-creation, dialogue facilitation, and reflexive engagement with diverse stakeholders.
5. Communicate complex ideas and research findings **clearly and effectively** to academic, professional, and non-academic audiences across linguistic, cultural, and disciplinary boundaries.
6. Integrate **ecological and sustainability considerations** into heritage analysis and practice, addressing climate change, environmental justice, and heritage at risk.

Responsibility and Autonomy (EQF: Managing complexity, ethical judgement, and leadership)

Graduates will be able to:

1. Exercise **responsible and inclusive leadership** in heritage-related contexts, demonstrating ethical judgement, cultural sensitivity, and awareness of power relations.
2. Take responsibility for **decision-making in complex and unpredictable environments**, including transnational, post-conflict, and legally plural heritage settings.
3. Work autonomously and collaboratively within **international and multi-stakeholder environments**, managing projects, deadlines, and institutional expectations across borders.
4. Reflect critically on their own positionality and professional practice, showing **self-awareness, accountability, and commitment to ethical standards**.
5. Contribute to the **development of innovative, sustainable, and socially inclusive heritage strategies**, bridging academic knowledge and real-world practice.
Demonstrate readiness for **professional practice or doctoral-level research**, including the ability to define research questions, select appropriate methodologies, and produce an original Master's thesis that meets international academic standards.

9. Programme Examination Committee



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The Programme Examination Committee determines which of the two Mobility Pathways the students will follow as part of the RELIC admissions procedure, taking into account the academic interests, preference and language skills of the applicants as indicated in their application to RELIC.

The Programme Examination Committee determines in semester 3 at which Full Partner or Academic Associate Partner the students will conduct their thesis project and follow supporting courses/internships, taking into account the academic interests, preference and language skills of the applicants as indicated in a written application by the student as well as supervision possibilities at the Partner Institutions. Students in Mobility Pathway 1 (English track) can conduct their thesis project at a Spanish-language Partner Institution, provided they demonstrate language skills in Spanish at the level of C1 in the European reference framework at the time of their written application for the fourth semester (i.e. at the beginning of semester 3).

The Partner Institutions jointly develop a Student Handbook, updated annually, to provide students with detailed information on the course contents and/or requirements per semester.

10. Examination of students

The Study-, Teaching- and Examination Regulations (STER) regulate the examination and assessment of students of the Degree Programme, and includes joint agreements on the order of examinations, assessment methods and criteria, grading and grade conversion, access to information on grading, re-sits and re-assessments, special measures for those with disabilities or extenuating circumstances and unfair practice, plagiarism and fraud. All joint agreements have been made to be in accordance with both the regulations of the Partner Institutions involved and the national legislation governing each.

Partner Institutions will conduct examinations and assessments in accordance with the policies and procedures in force at that Partner Institution, without prejudice to those adopted by the Programme Management Committee and as stated in the STER.

All modules are weighted and credited in accordance with the European Credit Transfer and Accumulation System (ECTS) and in conformity with national regulations. Partners accept possible differences in national regulations concerning the implementation of the ECTS and they agree to recognise the number of ECTS credits awarded by other Partner Institutions as a part of the Degree Programme without further conversion.



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Credits, if awarded by Partner Institutions that have a different credit system from ECTS, will be converted to ECTS and recognised in accordance with the conversion table for credits.

All grades will be converted and recognised, in accordance with the conversion table for grading.

Examinations passed at one of the RELIC Partner Institutions as part of the Degree Programme are fully and automatically recognised by the other Partners to the extent in which this automatic recognition corresponds with local rules and regulations. If automatic recognition is not possible, the Partner commits to making every effort to ensure that examinations passed by Degree Programme students at a Partner Institution will be recognised by the applicable local boards and/or committees.

11. Master Thesis

The fourth semester is dedicated to the preparation of a Master thesis realised under the supervision of one of the six RELIC universities, and under the (remote) co-supervision of at least one EU RELIC university.

The thesis must be submitted in written form in English or in Spanish and defended orally by the student at the end of the 4th semester.

12. Degree

RELIC will be offered as a multiple degree programme, according to the (Full) Partner Institutions at which the students have studied in their Mobility Pathway. Partners, via the Programme Management Committee, specifically also commit to the design and implementation of a Roadmap for accreditation as a Joint Degree, provided that national and local legislations allow.

Each student who successfully completes the Degree Programme, including the compulsory mobility periods, will receive a Multiple Degree awarded in the form of multiple master degrees by the Full Partners.

Each degree certificate is accompanied by a Diploma Supplement presenting the details of the student’s academic programme and academic achievement, in line with the template developed by the European Commission, the Council of Europe and UNESCO/CEPES and adapted to any further specifications in national legislation where applicable.

INSTITUTION	DEGREE TITLE IN ORIGINAL LANGUAGE	ACCREDITATION STATUS
University of Groningen (Netherlands)	Theologie & Religiewetenschappen (research)	Accredited until 01/11/2026 by the Nederlands-Vlaamse-Accreditatie-Organisatie (NVAO); CROHO code 60827
Jagiellonian University (Poland)	Religious Studies—Interdisciplinary Studies in Religions and Cultures of the World	Polish Accreditation Committee (PKA) - Resolution No. 831/2019
Universitat Autònoma de Barcelona (Spain)	Máster Universitario en Humanidades y Patrimonio Digitales por la Universidad Autónoma de Barcelona	Accreditations is valid until 22/07/2027 Master's Degree in Digital Humanities and Heritage: 3500454
Cyprus Institute (Cyprus)	MSc in Digital Cultural Heritage	Programme accredited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, currently going under re-accreditation as MSc in Science and Technology in Archaeology and Cultural Heritage
Universidad de Guanajuato (México)	Maestría en Sociedad y Patrimonio	Accredited in the National Postgraduate System by the Federal Government's Secretariat of Science, Humanities, Technology, and Innovation (SECIHTI), reference number: 005898. Through UNESCO Chairs and UNITWIN networks, the master's

		degree, which is part of the UNESCO Chair in Legislation, Society, and Heritage, has been favourably evaluated until December 2027.
Sree Sankaracharya University of Sanskrit (India)	<ul style="list-style-type: none"> - Master of Arts (MA) in History - Master of Arts (MA) in Sociology - Master of Science (MSc) in Geography - Master of Social Work (MSW) 	In the Indian Higher Education Framework, recognition is at institution level. SSUS is recognised by the University Grants Commission (UGC) Act since 1994, recognising SSUSdegrees throughout India. Under UGC procedures, SSUS was awarded by the National Assessment and Accreditation Council (NAAC) an A+ grade in the 2021 cycle. A re-evaluation is expected for 2026.

13. Practical Issues

The RELIC integrated curriculum is primarily based on, and draws from the current Master programmes of the four Full Partners: Groningen University in the Netherlands (UG), the Jagellonian University in Krakow, Poland (UG), the Universidad Autónoma de Barcelona in Spain (UAB) and the Cyprus Institute (Cyl). In addition, RELIC students will study at least at one of the two Academic Associate Partner Institutions from outside Europe: the Universidad de Guanajuato (UGto) in Mexico and the Sree Sankaracharya University of Sanskrit (SSUS) in India. Students will augment the formal coursework offered by these partners with professional placements and their own research project.

Although the curriculum is based as much as possible on existing MA courses, partners have made some modifications to ensure the coherence of the joint curriculum. Thus, although the semester timetables differ slightly in each Partner Institution, every effort has been made to ensure that students attending the Degree Programme at different locations will start and finish at roughly the same time period, thereby allowing adequate transition time between mobility periods. Care has also been taken to ensure



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a balanced workload for students at each location. In the design and delivery of RELIC modules, the Partner Institutions have taken and will continue to take into account joint agreements on learning outcomes, teaching and assessment methods, literature, textbooks and other learning materials.

The Programme Management Committee takes responsibility for the development and the continuous evaluation and improvement of the Degree Programme and its modules. In this work, it takes into account the recommendations of Local Management Committees and other advisory bodies.

Changes and variations to the structure and content of the Degree Programme may only be implemented within the limits specified by the Programme Management Committee and following approval of the Programme Management Committee. If any changes to the structure and content of the existing local master programmes are required by the administration of the partner universities, they will inform the Programme Management Committee of these developments without delay.