MINISTER OF EDUCATION, SCIENCE AND SPORT OF THE REPUBLIC OF LITHUANIA

ORDER

ON APPROVAL OF THE DESCRIPTOR OF THE STUDY FIELD OF PHILOSOPHY

21 October 2022 No V-1682
Vilnius

In accordance with Paragraph 11 of Article 53 of the Law on Higher Education and Research of the Republic of Lithuania:

1. I approve the Descriptor of the Study Field of Philosophy (enclosed).

2. I determine that the higher education institutions have to adjust their study programmes to the Descriptor of the Study Field of Philosophy approved by Clause 1 hereby until 1 September 2023.

3. I recognise Order No V-815 of the Minister of Education and Science of the Republic of Lithuania of 23 July 2015 "On Approval of the Descriptor of the Study Field of Philosophy" as invalid.

Minister of Education, Science and Sport   Jurgita Šiugždinienė

DESCRIPTOR OF THE STUDY FIELD OF PHILOSOPHY

CHAPTER I
GENERAL PROVISIONS

1.   The Descriptor of the Study Field of Philosophy (N10) (hereinafter referred to as the "Descriptor") regulates the specific requirements for study programmes in the study field of Philosophy, which belongs to the group of study fields of the Humanities (N). The Description provides general guidelines to help better express the learning outcomes related to the study field of Philosophy, but does constitute a specification of the detailed curriculum of a specific study programme or subjects. The Descriptor regulates the study field of Philosophy (hereinafter referred to as the "field of Philosophy") in the scope not covered by the General Requirements for the Provision of Studies approved by Order No V-1168 of the Minister of Education, Science and Sport of the Republic of Lithuania of 30 December 2016 "On Approval of Descriptor of General Requirements for the Provision of Studies".

2. The requirements of the Descriptor shall apply to first and second cycle university study programmes, regardless of the mode of study.

3. The Descriptor does not set out any specific requirements for the admission to first cycle studies.

4. It is recommended that individuals admitted to second cycle studies in the field of Philosophy should have completed Bachelor's studies in philosophy and hold a Bachelor's degree in humanities, or have completed Bachelor's studies in another field, and have taken modules in philosophy that correspond to the subject matter and the scope of the modules selected for study in the field of Philosophy, in accordance with the requirements for admission to the second cycle study programme in philosophy set out by the higher education institution. For individuals who have completed university first cycle studies in other fields of study and have not taken philosophy modules of the appropriate subject matter and volume, the higher education institution may organise additional or bridging courses. These shall consist of at least 60 study credits.

5. First cycle studies in the field of Philosophy can be carried out as single-field, double-field or interdisciplinary study programmes, together with studies in philology, history, archaeology, history of art, classical studies or other disciplines.

6. The volume of a first cycle study programme shall be 210 or 240 study credits. A single-field study programme in the study field of Philosophy shall allocate at least 180 study credits for the achievement of the study outcomes of the field of Philosophy (including the preparation of a final thesis/project). In two-field or interdisciplinary study programmes, where studies in philosophy are combined with studies in other fields of study, at least 180 study credits shall be allocated for the achievement of the study outcomes of the field of Philosophy.

7. The volume of the second cycle study programme shall be 90 or 120 study credits, of which at least 60 shall be allocated for the achievement of the study outcomes in the study field of Philosophy (including the preparation of final thesis (project)).

8. The aim of the first cycle studies in the field of Philosophy is to train philosophers with a broad humanistic profile, who are able to work in fields that require a broad general education, theoretical and analytical thinking skills that enable them to critically evaluate contemporary cultural and ideological processes, to participate in the creation and maintenance of a culture of public intellectual debate, and to deal independently and competently with challenges occurring in a wide range of intellectual and practical activities.

9. The aim of the second cycle studies in the field of Philosophy is to train highly qualified philosophy specialists who are prepared to continue their studies at the doctoral level and to carry

out research and analytical work in science and studies, public and private institutions or bodies, as well as in non-governmental organisations, which require a broad general education, deep theoretical training and analytical thinking skills that enable them to independently formulate and creatively solve theoretical and practical problems in the fields of Philosophy, Culture, Politics and Society.

10. Studies in the field of Philosophy may be carried out as full-time or part-time studies.

11. Graduates of the study programme in the field of Philosophy receive a Bachelor's/Master's degree in the humanities corresponding to the sixth/seventh level of the Lithuanian Qualifications Framework and the European Framework for Lifelong Learning and the first/second level of the European Higher Education Area Qualifications Framework, confirmed by a diploma and a diploma supplement issued by the university.

CHAPTER II
CONCEPT AND SCOPE OF THE STUDY FIELD

12. Philosophy seeks to understand and critically analyse ideas about the nature of reality, ways of knowing, and principles of action and behaviour, and creates the basis for our understanding of ourselves, of the world, and our place within it. Philosophy is a universal field of research. It is characterised by openness to other research fields, manifested in its ability to conceptually integrate different areas of research fields using its characteristic theoretical and methodological approaches and making their cultivated practices a subject of universalising philosophical reflection.

13. Philosophy as an object of studies encompasses a number of different, often conflicting theoretical and practical ways to understand the world and a person's place in it. The nucleus of its conceptual field is constituted by the terms which describe the fundamental and ever problematic attributes of essence, its cognition and human behaviour and practices: being, essence, existence, experience, reason, common sense, truth, law, goodness, justice, equality, freedom and so on. Concepts of philosophy derive from the reflection of both historically changing and ever-expanding field of human experience and evolving new knowledge and fields of activities.

14. Study programmes in the field of Philosophy shall include the studies of fundamental problems of philosophy and the history of philosophy, as well as philosophical research of specific human activities (such as language, science, politics, education, religion, arts, technology). In the process of philosophy studies, the following philosophical devices shall be applied for solving problems: raising questions, investigating ideas and creating their critical constructions, formulating and actualising distinctions, introducing new vocabulary, critical analysis and reinterpretation of the most important texts in the history of philosophy, considering the fundamental issues of the history of philosophy through formal and informal methods of logic, constructing arguments and assessing their feasibility, conducting thought experiments or deriving proofs.

15. The necessary part of the study programme of Philosophy shall be philosophy of specialized natural sciences, human and social sciences, whereby the research practices of these sciences shall be reflected, and theoretical and methodological problems of their development shall be analysed.

16. The study programmes in the field of Philosophy must include the problematics of classical disciplines of philosophy, such as ontology, epistemology, logic, ethics, aesthetics and political philosophy. These programmes must provide a minimum amount of foundational knowledge of the history of philosophy.

17. A graduate in philosophy and, where appropriate, bridging courses may pursue Master's and doctoral studies in a variety of fields in the humanities and the social sciences, as well as professional career in science, education, culture, and other fields, and in a wide range of fields of research and practice where universal erudition, conceptuality and the ability to independently analyse, critically evaluate and synthetically generalise the available knowledge and information are important.

18. A Master of philosophy may pursue doctoral studies and engage in research and analytical work, or work requiring a classical education in humanities, intercultural and broad humanities competence, in education, science, culture and other fields.

CHAPTER III
GENERAL AND SPECIAL LEARNING OUTCOMES

19. The following learning outcomes must be achieved upon the completion of first cycle studies:

19.1. knowledge, its understanding and application. The person:

19.1.1. knows and is able to describe the main trends in classical and contemporary philosophy, their origins, presuppositions, and the specifics of reasoning and argumentation;

19.1.2. knows, is able to define and correctly use the main concepts of philosophy;

19.1.3. knows and is able to apply the most important and effective research methodologies of philosophy;

19.2. research skills. The person:

19.2.1. is able to carry out independent research in the field of Philosophy, to apply philosophical methods and to interpret the results of research in the wider context of the humanities and social disciplines;

19.2.2. is able to analyse, interpret and evaluate scientific, cultural and social phenomena and issues from a philosophical perspective;

19.3. special abilities. The person:

19.3.1. is able to think coherently, logically and critically, to formulate ideas accurately, and to address issues relevant to philosophy;

19.3.2. is able to reconstruct rationally the classical theories of philosophy, to identify their assumptions and limits, and to understand the impact of these theories on contemporary thinking;

19.3.3. is able to understand and analyse the relationship and interaction between philosophy and the other sciences, and the implications of philosophy for culture and social life;

19.3.4. is able to independently formulate and creatively solve relevant theoretical and practical problems of philosophy, politics and society;

19.3.5. acquires basic knowledge of classical languages (Ancient Greek and Latin) and is able to write academic texts in at least one modern foreign language;

19.4. social abilities. The person:

19.4.1. is able to apply knowledge of the history of philosophy (the major historical periods and their schools of thought, authors and writings) in scientific, pedagogical and social activities;

19.4.2. is able to think creatively and critically, and present ideas and arguments in a persuasive and fluent manner, both orally and in written form;

19.4.3. is able to develop new ideas and apply them when dealing with current social, political and ethical issues;

19.5. personal abilities. The person:

19.5.1. is able to think logically and critically in a coherent manner, formulate and analyse problems of philosophical interest, and cultivate broad erudition and creative thinking;

19.5.2. is able to interpret texts, make judgements, develop knowledge independently and continuously improve their professional skills;

19.5.3. is able to make effective use of national and international sources of information, state-of-the-art technologies and academic databases;

19.5.4. is aware of their moral responsibility for the impact of their activities and their results on society, economic and cultural development, well-being and the environment.

20. The following learning outcomes must be achieved upon completion of second cycle studies:

20.1. knowledge, its understanding and application. The person:

20.1.1. is aware of and able to apply the most relevant contemporary philosophical and social theories;

20.1.2. is aware of the contradictions between the main paradigms of contemporary philosophy and is able to analyse them from different methodological perspectives;

20.2. research skills. The person:

20.2.1. is able to carry out appropriate analysis and interpretation of the literature in humanities and social sciences;

20.2.2. is able to locate and systematise specific philosophical or other information, and provide a detailed written or oral critical analysis and evaluation of it;

20.2.3. is able to plan and conduct interdisciplinary and transdisciplinary research;

20.2.4. is able to carry out independent research in the field of Philosophy, write academic texts and prepare for doctoral studies;

20.3. special abilities: The person:

20.3.1. is able to analyse and interpret contemporary cultural and social processes in the light of the broader theoretical and historical context of philosophical reflection;

20.3.2. is able to analyse the presuppositions and specificities of contemporary humanities, social sciences and natural sciences;

20.3.3. is able to philosophically summarise and analyse contemporary cultural trends and interpret works of art;

20.3.4. is able to analyse the ethical issues of contemporary society in an integrated fashion;

20.4. social abilities. The person:

20.4.1. is able to adopt attitudes of conscious and active citizenship and apply the habits and skills of constructive social communication and harmonious co-operation with other members of society in all life situations;

20.4.2. is able to lead a group of people in making collective conceptual decisions;

20.4.3. is able to communicate in a clear, reasoned manner, and critically evaluate generalised information of varying nature and at different levels of abstraction to professionals and others;

20.5. personal abilities. The person:

20.5.1. is able to articulate their own philosophical position and provide arguments in support of it in writing and speaking;

20.5.2. is able to reflect on and critically evaluate their own profession and its challenges, and continuously develop and enhance their professional competences;

20.5.3. is able to make innovative decisions, taking into account the potential societal and ethical implications of their activities. The person's actions demonstrate awareness of the moral responsibility for the impact of their activities and their results on the development of society, the economy, culture, well-being and the environment.

CHAPTER IV
TEACHING, LEARNING AND ASSESSMENT

21. The combination of teaching, learning and assessment principles and methods shall serve to create an interactive, collaborative and mutually supportive environment that encourages creativity during the studies, as well as provide the knowledge and skills necessary to achieve the objectives of the study programme.

22. The study programme of Philosophy shall follow the principle of inseparability of social ideals and social activities. In the study process, it is necessary to emphasise teaching and learning methods enabling to autonomously and authentically perceive, interpret and assess the facts of social life; teaching and learning methods that encourage reflection and choice of alternative, independent public and private activities shall be recommended. A modern lecture shall be subject to elements of problem analysis, design of theoretical hypotheses and logical options, mental experiment, paradigm thinking and hypertext.

23. Traditional study forms (lectures, seminars, debate, practical training, discussions, disputes, text analysis, written papers) and interactive teaching methods (simulation and analysis of situations, project activities, social and simulation actions, debates, conflict analysis and solutions, online environment for teaching) shall be applied for teaching and learning. Inclusive teaching and learning methods such as *world café*, *design thinking*, blended learning, scenario building, *visioning*, backcasting, multi-criteria decision analysis, morphological analysis, etc., can also be used as needed.

24. Teaching and learning activities shall be planned by coordinating the proportions of compulsory and independent studies, taking into account the scope of written works and research projects, considering the options of personal consultations, group work, self-assessment and peer assessment, as well as virtual space utilisation.

25. The study process shall encourage democratic and open communication and dialogical thinking among students.

26. The assessment shall be based on different ways and methods allowing to monitor the students' achievements, as well as their theoretical knowledge and practical skills. Assessment methods may include written and oral examination, an individual or group oral interview, colloquium, test, written analysis and interpretation of texts, scientific essay, abstract, project and scientific research activities, public defence of students' works.

27. Well-organised and planned teaching and learning methods shall be coherent with objectives and methods of assessment that promote students' autonomy and responsibility: peer assessment and self-evaluation of students' written work, collective and group discussions and reviews of written work, and collective and group analysis and interpretation of texts.

28. The assessment system of learning outcomes shall be such that it would be possible to observe and monitor the study progress and intended outcomes, to timely detect changes in the study process, to maintain feedback, as well as to create the conditions for changes in the study programme in time. The assessment shall be determined by the requirements applied to study programmes:

29. Learning outcomes shall be assessed using the following criteria:

29.1.   the integrity criterion allows assessing whether a student is able to:

29.1.1. analyse the issues of philosophy, culture, morality and social problems, based on concepts and values of different theories of philosophy;

29.1.2. understand the concept of modern civilizations and cultures, is able to use the main concepts describing civilization and culture;

29.1.3. analyse social problems, based on the knowledge acquired when studying various humanitarian and social sciences;

29.1.4. analyse historically (chronologically) and problematically the phenomena of subsistence, cognition and the society.

29.2.   the criterion of critical and creative thinking allows assessing whether a student is able to:

29.2.1. analyse, synthesise, search for logical connections, and perform other operations of critical thinking;

29.2.2. properly formulate problematic questions;

29.2.3. formulate clear and precise statements;

29.2.4. understand the phenomenon from different perspectives;

29.2.5. predict problem-solving options;

29.2.6. discern and formulate associations, analogies, metaphors and other interrelations;

29.2.7. illustrate statements with appropriate examples;

29.3.   the individuality criterion allows to assess whether a student has the ability to:

29.3.1. independently analyse problems of social life and the possibilities of solving them, search for positive measures and methods to solve these problems;

29.3.2. consider and select alternative, independent ways of public and personal activities;

29.3.3. follow the rule of coherence and unity of attitudes, words and actions.

29.4.   the meaningfulness criterion allows assessing whether a student has the ability to:

29.4.1. develop the need for continuous improvement;

29.4.2. be open to the changes of reality, evaluate the nature and direction of those changes, and make responsible choices;

29.4.3. reflect on their attitudes and modes of action;

29.4.4. provide rational arguments to support their opinion;

29.4.5. take responsibility for their decisions and the consequences of their actions.

CHAPTER V
REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

30. Successful implementation of the study programme of Philosophy shall be based on:

30.1. qualified teachers, who are able to convey subject knowledge to students and train the skills necessary for their future professional activities;

30.2. appropriate curriculum of the study programme;

30.3. sufficient material and methodological base.

Requirements for teachers:31.1. teachers' competence shall be assessed according to their scientific and pedagogical experience: level of scientific research, efficiency of pedagogical work, participation in scientific events, science popularisation activities, language skills, ability to consult students on their study and career plans and other criteria;

31.2. people holding a degree not lower than Master's degree or an equivalent qualification that corresponds to the same science field of a taught study subject may teach in all programmes of study cycles;

31.3. in the study programmes of the first cycle studies, at least 70 (seventy) per cent of study field subjects shall be taught by people who have a doctoral degree, at least 60 (sixty) percent of them shall carry out research in the field of Philosophy on the topic which corresponds with the subjects taught.

31.4. in the study programmes of the second cycle studies, at least 90 (ninety) per cent of all teachers of study field subjects shall have a doctoral degree, carry out research, the problematics of which corresponds with the subjects taught. At least 20 (twenty) per cent of the volume of study field subjects in the second cycle study programmes shall be taught by teachers holding professor's position, carrying out research in the field of Philosophy;

31.5. the final thesis supervisor in the first cycle studies shall hold a doctoral degree or an equivalent qualification;

31.6. the final thesis supervisor in the second cycle studies shall hold a doctoral degree and carry out scientific work in the field of Philosophy;

31.7. supervisors of practice, if such practical training is required, shall hold a doctoral degree or an equivalent qualification;

31.8. higher education institutions may impose additional requirements on the supervisors of final theses or practices.

32. Requirements for the curriculum of study programmes shall be:

32.1. the curriculum of study programmes shall be based on existing educational and research potential at an institution of higher education and ensure adequate quality standards of studies with regard to multidisciplinarity of contemporary Philosophy, flexibility and mobility of studies;

32.2. an institution of higher education shall create opportunities, besides the main first cycle studies, to engage in the minor field (branch) studies;

32.3. studies should be organized so that students have a possibility to choose subjects according to their interests;

32.4. an institution of higher education shall enable the students of all study cycles to study according to an individual study plan;

32.5. a higher education institution shall enable the students' mobility both at national and international levels.

32.6. both study cycles may include different forms of practice organised according to the procedure for organisation of practice established by the institution of higher education, which shall define the aims of the practice, specific tasks, learning outcomes and the system for the assessment of learning outcomes, support for students during practice, as well as the criteria used to recognise and assess the level of skills acquired by a student during practice;

32.7. all study cycles shall be completed with the public defence of the final thesis. The Final Thesis Assessment Commission shall be formed following the requirements set by the institutions of higher education for a certain study cycle. The Final Thesis Assessment Commission shall be composed of competent study field specialists – teachers, scientists and researchers, as well as representatives of social partners. At least two thirds of the members of the Commission shall have a doctoral degree in the study field of Philosophy. The Commission of the second cycle studies shall include at least one member of other academic and/or research institutions.

33. A higher education institution shall have sufficient academic and operating personnel, as well as material and information resources:

33.1. auditoriums shall meet hygiene and work safety requirements; they shall be equipped with modern audio and video equipment, and means of display;

33.2. auditoriums shall be adapted to students with special educational needs;

33.3. libraries and/or reading rooms shall be equipped with a sufficient number of computer workstations supplied with appropriate software, including the standard packages for communication and processing of text and graphics. Workstations shall provide access to the relevant information resources: literature specified in the descriptors of study programmes, national and international electronic databases, bibliographic catalogues, search engines, information databases of larger libraries, etc.;

33.4. information related to studies, i.e. study plans, descriptors of study subjects, schedules and other relevant material, shall be easily accessible to students, as well as to staff implementing and operating the study programme.

33.5. the curriculum of the study programmes must be continuously updated, taking into account the current state of academic philosophy and developments in the study process.

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