DESCRIPTOR OF THE STUDY FIELD OF HERITAGE

CHAPTER I

GENERAL PROVISIONS

1. The Descriptor of the Study Field of Heritage (hereinafter referred to as the "Descriptor") shall govern the special requirements applied to the study programmes of the study field of Heritage.

2. The Descriptor has been prepared in accordance with the Law on Higher Education and Research of the Republic of Lithuania taking into account Resolution No 535 of the Government of the Republic of Lithuania of 4 May 2010 "On the Approval of the Descriptor of the Lithuanian Qualifications Framework", Order No V-2212 of the Minister of Education and Science of the Republic of Lithuania of 21 November 2011 "On the Approval of the Descriptor of Study Cycles", Order No V-501 of the Minister of Education and Science of the Republic of Lithuania of 9 April 2010 "On the Approval of the Descriptor of General Requirements for Degree-Awarding First Cycle and Integrated Study Programmes", Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010 "On the Approval of the Descriptor of General Requirements for Master's Study Programmes", Order No V-2463 of the Minister of Education and Science of the Republic of Lithuania of 15 December 2011 "On the Approval of Recommendations for Developing the Descriptor of a Study Field or Study Fields", Recommendation of the European Parliament and of the Council No. 2006/962/EC on key competences for lifelong learning.

3. The requirements of the Descriptor shall be applied to first and second cycle university studies.

4. The Descriptor aims to:

4.1. Form the concept of the study field of Heritage and define the specifics of the study field of Heritage and the identity of professional activities;

4.2. Assist higher education institutions in developing, updating, reorganising and assessing study programmes of the study field of Heritage;

4.3. Give guidelines to experts and accreditation institutions which assess study programmes of the study field of Heritage;

4.4. Inform the academic community, employers and other stakeholders about the knowledge, abilities and their levels acquired during studies of the study field of Heritage;

4.5. Facilitate international recognition of qualifications and contribute to updating the system for qualification improvement of heritage protection professionals.

5. The Descriptor shall apply to the following branches of the study field of Heritage: Theory of Heritage and Heritage Protection.

6. Upon completion of the studies of the study field of Heritage, a higher education qualification shall be acquired:

6.1. Upon completion of first cycle university studies, a Bachelor's degree in Heritage shall be awarded by issuing a Bachelor's diploma by a higher education institution;

6.2. Upon completion of second cycle university studies, a Master's degree in Heritage shall be awarded by issuing a Master's diploma by a higher education institution.

7. First and second cycle studies of the study field of Heritage may be organised on a full-time and part-time basis.

8. The study field of Heritage may be minor in first cycle study programmes.

9. General admission requirements shall be the following:

9.1. Persons with at least secondary education shall be enrolled in first cycle study programmes of the study field of Heritage in an admission contest, taking into account their learning outcomes, entrance examinations or other criteria established by a higher education institution. Higher education institutions shall establish a list of competitive subjects by field of study and principles for the award of contest points, the lowest possible entrance grade and other criteria, having received the assessment of student representation, and publish them no later than 2 years preceding the start of the school year;

9.2. Higher education institutions should enrol in second cycle studies persons who hold at least a Bachelor's degree in Heritage studies or other studies in the area of Humanities or Social Sciences, with regard to their learning outcomes and the procedure set by a higher education institution. Persons should have achieved such learning outcomes during first cycle studies that ensure their readiness to participate in second cycle study programmes of the study field of Heritage;

9.3. The awarded Bachelor's degree corresponds to the sixth level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning respectively, whereas a Master's degree corresponds to the seventh level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning respectively.

CHAPTER II

CONCEPT AND SCOPE OF THE STUDY FIELD

10. Heritage is the foundation of cultural, national and civic identity of society. It reinforces social consciousness and cohesion and is important for the formation of the basis and value orientation of national and political community; it is also one of the key prerequisites for the cultural development and improvement of life quality of an individual. Heritage studies contribute to the cognition, dissemination, preservation of Lithuanian heritage, its use for relevant needs and conveyance to future generations.

11. The object of Heritage studies is cultural and natural, tangible and intangible heritage, its patrimonialisation, protection, conveyance and role in society. Heritage is very diverse and its definition is constantly changing; therefore, Heritage studies cover a wide range of interdisciplinary theoretical and practical knowledge.

12. Heritage studies are based on Humanities and Social Sciences. They cover fundamental and applied heritage research (except for destructive research), heritage treatment research, as well as theories, methods and practice (except for maintenance operations of heritage protection) related to heritage protection, conveyance and other activities, the object whereof is heritage or which exerts impact on heritage.

13. Heritage studies are integrally related to the areas of culture, politics, economics and other areas of social life; therefore, they focus on cultural, political, economic, social, institutional, educational and other aspects of heritage.

14. The theory of heritage, heritage protection and heritage research are attributed to the study field of Heritage. Heritage research may be a separate branch of Heritage studies.

15. Heritage studies cover a wide field of practical activities related to heritage research, protection, conveyance, education, etc., as well as the planning, organisation and implementation of these activities (except for destructive research and maintenance operations of heritage protection), critical evaluation, submission of respective proposals, etc.

16. Developers of study programmes of the study field of Heritage are recommended to refer to the latest knowledge, achievements and theory of related sciences, international heritage protection (UNESCO, ICOMOS, ICCROM, IUCN, ICOM, other institutions) experience, recommendations and practice, as well as the best practice of foreign and national heritage protection. The content of study programmes shall also focus on relevant needs of society.

17. Heritage studies shall develop the following abilities:

17.1. General abilities: ability to autonomously work, study and improve; communicate and cooperate, work in a team; efficiently organise their own and their colleagues' activities; purposefully work; critically, self-critically and creatively think; flexibly and creatively respond to the changes and problems of professional activities; work in the changing sociocultural environment; understand and evaluate multiculturalism; perceive moral responsibility for their activities and decisions made;

17.2. Cross-area abilities: ability to apply the underlying knowledge of Humanities and Social Sciences related to heritage in the research of heritage objects, phenomena and processes;

17.3. Interdisciplinary abilities: ability to understand and apply the knowledge of related study fields (History, Archaeology, Art Criticism, etc.) in various heritage related practical activities; as well as ability to use information technologies, apply knowledge of communication, management, and foreign language.

18. Study programmes of the study field of Heritage shall train heritage protection professionals, heritage researchers and other professionals working in heritage related areas.

19. The professional activities of a heritage protection professional and a heritage researcher shall be perceived as heritage research (analysis, criticism, evaluation, etc.) and/or heritage management, administration, conveyance and impact on heritage protection processes.

20. The nature of professional activities of a heritage protection professional and a heritage researcher: heritage historian, heritage theoretician, heritage analyst, heritage expert, heritage administrator.

21. Graduates of Heritage study programmes may occupy various positions in the areas of cultural heritage, science, culture, art, education, mass media, cultural and art policy, business, tourism, cultural and creative industries or other areas.

CHAPTER III

GENERAL AND SPECIAL LEARNING OUTCOMES

22. Heritage studies are based on different sciences; therefore, students of study programmes of the study field of Heritage shall be provided with opportunities to acquire knowledge and abilities allowing them to perceive the diversity of heritage concepts, the importance of fundamental and applied scientific research, theory and practice interrelationship, integrity with other areas of social life, and to acquire the specialisation of the specific area of Heritage studies (e.g. heritage research, heritage theory, heritage administration, heritage conveyance, etc.).

23. This chapter presents the underlying intended learning outcomes of the study field of Heritage; however, they are not a detailed specification of the content of a study programme or study subjects (modules).

24. Graduates of first cycle university studies will have achieved the following learning outcomes:

24.1. Knowledge and its application:

24.1.1. Knowledge and understanding of the phenomena of heritage and heritage protection, ability to describe them, knowledge of the problem issues of their research; knowledge and understanding of professional terminology;

24.1.2. Knowledge and understanding of the historical, social, cultural, ethnic and political contexts of the heritage phenomenon, ability to explain them in a wider context of time and space;

24.1.3. Knowledge of one or several types and areas of heritage;

24.1.4. Knowledge of the institutional framework of the heritage protection system and the basic principles of legal regulation of heritage in Lithuania as well as of the main international heritage protection acts; ability to apply them in the practical activities of the studied heritage area.

24.2. Research skills:

24.2.1. Keeping to the scientific requirements for the studied heritage area, ability to autonomously conduct a simple scientific research: define research goals and objectives, apply research methods, gather data about the research object and present scientific research findings and conclusions in clear and correct Lithuanian and/or other language of instruction of the study programme; ability to carry out the primary analysis of the sources of the studied heritage area and provide a summary, as well as to refer to the findings of already conducted scientific research;

24.2.2. Ability to understand research methods of different heritage areas and evaluate their validity.

24.3. Special abilities:

24.3.1. Ability to use various means of information search, bibliographical resources, archives, museum resources, oral history testimonies, etc.;

24.3.2. Ability to understand and critically evaluate the relationship of present events and processes with the past, identify historical preconditions for various heritage phenomena and processes as well as their consequences in the present (causality);

24.3.3. Ability to write speciality texts in correct Lithuanian and/or other language of the study programme;

24.3.4. Adherence to the ethical commitments of their study area identified in the national codes of ethics.

24.4. Social abilities:

24.4.1. Ability to work individually and in a team together with professionals of heritage and other areas, seeking common goals of professional activities; ability to seek quality of their professional activities, evaluate and improve it with regard to activity results and recommendations of professionals;

24.4.2. Respect for cultural diversity in professional activities;

24.4.3. Perception of moral responsibility for their activities;

24.4.4. Ability to fluently and reasonably communicate the knowledge of the studied heritage area to diverse audience both orally and in writing.

24.5. Personal abilities:

24.5.1. Ability to autonomously study in the area of their professional activities and studies, organise and plan their learning process;

24.5.2. Ability to creatively respond to various situations arising in practical activities and make decisions;

24.5.3. Perception of moral responsibility for the impact of their activity and its results on society, economic and cultural development, wellbeing and environment.

25. Graduates of second cycle studies will have achieved the following learning outcomes:

25.1. Knowledge and its application:

25.1.1. Knowledge and understanding of the phenomena and processes of heritage and heritage protection, the problem issues of their research, ability to define them in the context of related sciences;

25.1.2. Knowledge, understanding and ability to relate the historical, social, cultural, ethnic and political contexts of the heritage phenomenon and refer to them when explaining the processes of heritage protection;

25.1.3. Knowledge of one or several types and areas of heritage in the comparative context of time and space;

25.1.4. Knowledge and understanding of the institutional framework of the heritage protection system and the principles of legal regulation of heritage in Lithuania as well as of the international heritage protection acts; ability to apply them in practical activities.

25.2. Research skills:

25.2.1. Ability to autonomously identify scientific (theoretical or applied) heritage research topics and formulate hypotheses;

25.2.2. Ability to gather, systematise, analyse and comment texts, documents, iconography and other sources, keeping to the requirements of the study field of Heritage;

25.2.3. Ability to understand the methods of related sciences, theoretical and/or applied research results and use them when solving research problems of the studied heritage area;

25.2.4. Ability to apply adequate scientific research methods and formulate reasoned research conclusions;

25.2.5. Ability to write heritage related texts targeted at different audiences, by applying the principles of academic writing.

25.3. Special abilities:

25.3.1. Ability to formulate scientific argument-based proposals (conclusions, recommendations) when solving theoretical and practical issues of different heritage areas;

25.3.2. Ability to evaluate the object or phenomenon of heritage in the comparative context of time and space, with regard to the cultural, political, economic and other contexts of social life;

25.3.3. Ability to comment, annotate and edit heritage study texts according to the scientific requirements for the studied heritage area;

25.3.4. Adherence to the ethical commitments identified in the national and international codes of ethics for the professionals of various heritage areas.

25.4. Social abilities:

25.4.1. Ability to work individually and in a team together with professionals of heritage and other areas seeking common goals of professional activities;

25.4.2. Ability to assume responsibility for the quality of their activities, its evaluation, improvement, the consequences of autonomously made decisions and the social impact of their activities, raise public awareness of heritage protection, recognise and respond to the changing expectations of society in the areas of heritage and heritage protection;

25.4.3. Ability to follow the principles of fostering cultural diversity and multiculturalism in their professional activities;

25.4.4. Ability to manage information and fluently communicate both orally and in writing;

25.4.5. Ability to communicate knowledge of one or several heritage areas in a reasoned manner to professional and non-professional audiences.

25.5. Personal abilities:

25.5.1. Ability to systematically update professional knowledge and abilities, self-critically evaluate personal competence with regard to the analysis of performance results;

25.5.2. Ability to autonomously act in an unknown, changing, interdisciplinary environment, and undertake initiative in non-typical situations;

25.5.3. Ability to constructively and originally respond to various situations arising in professional activities, assume responsibility and solve them following the principles of professional ethics;

25.5.4. Perception of moral responsibility for the impact of their activity and its results on society, economic and cultural development, wellbeing and environment.

CHAPTER IV

TEACHING, LEARNING AND ASSESSMENT

26. Study programmes shall apply teaching, learning and assessment methods that best contribute to the achievement of the learning outcomes envisaged in the Descriptor and specific study programmes, integrate theoretical and practical aspects and are in line with the latest didactical tendencies.

27. Study programmes of the study field of Heritage should apply student-oriented teaching, learning and assessment methods.

28. The employed methods of teaching, learning and assessment shall be in line with the lifelong learning concept; therefore, a student's abilities to autonomously learn, work and improve as well as flexibly respond to changes shall be developed.

29. Study programmes shall apply different forms of teaching and learning: lectures, seminars, exercises in class, consultations, independent work, practical training, etc. The following teaching and learning methods may be applied: presentation, explanation, illustration and commenting of theoretical material; presentation, analysis, commenting and discussion of practical examples; case study; brainstorming; discussion; debates; autonomous analysis of study material; autonomous performance of individual or group tasks; presentation of individual or group tasks; role-play; expert method; mind and concept mapping; project teaching; problem-based teaching; reflection journal; study trip; *in situ* studies; methods related to virtual environment, etc.

30. The same teaching, learning and assessment methods may be applied in different cycle study programmes, but the content and complexity degree of given tasks should vary, as well as the student's self-sufficiency rate.

31. Study programmes shall envisage research work that develops analytical and critical skills and practical training that encourages the development and application of practical abilities.

32. Assessment of students' achievements shall be based on clear, objective and pre-defined criteria and shall take account of performance conditions and available resources. Students shall be provided with the opportunity to participate in decision-making regarding the methods and criteria of assessment of the achievement of learning outcomes, the number and volume of tasks.

33. Study programmes may apply different assessment methods: written or oral questioning, testing, paper, oral presentation, practical training, project, group and individual work reports, self-assessment or collegial assessment, etc. Furthermore, the search for new integrated assessment methods shall be encouraged. All knowledge and abilities described in learning outcomes shall be formally assessed by a method proving that students have this knowledge and abilities. Students shall receive adequate timely feedback on their performed tasks or prepared projects.

34. The system of assessment of students' achievements related to the study programme shall be clearly documented and allow a higher education institution to make certain that graduates have achieved the intended learning outcomes.

CHAPTER V

REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

35. Competent and qualified teachers shall form the basis of the study programme. Teachers shall be selected and their qualification and competence shall be evaluated according to the following criteria: practical teaching experience, interest and active involvement in the development of efficient and advanced teaching methods, the level of scientific activities, ability to fluently communicate in at least one international foreign language, recognition in professional, scientific and other communities, participation in professional development programmes and traineeships, professional insight, interest in the study affairs of students, ability to advise students on their study affairs and professional career, as well as knowledge of the criteria for the assessment of study programmes.

36. Study programmes may be taught by persons who hold at least a Master's degree or an equivalent higher education qualification corresponding to the study or science field of their taught study subjects (modules).

37. At least 50 per cent of the volume of the first cycle study programme in credits and at least 80 per cent of the volume of the second cycle study programme in credits should be taught by associate professors or professors. The majority of them should work in a higher education institution that implements the study programme. Field subjects shall be taught by teachers with at least three years' experience of scientific activities in this field related to the taught subject (module). Part of field subjects should be taught by professionals with practical work experience in the field.

38. First and second cycle studies of the study field of Heritage shall be completed by the public defence of a final thesis (project).

39. A final thesis (project) shall reveal knowledge and abilities, scientific research and independent work competences acquired during studies. With the final thesis a student shall demonstrate the level of knowledge and understanding, the ability to analyse the chosen topic, evaluate the works of the respective field (branch) previously done by other persons, conduct research, clearly and reasonably formulate research findings and present them according to the requirements set by a higher education institution. The final thesis may be prepared in the form of a project, revealing competences corresponding to the learning outcomes of the programme.

40. At least 12 study credits shall be given to the final thesis (project) and its defence in first cycle studies. If a double Bachelor's degree is awarded, final theses (projects) of the major study field (branch) and the minor study field (branch) shall be provided, by giving them at least 15 study credits in total.

41. At least 30 study credits shall be given to the preparation of the final thesis (project) and its defence in second cycle studies.

42. First and second cycle Final Thesis (Project) Defence and Evaluation Commissions shall be formed in accordance with the procedure for the formation of Final Thesis (Project) Defence and Evaluation Commissions approved by a higher education institution. The Commission shall consist of competent professionals of the area of heritage (with regard to the specific study programme):

scientists and stakeholder representatives. Members of the Final Thesis Evaluation Commission, except for stakeholder representatives, shall hold a Doctor of Science degree.

43. The procedure of final thesis (project) evaluation shall be clearly documented.

44. An integral mandatory part of study programmes of the study field of Heritage of first cycle studies shall be practical training. The total volume of practical training shall be not less than 15 study credits. In the second cycle practical training may be conducted depending on the nature of the study programme and the requirements set by a higher education institution. Competences that correspond to the aim of the specific study programme and intended learning outcomes shall be developed during practical training.

45. Practical training shall be organised in accordance with the procedure for organisation of practical training developed by a higher education institution. The content of practical training of the specific study programme shall be described in accordance with the form approved by a higher education institution, which shall indicate the aim of practical training, the intended learning outcomes, the system and criteria of assessment of acquired competences, tasks, etc. Before practical training, students shall be acquainted with the procedure for organisation of practical training, aims, tasks, the system and criteria of assessment of their achievements.

46. Practical training supervisors in institutions or organisations shall be involved in the process of improvement of the content of practical training tasks and organisation of practical training.

47. A higher education institution may offer the students a list of practical training locations. A student may find a practical training location himself/herself. After selecting the practical training institution, a tripartite agreement shall be concluded between a student, a higher education institution and a practical training institution.

48. Facilities and learning resources shall meet the following minimum requirements:

48.1. Auditoriums and other teaching and independent work premises shall meet hygiene and occupational safety requirements;

48.2. Auditoriums and other teaching and independent work premises shall be equipped according to the needs of the specific study programme and have appropriate equipment (audio and video equipment, hardware and software corresponding to the content of the specific study programme) in order to organise the study process;

48.3. Libraries and reading rooms shall have collections of scientific and other specialised literature, study material, as well as access to international databases and a digital catalogue;

48.4. Facilities shall be regularly renewed.

49. The information learning system based on information and communication technologies, consisting of information learning content and learning process management systems, as well as support for students, feedback, teaching and learning process participant communication means may be used in the study process.

50. Students shall be provided with the opportunity to study analogical study programmes of higher education institutions of other countries by way of competition and accumulate part of programme credits.

51. Students shall be periodically consulted on their career opportunities.

52. Implementers of the study programme shall regularly evaluate the demands of the labour market and organise the surveys of students, graduates, employers and other stakeholders. Obtained data shall be used as a basis to adjust the study programme and its subjects (modules).

53. Information about the study programme and its changes shall be publicly available on the website of a higher education institution.

CHAPTER VI

DESCRIPTOR OF LEVELS OF ACHIEVED LEARNING OUTCOMES

54. The levels of achievement of the graduates of the study field of Heritage are the following: excellent (highest), typical (standard, average) and threshold (minimal).

55. The levels of first cycle studies of the study field of Heritage are the following:

55.1. Excellent achievement level. A graduate:

55.1.1. Demonstrates excellent general university education knowledge, excellent understanding of the phenomena of heritage and heritage protection, special knowledge and understanding of the studied heritage area in the comparative context of time and space, as well as the ability to apply acquired theoretical knowledge in practice;

55.1.2. Demonstrates excellent knowledge of the research methods of the studied heritage area, the ability to autonomously conduct research of heritage or related phenomena;

55.1.3. Is able to evaluate heritage, understand the diversity of heritage values and present heritage to different audiences in a reasoned manner;

55.1.4. Is able to understand the possibilities of using heritage for the needs of modern society, and apply theoretical knowledge in practice;

55.1.5. Is able to act individually and in a group, critically evaluate and autonomously improve professional activities, assume moral responsibility for the consequences of his/her activities.

55.2. Typical achievement level. A graduate:

55.2.1. Demonstrates sufficient general university education knowledge, sufficient understanding of the phenomena of heritage and heritage protection and special knowledge of the studied heritage area;

55.2.2. Is able to conduct research of the studied heritage area of average complexity according to presented methodology;

55.2.3. Is able to perform common professional tasks according to the area of his/her specialisation;

55.2.4. Is able to formulate scientific argument-based statements both orally and in writing;

55.2.5. Is able to act individually and in a group, critically evaluate his/her performance, improve activities with regard to professionals' recommendations, perceive moral responsibility for the consequences of his/her activities.

55.3. Threshold achievement level. A graduate:

55.3.1. Demonstrates basic general university education knowledge, basic understanding of the phenomena of heritage and heritage protection and basic knowledge of the studied heritage area;

55.3.2. Is able to conduct simple research according to presented methodology;

55.3.3. Is able to apply basic scientific knowledge and activity methods of the studied area in his/her professional activities;

55.3.4. Is able to work in a group and perform elementary professional tasks of the studied area;

55.3.5. Is able to understand the importance of continuous professional improvement, perceive responsibility for the consequences of performed activities.

56. The levels of second cycle studies of the study field of Heritage are the following:

56.1. Excellent achievement level. A graduate:

56.1.1. Demonstrates deep and systematic knowledge of the phenomena and processes of heritage and heritage protection, uses wide knowledge acquired autonomously during studies; is able to apply theoretical and practical knowledge when solving the specific problems of heritage area;

56.1.2. Is able to identify relevant scientific issues of the studied heritage area in the context of related sciences, apply the most efficient research methods, critically evaluate validity of scientific research;

56.1.3. Is able to give scientific argument-based recommendations regarding heritage research, administration and conveyance with regard to the historical, social, cultural, ethnic and political contexts;

56.1.4. Is able to act in a multicultural and interdisciplinary environment, work individually and in working groups, and creatively respond to the changes of professional environment;

56.1.5. Is able to autonomously identify new directions for improvement, apply the most suitable methods in order to achieve the set goal, assume moral responsibility for the impact of his/her performance results on society, culture and environment.

56.2. Typical achievement level. A graduate:

56.2.1. Demonstrates sufficient knowledge of the phenomena and processes of heritage and heritage protection, is able to apply acquired theoretical and practical knowledge in practice;

56.2.2. Is able to identify relevant scientific issues of the studied heritage area, apply the most efficient research methods, critically evaluate validity of scientific research;

56.2.3. Is able to apply scientific argument-based recommendations when solving heritage research, administration and conveyance problems with regard to the historical, social, cultural, ethnic and political contexts;

56.2.4. Is able to work individually and in working groups in a multicultural and interdisciplinary environment;

56.2.5. Is able to autonomously develop professional competences, assume moral responsibility for the impact of his/her performance results on society, culture and environment.

56.3. Threshold achievement level. A graduate:

56.3.1. Demonstrates the basic knowledge of the phenomena of heritage and heritage protection, uses the basic knowledge acquired in the study process;

56.3.2. Is able to autonomously conduct research by applying traditional research methods of the study area;

56.3.3. Is able to autonomously identify the problems of heritage research, administration and conveyance and propose their solutions;

56.3.4. Is able to work in a group, provide reasoned proposals, adequately respond to the changes of professional environment;

56.3.5. Is able to purposefully deepen general professional knowledge and abilities, assume responsibility for the consequences of performed activities.

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