



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

**ORDER
ON APPROVAL OF THE DESCRIPTOR OF THE STUDY FIELD OF ANTHROPOLOGY**

22 February 2021 No. V-279

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 Anthropology (enclosed).
2. I determine that the higher education institutions have to adjust their study programmes to the Descriptor of the Study Field of Anthropology approved by Clause 1 hereby until 01 September 2021.

Minister of Education, Science and Sport

Jurgita Šiugždinienė

DESCRIPTOR OF THE STUDY FIELD OF ANTHROPOLOGY

CHAPTER I GENERAL PROVISIONS

1. The Descriptor of the Study Field of Anthropology (hereinafter – Descriptor) regulates the special requirements for the study programmes in the study field of anthropology (J05) that belongs to the group of study fields of social sciences (J). The Descriptor regulates the study field of anthropology (hereinafter – field of anthropology) in the scope not covered by the General Requirements for the Studies approved by Order No. V-1168 of the Minister of Education and Science of the Republic of Lithuania of 30 December 2016 “On approval of the General Requirements for the Studies.”

2. The Descriptor’s requirements shall be applied to the university studies of the first cycle and second cycle in the study field of anthropology conducted as full-time and/or part-time studies.

3. The subject of anthropology encompasses cross-cultural understanding of social and cultural diversity among people within comparative approach and from local and global perspectives, and is based on anthropological methodology of fieldwork, and theories of anthropological researches.

4. Upon completion of the studies in the field of anthropology, the bachelor’s /master’s degree in social sciences that is in conformity with the sixth/seventh level of the Lithuanian Qualifications Framework and the European Qualifications Framework for lifelong learning, and first/second cycles of the Framework for Qualifications of the European Higher Education Area attested by the diploma of bachelor’s/ master’s degree and the diploma’s supplement issued by the higher education institution are awarded.

5. In the course of studies of the first cycle in other fields, the subjects in the field of anthropology may be selected as minor field. The field of anthropology may also be provided as studies within the study programmes classified under two study fields and within interdisciplinary study programmes.

6. There are no special requirements established in the Descriptor for the persons, who want to be admitted to the study programmes of the first cycle.

7. The persons may be admitted to the studies of the second cycle, if:

7.1. they have completed the college studies in the groups of study fields of social sciences and humanities and the bridging courses determined by the higher education institution, the volume whereof cannot be smaller than 60 study credits;

7.2. they have completed the university studies of the first cycle in the groups of study fields of social sciences and humanities;

7.3. they have completed the university studies of the first cycle in any study field (except the study fields in the groups of social sciences and humanities) and the bridging courses in the field of anthropology or of interdisciplinary character (which include the subjects of anthropology) indicated by the higher education institution.

8. The aim of the study field of anthropology:

8.1. the main aim is to train the specialists, who would be able to apply the anthropological methodology and social theories, who would have the developed capabilities of reflexive cross-cultural understanding, and competences to recognize social environments and cultures, and the abilities to work efficiently in the global, international, multicultural environment and societies; who would be able to explain the social and cultural dynamics of the humanity from the holistic and

comparative perspectives; who would be able to identify and assess critically social and cultural actualities and practices, strategies, representations of thinking and behaviour in various fields of social life;

8.2. the aim of the university studies of the first cycle is:

8.2.1. to show and help to understand the fundamentals and the scope of human diversity and commonality, to develop the skills to assess it critically drawing on particular analytical perspectives established in the course of evolution of anthropological theories, and applying theories, concepts and the main methods of anthropological research;

8.2.2. to show and help to recognize the links between the local forms of social and cultural representations within cross-cultural comparative relationship with global processes and wider historical development of humanity;

8.2.3. on the basis of ethnographic fieldwork to explain generally the forms of behaviour, verbal, audio, visual and textual human expressions, and the ways in which human beings form social, cultural and natural environmental contexts and are formed by them;

8.3. the aim of the studies of the second cycle is:

8.3.1. to teach to use the anthropological methodology – ethnographic fieldwork and social research methods – and to apply critically the assessed theoretical-analytical concepts and perspectives to analyse the forms of behaviour, verbal, audio, visual and textual human expressions, and the ways in which human beings form social, cultural and natural environmental contexts and are formed by them;

8.3.2. to provide skills to analyse local concepts and the forms of social and cultural representations on the basis of scientific research, and to interpret them within the comparative and cross-cultural relationship with global processes.

CHAPTER II CONCEPT AND SCOPE OF THE STUDY FIELD

9. The object of the study field is diversity of human social and cultural expressions and its intercultural understanding within the holistic and comparative aspect from the local and global perspectives. The studies cover a wide field of theoretical and practical knowledge. They are open to novelties, while their definition is changing all the time, when the graduate is prepared to mediate, and when the problems of intercultural understanding and their consequences are recognised.

10. The study field is related to ethnology, sociology, cultural studies, psychology, public geography, urban studies, political sciences, communication, management of human resources, education sciences, linguistics, archaeology, regional studies, heritage studies, migration studies, public health, memory studies, history, religious studies, etc. The biological (physical) anthropology is attributed to the field of biology and medical (health) sciences.

11. the international documents significant for the field: Universal Declaration of Human Rights (1948), Convention relating to the Status of Refugees (1951), Framework Convention for the Protection of National Minorities (1995), Convention for the Safeguarding of the Intangible Cultural Heritage (2003), Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

12. The theoretical and practical knowledge characteristic to the field covers the developed knowledge and skills in learning about individual social environments and cultures acquired in the course of studies of local, regional or individual cases, through application of anthropological theories and methodology, application of that knowledge and/or skills for intercultural cognition, understanding and explanation of human social and cultural expressions, having learnt the holistic and comparative perspectives.

13. The field is based on the anthropological methodology and social theories applied in anthropology, as well as special knowledge acquired in the course of anthropological studies. General and special knowledge is converted into fundamental and practical knowledge, when

relevant social practices, political strategies and cultural expressions needed for intercultural cooperation are recognised and adapted for work in global international and multicultural environment and the field of research.

14. The necessary scope of acquired theoretical and practical knowledge:

14.1. critical thinking and knowledge of theories of social and cultural anthropology;

14.2. knowing of anthropological methodology and its application;

14.3. theoretical and practical knowledge of anthropological approach to social problems and sociocultural situations and its application in the area of intercultural mediation;

14.4. knowledge of ethics of anthropologic research and practical activities and principles of human rights and its application.

15. The work of the field's graduates – specialists – covers the areas that need comprehensive cognition of human social and cultural expression *in situ*; intercultural consciousness; understanding of interrelation between social links and cultural expressions; knowledge and skills holistically covering the different human social and cultural expressions; ability to interpret particular cases of research or practical activities from the comparative perspective.

16. The activities of the specialists in the field cover the scientific research and applied areas. The professional activities may include the following:

16.1. organisation of scientific research and applied activities, looking deeper into local knowledge of local people and solving the environmental protection, heritage protection, health protection and other problems;

16.2. work in research and development institutions and projects, by linking various aspects of economic and technological development and participating in solution of changes and conflict processes in private, public, non-governmental and international institutions;

16.3. work in the field of cooperation in public and non-governmental organizations (public policy and critical dialogue, non-political resolution of political conflicts), by matching the legal pluralism, care of refugees and intercultural understanding and by developing the understanding between different social groups, local community, transnational communities and social networks, etc.;

16.4. work in the educational area, where anthropology and application of its knowledge are introduced;

16.5. work in the areas of management, politics, public decision-making, in order to help to understand local context and transnational migration *in situ*, to develop the ability to look deeper by linking different life areas, undertaking intercultural communication, and searching for consensus;

16.6. work in public health area, where the socio-culturally contextualised concepts of the stages of human life cycle, nutrition, diseases and health care are recognised and by participating in the solution processes of the related problems;

16.7. work in the area of innovation introduction, modelling of environment and objects (design anthropology, preserving innovation introduction methods, etc.);

16.8. work in the areas of communication, media, information technologies (media and law, media and design, digital community, digital mobility, etc.);

16.9. work in the areas of promotion of cultural diversity and peculiarity (local and autochthone communities, socially isolated groups, museums and activities of heritage protection, cultural tourism, etc.).

17. Historically, two schools are attributed to the concept of the science of anthropology: social anthropology developed in the British tradition and cultural anthropology predominant in the USA tradition. Both of them are based on general methodology applied in social and cultural anthropology – ethnographic fieldwork and theories of social sciences. The difference between them is seen when the diversity of human social and cultural expressions is analysed. Traditionally, social anthropology gave main attention to social structure and organisation, forms and processes of social interaction and relations; while the cultural anthropology was focused on cultural expression, cultural forms and structures. However, recently the conceptual difference between the concepts of

social anthropology and cultural anthropology and the schools has disappeared. Usually, the general concept of social and cultural anthropology is applied. The trend of social anthropology prevails in Europe and beyond its boundaries. It is represented by the European Association of Social Anthropologists. The cultural anthropology is predominant in the USA, Canada, Latin America, and other countries. It is represented by the American Anthropological Association. This Descriptor is based on the tradition of the school of social anthropology, yet it covers social and cultural anthropologies as a single scientific field.

18. The biological (physical) anthropology is attributed to the field of biology and medical (health) sciences and is not governed by this Descriptor.

19. The concept of anthropology (social and cultural) is closely related to the concept of ethnology. Both are based on the same social theories and methodology of ethnographic fieldwork and its methods. In the broad sense, ethnology, similarly to anthropology, endeavours at studying critically the cultural diversity of the human world. However, the epistemic interest of ethnology rests on identification and analysis of cultural patterns and intercultural interaction in ethnic groups and societies, and in everyday life. It is closely related to the European ethnology and is focused on the interpretation of ethno-cultural representations and the ways of their interrelationship, on folk culture, and the issues of everyday life as well as on applied practices.

20. It is predicted that significant influence on the development of the study field will be made by the expansion of anthropology, especially by the development of applied anthropology, in solving the most complex global problems, e.g., climate change, mass migration, mass violations of human rights, violence, etc. The need and significance of anthropology are evident as it documents the social and cultural human phenomena using the anthropological methodology – fieldwork – *in situ*. Anthropology is open for the influences from other sciences, and makes an impact on them as well.

CHAPTER III GENERAL AND SPECIAL LEARNING OUTCOMES

21. When the university studies of the first cycle in the field of anthropology are completed, the following learning outcomes have to be achieved:

21.1. knowledge, its application. The person:

21.1.1. understands differences and similarities of human life styles, behaviours and thinking, their historical and environmental contexts, diversity and commonality of social and cultural expressions and processes, and is able to apply appropriate approaches, based on fundamental and applied researches, to interpret and differentiate them;

21.1.2. is familiar with the anthropological methodology, understands the historical evolution of the science of anthropology, classical and modern theories, and is able to use the whole of anthropological concepts, terms and research methods;

21.1.3. identifies peculiarities, differences and similarities in life styles, behaviours and thinking of different ethnic, social and cultural groups and communities across the world;

21.1.4. knows the principles of anthropological methodology (ethnography) and is able to use various methods of data collection and analysis (participant observation, conversation, interview, text and video analysis, etc.) that include oral, written material and publications, audio, video and filmed material, material objects, statistical data, archival material, media and online sources, etc.;

21.1.5. understands critically and is able to apply the potential of anthropological knowledge within various social, cultural contexts, is able to understand possibilities and conditions of application of anthropological knowledge, approaches, aims, methods, and theoretical assessments;

21.2. research skills. The person:

21.2.1. is able to collect information and data during ethnographic fieldwork, and to analyse various verbal, audio, visual and textual forms;

21.2.2. is able to read critically and interpret the anthropological texts (including printed, oral, photographed, filmed and media material) within the historical, social and theoretical contexts, to

understand their advantages and disadvantages, different stages of anthropological research, and requirements for carrying it out;

21.2.3. is able to analyse and interpret critically the empirical data by collating them into complex wholes, by classifying them according to the thematic fields, and by adopting the appropriate anthropological analytical perspectives, theoretical approaches and concepts for their explanation;

21.2.4. is able to formulate a research project following the consultations, to define problematically and theoretically the research goals, to apply appropriate data collection and analysis methods in the course of ethnographic fieldwork and data analysis, to provide original insights and research results, and to summarise them in academic written work following the formal requirements;

21.2.5. is able to present the research results for discussion orally, in writing and/or visually, to develop the project-based activities through cooperation with the representatives of various institutions or groups of interests, to evaluate the results and to present them in written reports, articles, or in the visual form;

21.3. special abilities. The person:

21.3.1. is able to identify, classify and analyse critically the social and cultural phenomena from the holistic and comparative perspective within the context of various circumstances, and to interpret them on the basis of arguments and of critical analysis;

21.3.2. is able to analyse, to assess theoretically and to present local knowledge about various ethnic, social and cultural groups or communities staying impartial, to recognise and discuss the ethnocentric considerations;

21.3.3. is able to understand interrelationship between individuals, society, global world and environment, and is able to analyse critically the ways in which humans form the social, cultural and natural environmental contexts, and are formed by them;

21.3.4. is able to assess the ethic issues in the situations of professional practical activity, and to act in compliance with professional ethics;

21.4. social abilities. The person:

21.4.1. is able to present concepts, ideas and data in reasoned way and fluently in the State language and at least in one of the foreign languages, to express his/her own thoughts orally, in writing and visually (if necessary), using the audio and video material, to summarize the statements of others, and to distinguish his/her own ideas from those of others, to present the carried out work and its results, to discuss with specialists and lay-people by addressing various audiences clearly and in appropriate way;

21.4.2. is able to work individually;

21.4.3. has acquired skills of team work and is able to carry out professional activities in group; is able to communicate in multicultural and multilinguistic environment;

21.4.4. is able to cooperate and to communicate the anthropological knowledge in interdisciplinary and multidisciplinary environment and group;

21.4.5. has acquired the cultural sensitivity, recognizes the sustainable value of cultural diversity and cultural dialogue for multilateral cooperation, and is able to foster cultural consciousness and intercultural understanding in the society;

21.5. personal abilities. The person:

21.5.1. is able to study and to plan the learning process independently;

21.5.2. is able to assess critically his/her own professional strengths and weaknesses, is committed to improvement of capacities, and understands the importance of lifelong learning;

21.5.3. is capable to make decisions independently and creatively in the situation that demands for innovative or alternative approach;

21.5.4. is able to use information sources, to evaluate their reliability, and to use the information technologies;

21.5.5. has moral responsibility for professional activity and its impact on an individual, society and environment; is committed to respect a person, other people's opinions, human rights and freedoms in all the cases, and takes the protection of social environment into consideration.

22. When the studies of the second cycle in the field of anthropology are completed, the following learning outcomes have to be achieved:

22.1. knowledge, its application. The person:

22.1.1. has acquired the knowledge based on the latest fundamental and applied anthropological research and is able to apply them in new and unknown environment;

22.1.2. knows the theoretical-methodological fundamentals of thematic fields of anthropology and is able to develop a specialised discussion in the chosen thematic field (for example, environmental anthropology, economic anthropology, urban anthropology, medical anthropology, legal anthropology, political anthropology, visual anthropology, historical anthropology, or in any other field, understands the links between different fields, and is able to employ the latest theoretical knowledge and research results of the thematic field;

22.1.3. is able to apply the latest anthropological theoretical and methodological knowledge and approaches in practical and research activities, takes into consideration the dynamic character of anthropological priorities in science and studies, and the changing actualities and circumstances of social life;

22.1.4. understands critically the links between social and cultural anthropology and other disciplines and their fields (for example, ethnology, sociology, cultural studies, psychology, religious studies, urban studies, history, linguistics, gender studies, natural and health sciences, biological (physical) anthropology, etc.), and is able to use and apply creatively the knowledge of other disciplines;

22.2. research skills. The person:

22.2.1. is able to design a research project, to assess critically the originality, novelty and actuality of its idea, to reason it theoretically, historiographically and methodologically, and to carry it out in appropriate way;

22.2.2. is able to manage the course and stages of the fieldwork, to relate the research methods and data reflexively and creatively, taking into consideration the changes in the research environment and life circumstances, and to interpret the data critically within the historical, social and theoretical contexts;

22.2.3. is able to analyse, synthesise and generalise the research data within the comparative context, to compare and contrast the concepts, categories, ideas, analytical perspectives and empirical facts, and to provide the interpretation based on evidence and critical analysis of modern anthropological theories; and understands the potential and limits of application of research results;

22.2.4. is able to cooperate in the course of scientific research, to initiate independently the applied projects on the regional, national and international level, to organise and coordinate the applied project-based activities in cooperation with the representatives of various institutions or groups of interests;

22.3. special abilities. The person:

22.3.1. is able to raise the questions based on scientific arguments and research practice and to analyze the cases of social interaction and cultural expression in the multifield perspective, taking the social, cultural, political, environmental, economic, technological and innovative development, and other processes into consideration;

22.3.2. is able to assess the changing context of cultural diversity, to apply cross-cultural understanding, to observe, analyse and offer solutions, to moderate social and cultural collisions and conflicts in various social, political environments and situations;

22.3.3. is able to take part in multidisciplinary and intercultural work teams in order to carry out research projects and to undertake applied development projects, and is able to present analytical instruments to solve the problems related to transnational migration, social politics, economic expansion, processes of changes and conflicts, public policy, environmental protection, heritage protection, public health, technological development, urban studies, design, etc.;

22.3.4. is able to present critically and creatively the anthropological knowledge and the well-founded professional opinion as independent expert and drawing on in-depth *in situ* researches on human life styles, behaviour and thinking, to write scientific articles, to design research and applied projects independently, and to give methodological consultations;

22.3.5. is able to foster cultural literacy and cultural diversity in various academic and practical activities and on the applied level;

22.4. social abilities. The person:

22.4.1. is able to present fluently and in a reasoned way the anthropological knowledge gained in the applied and fundamental research, to assess the research critically, to discuss them in professional and non-professional environment, in public and on a group level;

22.4.2. is able to work in team and individually, to initiate cooperation and to cooperate efficiently with colleagues, employers, media, scientists from other fields of science, to organise and coordinate the team work and to create a teamwork atmosphere;

22.4.3. is able to make independently the plans and projects of work teams, to supervise their implementation, to assess the effectiveness of the research and applied activities, and to initiate innovations;

22.4.4. is able to assume responsibility for quality of individual and team work, its assessment and improvement, and acts in compliance with professional ethics;

22.5. personal abilities. The person:

22.5.1. is able to plan independently the process of learning and professional activities, to choose the direction of self-improvement, and to train himself/herself independently;

22.5.2. is able to make decisions independently and creatively in the applied professional and research activities, to apply the theoretical knowledge, research experience, and skills of systemic and strategic thinking widely and critically;

22.5.3. is able to analyse critically his/her own professional activities and practice, to reflect systematically his/her own continuous professional development in comply with lifelong learning principles;

22.5.4. is able to introduce creatively the innovations in various areas of professional activities according to the international good practice and the latest achievements of scientific researches, in consideration of possible social, cultural and ethical consequences

22.5.5. is acting understanding the moral responsibility for the impact of his/her own activities and their consequences for an individual and society, human welfare and environment, undertakes to foster respect to human rights and freedoms, diversity of cultural expression, equality and sustainable development.

CHAPTER IV TEACHING, LEARNING AND ASSESSMENT

23. The teaching, learning and assessment methods have to be applied in the study programmes that would help to reach the learning outcomes provided in the Descriptor and certain study programme the bests, that would integrate theoretical and practical aspects, and that would match the latest didactic tendencies.

24. The system based on the learning outcomes and implementation of the studies oriented to the student has to be applied in the study programmes. It should cover the teaching, learning and assessment methods.

25. The applied teaching, learning and assessment methods have to be in conformity with the concept of lifelong learning; therefore, the students' abilities to think critically, to learn independently, to develop intellectual curiosity, to renew the knowledge, to react flexibly to the changing environment, and to motivate the students to use their time rationally and to plan have to be trained. The students should be encouraged to assume responsibility for their learning outcomes, teaching process and continuous development.

26. The studies have to be based on the latest scientific information and achievements and the opportunities should be created for the students to acquire fundamental theoretical skills and practical abilities by linking meaningfully the knowledge, competences, independence and responsibility.

27. Different forms and methods of studies have to be applied flexibly and fitted in the course of the study process. The applied learning forms have to be various, effective; they have to induce the students' involvement into the learning process, intercommunication, to enable reflection of own knowledge and skills, to self-assess the achievements and progress, and to use the available resources rationally (libraries, equipment, scientific electronic databases and other information sources).

28. All the applied teaching/learning activities (for example, lectures, seminars, workshops, consultations, independent work, group work, practical training, etc.) and methods (for example, presentation, explanation, illustration and commenting of theoretical material; presentation, analysis, discussion, generalisation of practical examples; case studies; brainstorming; discussions; debates; independent analysis of studying material; independent performance and presentation of individual or group tasks; role plays; expert method; formation of maps of thoughts, concepts and definitions; project-based teaching; problematic teaching; experience-based teaching; reflection diaries; field trips; studies *in situ*; virtual teaching methods, etc.) have to create an opportunity for the students to train the expected general and special capacities and to ensure effective learning process. The higher education institutions may use various forms of teaching, but their choice has to be in conformity with the declared aims of certain programme and the learning outcomes. The higher education institutions may have lists of general underlying trained skills that have to be complied with, without ignoring requirements of this Descriptor.

29. The same teaching, learning and assessment methods may be applied in different cycles of study programmes; however, the volume and complexity of tasks, independent input of the student, etc. must differ.

30. The study programmes have to provide research works that train analytical and critical skills and the practical training(s) of anthropological fieldwork that would promote training and application of research skills. The students have to be introduced to the requirements of field research ethics and work safety.

31. The assessment of the students' achievements has to be based on clear, objective and pre-set criteria, in consideration to the peculiarities of particular study programme in the field of anthropology. The chosen assessment methods have to enable assessment whether the abilities provided in the learning outcomes have been achieved at least minimally and to create conditions for (self-) assessment of achievements and progress. The students must have an opportunity to take part in the decision making about assessment methods and criteria of learning outcomes, number and volume of tasks. The assessment of students should be regulated in the assessment procedure of the learning outcomes of the higher education institution.

32. Different assessment methods may be applied for the study programmes: written and oral examination, tests, written work, oral presentation, presentations and/or reports of practical task, practical training, projects, group and/or individual works, self-assessment, peer review, assessment of discussions, etc. Besides, it should be encouraged to search for new integrated assessment methods. All the knowledge and skills described in the learning outcomes have to be assessed formally in the mode that would prove that the students had acquired those skills and knowledge.

33. The students have to receive timely feedback. The assessment of studies has to be commented and discussed with the students in order to ensure the quality of their study process, continuous learning and partnership.

34. The studies have to help the students to acquire the professional motivation in anthropology, to create a possibility for the students to achieve the aimed general and special learning outcomes, and to induce the students to perform their professional functions while studying still.

CHAPTER V

REQUIREMENTS FOR IMPLEMENTATION OF STUDY PROGRAMMES

35. The foundation of the study programme is competent and qualified teachers. The study programmes may be taught by the persons, who have at least the master's degree or equivalent qualification in higher education that would be in conformity with the field of studies or research of the taught subject (module) and that would take into consideration the part of studies in the field of anthropology; or by the persons, who have at least the master's degree or equivalent qualification in higher education and who have been engaged in the practical activities conforming with the subject for more than 5 years.

36. The teachers have to be selected in accordance with the terms and qualification requirements defined by the higher education institution.

37. It is recommended that at least 50 percent of the volume of the study programme of the first cycle in the field of anthropology in credits and at least 80 percent of the volume of the study programme of the second cycle in credits would be taught by the scientists, who have scientific experience related to the taught subject (module). A part of the subjects in the field may be taught by specialists, who have practical work experience.

38. The university studies of the first cycle and the studies of the second cycle in the field of anthropology end in the publicly defended final individual work (project).

39. The final written work (project) has to manifest the knowledge and skills acquired in the course of studies, research and independent work competences. The student should use the final work to show his or her level of knowledge and skills, ability to analyse the selected topic, to take the results of earlier researchers in certain field in consideration, to carry out researches independently, to formulate and analyse clear and reasoned research results, and to submit them according to the requirements of the higher education institution. The final work may be prepared as the project that manifests the competences in compliance with the learning outcomes of the study programme. The requirements for the final written work (bachelor and/or master thesis) have to be listed in the procedure approved by the higher education institution.

40. At least 18 study credits have to be awarded for preparation and defence of the final work (project) of the university studies of the first cycle in the field of anthropology, and at least 30 study credits have to be awarded for preparation and defence of the final work (project) of the studies of the second cycle in the field of anthropology.

41. The assessment and defence commissions of final works (projects) of the university studies of the first cycle and the studies of the second cycle in the field of anthropology shall be formed according to the procedure established and approved by higher education institutions for formation of the assessment and defence commissions of final works (projects). The commission shall be formed from competent specialists of the field – teachers, scholars and stakeholders. The members of assessment commissions of the final works, except for the stakeholders, must have a PhD degree. At least one member of the commission has to be from another institution.

42. The assessment procedure of final works (projects) has to be documented clearly in the descriptor of the study programme or documents of the higher education institution.

43. The anthropologic fieldwork (hereinafter – practical training(s)) shall be an integral and compulsory part of the study programmes in the field of anthropology of the first and second cycles. The total volume of the practical training cannot be smaller than 18 study credits. The practical training(s) has(have) to be conducted in the second cycle of studies depending on the character of the study programme and requirements of the higher education institution. Its (their) volume cannot be smaller than 12 study credits. The competences in compliance with the purpose of particular study programme and the aimed learning outcomes have to be trained in the course of practical training(s). the practical training(s) may be performed in Lithuania and abroad using the targeted programmes, the mobility programmes and procedures.

44. The content of the practical training(s) of particular study programme has to be described as the subject (module) in the form approved by the higher education institution. The inclusion possibility and regulation of independent practical training(s) or other practical activities are within the competences of the higher education institutions. Before the practical training(s), the students have to be familiarised with the organisation procedure of practical training(s), its/their goals, tasks, assessment system of achievements, the ethics of fieldwork and work safety.

45. The higher education institution shall offer a list of practical training places to the students. The student may find a place for practical training himself/herself. When the institution for practical training is chosen, a trilateral agreement shall be entered into by the student, the higher education institution and place of practical training.

46. The material and methodical facilities necessary for the study process (including anthropological practical trainings of fieldwork) have to satisfy the following minimal requirements and to be regularly updated:

46.1. the lecture halls and other premises of teaching and independent work have to satisfy the requirements of hygiene and work safety;

46.2. the lecture halls and other premises of teaching and independent work have to be arranged in accordance with the needs of particular study programme and to have the equipment (audio and video equipment, computers and software in compliance with the content of particular study programme) necessary to organise the study process and to carry out the fieldwork. The premises needed for studies have to be adapted to the students who have special needs;

46.3. the libraries and reading rooms must have the funds of scientific and other specialised literature, teaching material, access to international databases and digital catalogue, as well as virtual teaching/learning environments.

47. The students have to be provided with the possibility to take part in the competition to study in the study programmes of other higher education institutions that would be in conformity with their study field. The mobility “windows” may be created in the study programmes. The higher education institution has to create conditions for teachers and students to make use of the academic mobility possibilities and to integrate the dimension of international-level knowledge and experience into the process of studies. The inclusion of positive learning outcomes obtained in the course of academic mobility of the students has to be assured.

48. The opportunities have to be created for the students to contribute to scientific research, experimental or scientific spread activities of the unit of the higher education institution, where the study programme is conducted.

49. The students have to be consulted regularly about their career possibilities.

50. The persons implementing the study programme have to collect the data about the needs of the labour market, to organise the surveys of students, graduates, employers and stakeholders. The study programme and the taught subjects (modules) have to be corrected according to the received data.

51. The material facilities have to be updated regularly and the organisation of the studies has to be improved continuously, by assuring the feedback with students, graduates and stakeholders.
