



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

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

3 November 2021 No. V-1991
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 Archaeology (enclosed).
2. I determine that the higher education institutions have to adjust their study programmes to the Descriptor of the Study Field of Archaeology approved by Clause 1 hereby until 01 September 2022.

Minister of Education, Science and Sport

Jurgita Šiugždiniene

APPROVED
by Order No. V-1991 of the Minister of
Education, Science and Sport of the Republic of
Lithuania of 3 November 2021

DESCRIPTOR OF THE STUDY FIELD OF ARCHAEOLOGY

CHAPTER I GENERAL PROVISIONS

1. The Descriptor of the Study Field of Archaeology (hereinafter – Descriptor) regulates the special requirements for the study programmes in the study field of Archaeology (N09) that belongs to the group of study fields of Humanities (N). The Descriptor regulates the study field of archaeology (hereinafter – field of archaeology) 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 for the university study programmes of the first and second cycles that may be conducted as full-time or part-time studies.

3. The persons, who complete the studies in the field of archaeology, receive bachelor’s /master’s degree in humanities 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, and is attested by the diploma of bachelor/ master and diploma supplement issued by respective higher education institution.

4. The practical and theoretical methods that enable to achieve the aimed learning outcomes the best are used to carry out the studies.

5. The volume of the study programme of the first cycle is 240 study credits, where at least 180 study credits are attributed to achievement of the learning outcomes in the study field (including practical training (internship) and preparation of the final thesis).

6. The volume of the study programme of the second cycle is 120 study credits, where at least 90 study credits are attributed to achievement of the learning outcomes (excluding preparation of the final thesis).

7. The interdisciplinary studies in the field of archaeology may be conducted.

8. There are no special requirements established in the Descriptor for the persons applying to the studies of the first cycle of archaeology.

9. The persons may be admitted to the study programmes of the second cycle, if they have completed the studies in the field of archaeology and acquired at least the bachelor’s degree in humanities, or if they have completed the studies in other fields of humanities or social sciences and acquired the relevant bachelor’s degree.

10. If the applicants to the study programmes of the second cycle have completed the study programmes of the first cycle in other fields than archaeology, and their learning outcomes do not satisfy the admission conditions, the applicants have to complete the bridging courses, the scope and content whereof are determined by the higher education institution.

11. The purpose of the field of archaeology is to create opportunities to acquire the competencies necessary to understand, research and convey the past (objects, phenomena and processes) and development of the human life style (including cultural, social, technological, biological, natural aspects), using the methods of the science of archaeology.

12. The graduates of the studies in the field of archaeology will acquire the theoretical and practical skills necessary for independent work in the fields of archaeological research, protection of archaeological heritage and its conveyance to public, and will be able to carry out applied decomposition research in accordance with the legal acts of the Republic of Lithuania.

CHAPTER II

CONCEPT AND SCOPE OF THE STUDY FIELD

13. The object of the studies of archaeology is the past society and its interaction with natural environment that is learnt through systematic research of material culture. Chronologically, archaeology is researching humanity since its origins until the present. Different epochs of human past, preservation conditions of artefacts and ecofacts determine the nature and particularity of the resources of the science of archaeology.

14. The studies of archaeology have to be based on research used to prepare and convey the taught subjects/modules. The archaeological research is based on the analysis of archaeological sources (objects created by humans or witnessing the human subsistence, organic remains, archaeological localities and their surroundings, other sources that help to learn the human past, development of their life style and relation with the natural environment), interpretation of historiography, methodical, theoretical and ideological concepts of past interpretation. These concepts, especially the ideological ones, are not governed by the Descriptor. They fall under responsibility and self-determination of the higher education institutions.

15. The content of the studies of archaeology is interdisciplinary and closely related to the research of history, culture, heritage, natural, medical technology, various other sciences and disciplines, the achievements whereof are recommended to be used for drawing up and executing the programmes in the field of archaeology.

16. The archaeological research covers fundamental and applied scientific research. It is carried out in accordance with the requirements of the science of archaeology and in consideration to different historiographical and methodological contexts and understanding of present social, political and cultural processes in the historical perspective. The students should also get involved in the research and scientific projects.

17. The professional work of the archaeologist related to the applied destructive research is regulated by the Law on the Protection of Immovable Cultural Heritage of the Republic of Lithuania and other legal acts. The quality and ethics requirements are applied for such activities. The compliance with them determines specific requirements for the content of the study programmes of archaeology.

18. The principles of honest and professional use and quotation of the sources and published works, personal data protection and respect to human remains should be introduced in the process of studies.

19. The studies of archaeology have to link the theoretical knowledge with the empirical and field research. The studies should not only provide knowledge about various archaeological research methods, but also skills of their practical application.

20. The study programmes in the field of archaeology have to reflect the following elements of the content:

20.1. studies of typological diversity of the archaeological objects and sources of the science of archaeology;

20.2. studies of the archaeological research methods and theories of the science of archaeology;

20.3. criteria of chronology and periodisation, systemic knowledge of the most important Lithuanian archaeological eras (prehistorical and historical times; archaeology) and research problems from the comparative perspective of the European and world archaeology;

20.4. requirements for protection of the archaeological heritage, areas of public responsibility of the archaeologist that cover the archaeologist's professional activities and all the areas related to the use of outcomes of the aforementioned professional activities.

21. Archaeology is important for formation of the personal values, civil consciousness, perception of oneself and others in the society. Archaeology may be studied as the part of general

education in humanities, without linking own career to the science of archaeology or to the destructive archaeological research.

22. The study programmes in the field of archaeology should serve to train various general skills that are the most important in the archaeologist's profession: ability to think critically, to analyse and assess; ability to convey coherently the ideas to the professional audience and to general society in writing and orally; to work, learn and improve independently; to communicate and cooperate, to work in team; to think critically, self-critically and creatively; to organise own professional activities meaningfully and purposefully, to respond properly to the professional changes and problems; to assume moral responsibility for own activities and made decisions.

23. The completed studies in the field of archaeology create the opportunity to pursue the career in the fields of archaeological research, heritage protection, culture and public administration in private and public sectors and in other fields where the knowledge of historical phenomena and processes and the skills of data collection, systemisation and analysis are needed. The graduates of the archaeological studies of the second cycle will be able to continue PhD studies or to work as experts in the field related to preservation of the national historical memory and heritage and their representation in Lithuania and abroad.

CHAPTER III GENERAL AND SPECIAL LEARNING OUTCOMES

24. The purpose of the studies of the first cycle in the field of archaeology is to prepare the archaeological specialists of broad humanitarian education, who would know the sources of past eras, their features, processes, are able to carry out simple research, know the requirements for destructive archaeological research and are able to apply the field research methods, understand the relevance of archaeological research and archaeological heritage for present society, and are able to contribute to heritage preservation, conveyance and adjustment to society's needs, and understand well the areas of public responsibility of the archaeologist.

25. At the completion of the university studies of the first cycle in the field of archaeology, the following learning outcomes have to be achieved:

25.1. knowledge and its application. The person:

25.1.1. has general knowledge about the past and development of humankind, knows development, periodisation and research problems of the Lithuanian archaeology;

25.1.2. knows archaeological field research methods and main theoretical approaches to interpretation of archaeological data;

25.1.3. has knowledge and contextual understanding about research principles and methods of related sciences and disciplines;

25.1.4. understands requirements for protection of archaeological heritage;

25.1.5. has knowledge and contextual understanding about storages of archaeological data and various information tools (databases, specialised data storages, archives, museums, etc.);

25.2. skills to carry out research. The person:

25.2.1. is able to understand the research problem, to assess suitability of methods selected for its solution, and to carry out simple research individually;

25.2.2. is able to collect information from various data storages and source bases through consultations, to systemise, classify and assess critically that information;

25.2.3. is able to analyse archaeological phenomena or processes in general context of the era or from the comparative perspective through consultations;

25.2.4. is able to perceive the research methods and results of various related sciences or disciplines through consultations (for example, history, cultural anthropology, bioarchaeology, geoarchaeology, etc.), and to apply them in archaeological research;

25.2.5. is able to select and apply main archaeological field research methods, to use digital recording technology, and understands documentation methods of archaeological material;

25.2.6. is able to process archaeological sources with regard to the requirements of science of archaeology and heritage protection;

25.3. field-specific skills. The person:

25.3.1. is able to select the data suitable for the chosen topic and to summarise them;

25.3.2. is able to adjust main archaeological research methods to investigation of various archaeological sources and objects;

25.3.3. knows particularity of field research and work in storages:

25.3.3.1. is able to create a consistent oral or written story on the archaeological topics and to present it publicly;

25.3.3.2. is able to make individual decisions under the field research conditions;

25.4. social skills. The person:

25.4.1. is able to work in team and to assume responsibility for own work area;

25.4.2. is able to act in compliance with professional ethics and civil consciousness;

25.4.3. understands areas of public responsibility of the archaeologist;

25.5. personal skills. The person:

25.5.1. is able to learn independently, to define the learning aims and tasks, to solve problems, to plan time, and to set priorities;

25.5.2. is able to understand moral responsibility for own activities and impact of their results on society; is able to assume ethical and social responsibility.

26. The purpose of the studies of the second cycle in the field of archaeology is to prepare the archaeological specialists and researchers of high qualification and broad erudition, who would be able to formulate independently the research problem and to carry out the research that would integrate achievements of other sciences, who would be able to assess critically the historiography, to analyse different eras, objects, phenomena and processes, to understand their preconditions, development and consequences, and who would comply with the humanitarian principles, general and professional ethics in the work.

27. At the completion of the university studies of the second cycle in the field of archaeology, the following learning outcomes have to be achieved:

27.1. knowledge and its application. The person:

27.1.1. understands the Lithuanian and regional archaeological (prehistory, archaeology of historical times) processes, phenomena and events, and is able to contextualise them within the European and world archaeology;

27.1.2. understands special archaeological field research methods, various theoretical and methodical concepts and approaches to archaeological research;

27.1.3. knows modern laboratory archaeological research methods and applies them for research;

27.1.4. understands the problems of archaeological heritage protection;

27.1.5. is able to work independently in the storages of archaeological data and with various information processing tools;

27.2. skills to carry out research. The person:

27.2.1. is able to formulate independently the research problem and to select the modes and methods necessary to solve it;

27.2.2. is able to collect, systemise, classify and assess critically and independently information from various data storages and source bases;

27.2.3. is able to analyse independently the archaeological phenomena and processes within general context of the epoch;

27.2.4. is able to use the methods and results of related sciences and disciplines to solve the archaeological research (fundamental and applied) problems;

27.2.5. is able to choose reasonably and to apply the archaeological field research methods;

27.2.6. is able to analyse and interpret individually the archaeological sources, to assess historiography critically, to apply modern research methods and to present original research;

- 27.2.7. is able to apply field research methods and theoretical approaches to interpretation of archaeological data in research and practical activities;
- 27.3. field-specific skills. The person:
- 27.3.1. has detailed knowledge and understanding about certain archaeological period or topic and the methods necessary to research them;
- 27.3.2. is able to select and adjust independently the archaeological research methods for investigation of archaeological sources and objects of certain period;
- 27.3.3. is able to organise field research works;
- 27.3.4. is able to take part in research and public debates on the archaeological issues;
- 27.4. social skills. The person:
- 27.4.1. is able to participate actively and constructively in the activities of research groups and to solve versatile problems in the changing work conditions;
- 27.4.2. is able to collect and systemise versatile information and to adjust it for academic and public needs;
- 27.4.3. is able to adapt the acquired knowledge for training of the society's consciousness in protection of the archaeological heritage.
- 27.4.4. is able to work in the interdisciplinary environment;
- 27.5. personal skills. The person:
- 27.5.1. is able to plan independently the research and work process, to study independently continuously, and to solve creatively the arising problems;
- 27.5.2. is able to assess critically own activities, to foresee and adjust to changes, and understands the importance of life-long learning.

CHAPTER IV TEACHING, LEARNING AND ASSESSMENT

28. The learning, teaching and assessment methods have to be applied in the study programmes that would help to achieve the learning outcomes provided in the Descriptor and in particular study programmes the best, that would integrate the theoretical and practical aspects and would be adjusted meaningfully with the latest didactic tendencies.

29. Teaching has to be based on fundamental knowledge and latest developments in the science of archaeology. The teacher has not to know simply the taught subject/module, but also to understand the relations with other trends of studies and research (for example, history, cultural anthropology, bioarchaeology, geoarchaeology, etc.), and to make use of the opportunities provided by such relations. Teaching has to be based on the continuous integration of the latest scientific achievements into the study process.

30. The system based on the competences and focus on students that covers the learning, teaching and assessment methods has to be used for the study programmes.

31. The applied learning, teaching and assessment methods have to comply with the life-long learning concept, thus, the students should be taught to think critically, to learn independently, to update the knowledge and to respond flexibly to the environmental changes. The students should be encouraged to assume responsibility for own learning outcomes, learning process and continuous improvement.

32. The methods and modes of studies have to motivate the students and to help them to plan time and use the material resources available in the higher education institution or other institutions (libraries, museums, archives, etc.) rationally.

33. Different modes and methods of organisation of studies have to be applied and combined flexibly in the study process, depending on the aimed learning outcomes. The selected modes and methods of organisation of studies have to induce the students to get involved into the learning process, to cooperate with each other, to enable them reflecting own skills and knowledge, to assess own achievements and progress, and to use rationally the available resources (libraries, equipment, scientific electronic databases and other information sources).

34. All the modes (for example, lectures, seminars, practical exercises, consultations, individual work, team work, introductory excursions, practical training, etc.) and methods of organisation of studies (for example, presentation of theoretical material, its explanation, illustration and commenting; presentation of practical examples, their analysis, commenting, discussion; case studies; brainstorming; discussions; independent analysis of study material; independent fulfilment of individual or group tasks; expert method; formation of maps of thoughts, concepts and definitions; project-based teaching; problematic teaching; reflection diaries; field trips; field research; studies *in situ*; virtual teaching methods, etc.) have to create the opportunity for the students to train the aimed skills and to assure effective learning process.

35. Higher education institutions may apply various methods of organisation of studies. Their choice has to be determined according to the declared aims and learning outcomes of the particular study programmes. The same modes and methods of studies may be applied in different cycles of study programmes; however, the volume and complexity of tasks, independent input of the student, etc. must differ.

36. The study programmes have to provide the research works that would train analytical and critical skills, as well as the practical training that would induce development of practical skills and application of theoretical knowledge.

37. Harmony of teaching and learning has to assure preparation of the archaeological specialists in response to the needs of the labour market. The students have to be familiarised with professional expectations and achievements of archaeologists: the professionals of own field and stakeholders may be invited to read lectures; the professional experience may be shared by the employees of archaeological research groups, museums that have archaeological collections, as well as specialists of heritage protection, and other specialists related to the competences trained in the course of the study programme.

38. The assessment system and procedure of the learning outcomes has to be based on the following key principles:

38.1. validity – the assessment has to measure the achievement level of the learning outcomes;

38.2. impartiality – the assessment results have to be objective and do not depend on the assessor's replacement; the same assessment methods have to be applied for all the assessed persons;

38.3. clarity – the assessment system has to be informative and understandable to the assessors and the assessed persons;

38.4. usefulness – the assessment has to be regarded positively by the assessed persons and to contribute to implementation of the aims of the study programme and achievement of the learning outcomes.

39. The following assessment types may be used to assess the student's learning outcomes: cumulative (the learning outcomes are assessed by interim tests), collegial (the students are examined by a competent commission of specialists in archaeology, history and/or other fields – researchers, professional practitioners, representatives of other stakeholders), diagnostic (in order to learn the student's achievements and made progress after completion of certain topic or a part of course).

40. The assessment may be based on various methods that enable observing the students' achievements and evaluating the theoretical knowledge and practical skills acquired by the student. Possible assessment methods: oral or written examination, individual or group oral questioning, test, colloquium, presentation of individual work, final thesis and its defence, report on practical training and its defence, etc.

41. It should be aimed at integrated assessment methods of knowledge and skills that would encourage the students to systemise and interpret the accumulated empirical material (for example, available in libraries, archives and museums, other specialised data storages) and to carry out research according to the requirements of the science of archaeology. All the knowledge and

skills described in the learning outcomes have to be assessed formally using the method that proves that the students have acquired certain knowledge and skills.

42. The students have to receive timely appropriate feedback about their works. The evaluation of the done works and learning outcomes has to be supported by constructive comments, based on clear assessment criteria, has to assure quality of the study process, continuous learning and partnership.

CHAPTER V REQUIREMENTS FOR IMPLEMENTATION OF STUDY PROGRAMMES

43. The foundation of successful implementation of the study programme is competent teachers, who are able to convey professional knowledge to the students and to train the skills necessary for future professional work of an archaeologists. The subjects/modules in the field have to be taught by teaching staff, whose research experience is related to the taught subject/module.

44. The teachers have to be selected in accordance with the terms and conditions defined by the higher education institution.

45. The studies of the first and second cycles in the field of archaeology end in the publicly defended final thesis.

46. The final thesis has to manifest the knowledge and skills acquired in the course of studies, research and independent work competences. The student should use the final thesis to show his or her level of knowledge and skills, ability to analyse the selected topic, to take the results of earlier researchers under the same topic in consideration, to carry out research, to formulate clear and reasoned research results, and to present them according to the requirements of the higher education institution. The final thesis has to be prepared as the project that manifests the competences in compliance with the learning outcomes of the study programme. The requirements for the final thesis in the study programme of the first and/or second may be listed in the procedure approved by the higher education institution.

47. The assessment and defence commissions of final theses of the first or second cycle shall be formed according to the procedure established and approved by higher education institutions for formation of the assessment and defence commissions of final theses. The commission shall be formed from competent specialists – scientists, teachers and stakeholders. The members of assessment commissions of the final theses, except for the stakeholders, must have a PhD degree. At least one member of the commission has to be from another institution.

48. The assessment procedure of final theses has to be documented clearly.

49. The archaeologist's professional activities cover applied decomposition research, therefore, the study programmes in the field of archaeology focus on development of respective practical competences a lot. The archaeological field research internship (practical training) in Lithuania or abroad is an integral part of the study programmes in the field of archaeology that has to be aimed at optimal achievement of the learning outcomes. The practical training enables preparation for individual archaeological research, helps to manifest special and general skills of the students, and to foresee their career perspective. The practical training of students (field research internship and other practical training, preparation of practical tasks, and assessments of reports on practical training, etc.) is a constituent of this process.

50. The field research internship is compulsory for the study programmes of the first cycle in the field of archaeology. The professional applied and/or scientific practical training has to be provided in the study programmes of the second cycle in the field of archaeology.

51. The practical training has to be organised in accordance with the procedure prepared by the higher education institution. The content of the practical training of particular study programme has to be described in the form approved by the higher education institution. The possibility to account the voluntary internship and other forms of practical activities and their regulation fall under competence of the higher education institutions. Before the practical training, the students

have to be familiarised with the organisation procedure of practical training, its goals, tasks, assessment system and criteria of achievements.

52. Depending on the aimed outcomes of practical training and developed competences, the higher education institution shall organise and implement practical training or offer a list of practical training places to the students. The students of the second cycle should have an opportunity to find a place of practical training independently. 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. The supervisor of practical training (experienced specialist in the field) has to be assigned to the student in the place of practical training.

53. In order to assure possibility of practical training, the higher education institutions or their units conducting the study programmes in the field of archaeology may enter into cooperation agreements with the institutions that are engaged in compilation or classification or archaeological research or archaeological sources (for example, national, republican or municipal museums, research institutes, private archaeological companies, etc.). The student who is employed somewhere, may perform practical training in his/her work place (provided it corresponds to the field of studies) under individual practical training programme.

54. The material and methodical facilities necessary for the study process have to satisfy the following minimal requirements and to be regularly updated:

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

54.2. 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 necessary to organise the process of studies and to achieve the learning outcomes. If the institution conducting the studies is not able to supply the specific research equipment to the students or to guarantee the access to artefacts, ecofacts and other collections of specialised sources, the agreements with stakeholders that have such equipment or access to it have to be made (research and higher education institutions, institutions of public sector, business companies, etc.);

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

55. The students should have a possibility to study under the study programmes of other higher education institutions complying to their study field, and to collect part of study credits in such a way. The mobility “windows” may be created in the study programmes.

56. The students should have possibilities to contribute to scientific applied, experimental activities or spread-of-science activities conducted in the unit of the higher education institution in charge of certain study programme.

57. The students have to be consulted periodically about their career opportunities. The executors of the study programme should communicate periodically with the research and social partners, hence helping the students to get employed according to the acquired specialty.

58. The higher education institution has to assess the needs of the labour market regularly and to organise the surveys of students, graduates, employers, employees and stakeholders. The results of such surveys should be used to correct the study programme and the taught subjects/modules.
