



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

**ORDER  
ON APPROVAL OF THE DESCRIPTOR OF THE STUDY FIELD OF HERITAGE  
STUDIES**

5 February 2021 No. V-192  
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 Heritage Studies (enclosed).
2. I determine that the higher education institutions have to adjust their study programmes to the Descriptor of the Study Field of Heritage Studies approved by Clause 1 hereby until 01 September 2021.
3. I recognize Order No. V-826 of the Minister of Education and Science of the Republic of Lithuania of 23 July 2015 “On Approval of the Descriptor of the Study Field of Heritage Studies” as invalid.

Minister of Education, Science and Sport

Jurgita Šiugždiniė

APPROVED

by Order No. V-192 of the Minister of  
Education, Science and Sport of the Republic  
of Lithuania of 5 February 2021

## **DESCRIPTOR OF THE STUDY FIELD OF HERITAGE STUDIES**

### **CHAPTER I GENERAL PROVISIONS**

1. The Descriptor of the Study Field of Heritage Studies (hereinafter – Descriptor) regulates the special requirements for the study programmes in the study field of Heritage Studies (N12) that belongs to the group of study fields of humanities (N). The Descriptor regulates the study field of history (hereinafter – field of heritage) 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 conducted as full-time or part-time studies.

3. The studies of the field of heritage may also be provided as studies within the study programmes classified under two study fields and within interdisciplinary study programmes.

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

5. The purpose of the studies of the field of heritage is to disclose and help to understand the phenomenon of heritage, its variety, different theoretical, methodological and practical approaches to researches and heritage protection in order to use the heritage in the preserved mode and to pass it to the future generations.

6. Upon completion of the studies of the field of heritage, the graduates will understand the phenomenon of heritage, variety of its concepts, links between theory and practice, integrity with different social life areas, will be able to perform the all-in-one heritage researches (in consideration that the attested specialisations of this work are governed by the legal acts of the Republic of Lithuania), will know the processes of heritagisation, heritage protection and conveyance processes, and will be able to assess them critically.

7. Upon completion of the studies in the field of heritage, the 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 attested by the diploma of bachelor’s/ master’s degree issued by the higher education institution are awarded.

### **CHAPTER II CONCEPT AND SCOPE OF THE STUDY FIELD**

8. Heritage is a foundation of cultural, national and civil identity of the society. It strengthens the society’s consciousness, cohesion, has an important role in forming of fundamentals of the national and political community and values. Besides, it is one of the most essential preconditions for human cultural development and improvement of life quality. The heritage studies contribute to learning about heritage, its protection, spread, use for actual needs of the society, and transfer to the future generations.

9. The object of these studies is heritage (may be cultural and natural, tangible and intangible, movable and immovable), conveyance of its handling (heritagisation, protection) and role in the society. The heritage is very versatile, while its definition is always changing and is perceived more and more broadly; therefore, the heritage studies cover a wide range of interdisciplinary theoretical and practical knowledge.

10. The heritage studies are based on humanities and social sciences. They cover the fundamental and applied heritage researches (save for disruptive researches), researches of heritage handling, and the researches related to heritage protection, conveyance and other activities, the object of which is heritage or that have impact on the heritage, as well as related theories, methods and practice (save for regulative works of heritage protection).

11. The heritage studies are related integrally with the areas of culture, politics, economics and other life areas, therefore, various social roles of heritage from the historical, theoretical and practical perspectives are important for them.

12. The heritage studies cover a wide scope of practical activities related to heritagisation, heritage researches, protection, administration, conveyance, education, and other activities, planning, organisation and implementation of such activities (save for disruptive researches and regulative works of heritage protection), their critical evaluation, submission of appropriate offers, etc.

13. When the study programmes of the field of heritage are prepared, it is advised to apply the latest information of related sciences, their achievements and theory, experience, recommendations and practice of international heritage protection (UNESCO, ICOMOS, ICCROM, IUCN, ICOM, European Council and other organisations), and the good practice of foreign and national heritage protection. The content of the study programmes shall be directed to actual needs of the society.

14. The heritage protection specialists, heritage researchers and other specialists working in heritage-related areas are prepared by the study programmes of heritage studies.

15. The professional activities of heritage protection specialist and heritage researcher are perceived as heritage researches (analysis, criticism, evaluation, etc.) and/or heritage management, administration, conveyance and impact on heritage protection processes.

16. The types of professional activities of heritage protection specialist and heritage researcher: heritage historian, heritage theoretician, heritage expert, heritage administrator, heritage educator.

17. The graduates of the study programmes of heritage studies may work in heritage, scientific, cultural, artistic, educational, press, cultural and art policy, business, tourism, cultural and creative industries and other areas in public and private sector, non-governmental organisations and other areas that demand for skills of data collection, systemisation, analysis and critical evaluation. At the completion of the study programme of the second cycle, the persons may continue studies of the third cycle, take various jobs or work independently in the areas related to heritage.

### **CHAPTER III GENERAL AND SPECIAL LEARNING OUTCOMES**

18. The heritage studies are based on different sciences, thus, the study programmes of heritage studies should provide possibilities to acquire knowledge and skills enabling to understand the variety of heritage concepts, importance of fundamental and applied scientific researches, links between theory and practice, integrity with different social life areas, and to look deeper into some particular area (for example, heritage researches, heritage theory, heritage administration, heritage conveyance, etc.).

19. This chapter provides the underlying learning outcomes in the field of heritage studies; yet, they do not serve as a specification of detailed content of the study programme or subjects (modules).

20. When the university studies of the first cycle are completed, the following learning outcomes have to be achieved:

20.1. knowledge, its application. The person:

20.1.1. knows and understands the processes of heritage and heritage protection, is able to describe them, understand their research problems, knows and understand professional terminology;

20.1.2. knows and understands historical, social, cultural, ethical and political contexts of heritage phenomenon, is able to explain them within broader context of time and space in broader perspective of time and space;

20.1.3. knows typological variety of heritage and understands one or several heritage types and areas of studies in detail;

20.1.4. knows institutional structure of heritage protection system (intangible cultural heritage, movable cultural heritage, immovable cultural heritage, protected territories), basic principles of heritage legal regulation in Lithuania, knows the main international heritage protection legal acts, and is able to apply them in practical activities of some particular heritage area;

20.2. research skills. The person:

20.2.1. is able to perform simple scientific research according to the requirements of the studied heritage area: to define the research goals and tasks, to apply the research methods, to collect data about the research object, and to present the results and conclusions of scientific researches in coherent and correct Lithuanian and/or other language of the study programme;

20.2.2. is able to perform the primary analysis and generalisation of the sources in the heritage area and to use the results of performed scientific researches;

20.2.3. is able to understand the observation methods of the heritage state;

20.2.4. is able to understand various heritage research methods;

20.3. special abilities. The person:

20.3.1. is able to use various information search engines, bibliographical sources, archives, museum funds, and testimonies of verbal history, etc.;

20.3.2. is able to understand and evaluate critically the ratio between the present events and processes and the past, to determine historical preconditions of various heritage phenomena and processes, and their consequences for the present (causalities);

20.3.3. is able to write the specialty's texts in correct Lithuanian and/or other language of the study programme;

20.3.4. complies with ethical obligations in own field of area determined in the national codes of ethics;

20.4. social abilities. The person:

20.4.1. is able to work independently and in team with specialists of heritage and other areas in pursuit of common goals of professional activities;

20.4.2. is able to endeavour at quality of own professional activities, to evaluate and improve them with regard to the performance results and recommendations of the specialists;

20.4.3. respects cultural variety in the professional activities;

20.4.4. understands professional responsibility for own activities;

20.4.5. is able to reason the knowledge in the studied heritage area presented to different audiences, to communicate smoothly in writing and orally;

20.5. personal abilities. The person:

20.5.1. is able to learn his or her professional activities and the field of studies independently, to organise and plan the learning process;

20.5.2. is able to respond constructively to various situations arising in the professional work and to make decisions;

20.5.3. understands the professional responsibility for the impact of his or her activity and its results on society, economic, cultural development, welfare and environment.

21. When the studies of the second cycle are completed, the following learning outcomes have to be achieved:

21.1. knowledge, its application. The person:

21.1.1. knows and understands the phenomena and processes of heritage and heritage protection, their research problems, and is able to describe them within the context of related sciences;

21.1.2. knows, understands and is able to link the historical, social, cultural, ethical and political contexts of heritage phenomenon, and is able to explain the heritage protection processes on the basis of the aforementioned contexts;

21.1.3. knows one or several heritage types and areas within the comparative context of time and space, and the up-to-date technologies of the heritage protection;

21.1.4. knows institutional structure of heritage protection system (intangible cultural heritage, movable cultural heritage, immovable cultural heritage, protected territories), the principles of heritage legal regulation in Lithuania, international heritage protection legal acts and tendencies, and is able to apply them in practical activities;

21.2. research skills. The person:

21.2.1. is able to identify independently the topics of scientific researches on heritage (of theoretical or applied character) and to formulate hypotheses;

21.2.2. is able to collect, systemise, analyse and comment the texts, documents, iconography and other sources with regard to the character of research object;

21.2.3. is able to understand the methods and research results of related sciences and to apply them to solve the research problems in the studied heritage area;

21.2.4. is able to apply the appropriate research methods (according to the character of research object) and to formulate the reasoned research conclusions;

21.2.5. is able to write the texts on heritage intended for different audiences in application of the principles of academic writing;

21.3. special abilities. The person:

21.3.1. is able to formulate the suggestions based on scientific arguments (conclusions, recommendations) in order to solve the theoretical and practical problems in various heritage areas;

21.3.2. is able to assess the heritage object or phenomenon within the comparative context of time and space, in consideration to cultural, political, economic and other contexts of public life;

21.3.3. is able to comment, annotate and edit the texts of heritage studies according to the requirements of the studied heritage area;

21.3.4. complies with ethical obligations determined in the national and international codes of ethics for specialists of various heritage areas;

21.4. social abilities. The person:

21.4.1. is able to work independently and in team with specialists of heritage and other areas in pursuit of common goals of professional activities;

21.4.2. is able to assume responsibility for quality of own work, its assessment, improvement, consequences of independent decisions and social impact of own activities, to train the society's consciousness about heritage protection, to recognise and react to the changing expectations of the society in the areas of heritage and heritage protection;

21.4.3. is able to apply the principles of nurturance of cultural variety and multiculturalism in the professional activities;

21.4.4. is able to manage information, to communicate smoothly in writing and orally;

21.4.5. is able to convey the knowledge in one or several heritage areas to the specialist and non-specialist audiences in the reasoned mode;

21.5. personal abilities. The person:

21.5.1. is able to update systematically the professional knowledge and skills and to assess personal competence self-critically with regard to the analysis of performance results;

21.5.2. is able to act independently in unknown, changing, interdisciplinary environment and to show initiative in case of atypical situations;

21.5.3. is able to respond constructively to various situations arising in the professional work, to assume responsibility, and to solve them according to the principles of professional ethics;

21.5.4. understands the professional responsibility for the impact of his or her activity and its results on society, economic, cultural development, welfare and environment.

## **CHAPTER IV TEACHING, LEARNING AND ASSESSMENT**

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

23. The teaching, learning and assessment methods oriented to the student have to be applied in the study programmes in the field of heritage.

24. The applied teaching, learning and assessment methods have to be in conformity with the concept of lifelong learning; therefore, the students' abilities to learn, work and improve, to react independently, flexibly and constructively to the changes have to be trained.

25. Different methods of studies' organisation have to be applied in the study programmes: lectures, practical exercises, consultations, individual work, practical training, etc. The following study methods may be applied: presentation of theoretical material, its explanation, illustration and commenting; presentation of practical examples, their analysis, commenting, discussion; case studies; brainstorming; discussions; debates; independent analysis of study material; independent fulfilment of individual or group tasks; presentation of individual or group tasks; role playing; expert method; formation of maps of thoughts, concepts and definitions; project-based reaching; problematic teaching; reflection diaries; field trips; studies *in situ*; methods related to virtual environment, etc.

26. 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.

27. The study programmes have to provide the research works in compliance with the cycle of the study programme that would train analytical and critical skills, as well as the practical training that would induce development and application of practical skills.

28. The assessment of the students' achievements has to be based on clear, objective and pre-set criteria, in consideration to the work conditions and resources. 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.

29. Different assessment methods may be applied for the study programmes: written and oral examination, tests, written work, oral presentation, reports on practical training, projects, group and individual works, elf-assessment, peer review, 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. The students have to receive timely feedback on the performed works.

30. The assessment system of learning outcomes related to the study programme has to be documented clearly and enable the higher education institution to make sure that the graduates have achieved the aimed learning outcomes.

## **CHAPTER V**

### **REQUIREMENTS FOR IMPLEMENTATION OF STUDY PROGRAMMES**

31. The foundation of the study programme is competent and qualified teachers. The teachers have to be selected and their qualification and competence have to be assessed according to the following criteria: practical teaching experience, interest and activeness in creation of effective and advanced study methods, level of scientific activities, ability to communicate fluently in at least one foreign language of international communication, recognition in professional, scientific and other communities, participation in programmes and internships of professional development, professional insight, interest in academic affairs of the students, ability to advise the students on their academic affairs and professional career, and knowledge of the criteria, on the basis whereof the study programmes are assessed.

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

33. At least 50 percent of the volume of the study programme of the first cycle in credits and at least 80 percent of the volume of the study programme of the second cycle in credits must be taught by the teachers, who have a doctoral degree in science/arts. The subjects (modules) of the field have to be taught by the teachers whose research activities are related to the taught subject (module). The applied subjects (modules) may be taught by the specialists, who have practical work experience and who have acquired the professional work experience of at least 3 years in the recent 7 years in the field, the subjects (modules) whereof are taught.

34. The studies of the first and second cycles in the field of heritage end in the publicly defended final work.

35. The final work 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 under the same topic in consideration, to carry out researches, to formulate clear and reasoned research results, and to submit them according to the requirements of the higher education institution. The final work 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 work in the study programme of the first or second cycle should differ by the level.

36. The volume of the final works of the first and the second cycles cannot be smaller than specified in the General Requirements for the Studies.

37. The assessment and defence commissions of final works 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 works. The commission shall be formed from competent specialists of the heritage field (with regard to particularity of certain study programme) – scientists and representatives of interested parties (stakeholders). The members of assessment commissions of the final works, except for the representatives of interested parties, must have a PhD degree. At least one member of the commission has to be from another institution.

38. The assessment procedure of final works has to be documented clearly.

39. The practical training shall be an integral and compulsory part of the study programmes in the field of heritage of the first cycle. The total volume of the practical training cannot be smaller than specified in the General Requirements for the Studies. The practical training may be conducted in the second cycle of studies depending on the character of the study programme and requirements of the higher education institution. The competences in compliance with the purpose of particular study programme and the aimed outcomes have to be trained in the course of practical training.

40. The practical training provided in the study programme shall 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. It has to define the goals of practical training, aimed results, assessment system and criteria of the obtained competences, tasks, etc. 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. The supervisors of practical training in institutions and organisations have to get involved into the improvement process of the content of practical tasks and improvement process of practical training.

41. 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.

42. The material and methodical facilities have to satisfy the following minimal requirements. Besides, the demands of the students with special needs have to be taken into account:

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

42.2. 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;

42.3. the libraries and reading rooms must have the funds of scientific and other specialised literature, teaching material, and access to international databases and digital catalogue;

42.4. the material facilities have to be updated regularly.

43. The information learning system based on information and communication technologies may be used in the study process. It shall consist of the information management systems of the learning content and the learning process, support to the students, feedback, and communication means between the participants in the learning/teaching process.

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