



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

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

24 November 2020 No. V-1831
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 History (enclosed).
2. I determine that the higher education institutions have to adjust their study programmes to the Descriptor of the Study Field of History approved by Clause 1 hereby until 01 September 2021.
3. I recognize Order No. V-925 of the Minister of Education and Science of the Republic of Lithuania of 27 August 2015 “On Approval of the Descriptor of the Study Field of History, History according to the territory, and History according to the Topic” as invalid.

Minister of Education, Science and Sport at interim

Algirdas Monkevičius

APPROVED

by Order No. V-1831 of the Minister of
Education, Science and Sport of the Republic
of Lithuania of 24 November 2020

DESCRIPTOR OF THE STUDY FIELD OF HISTORY

CHAPTER I GENERAL PROVISIONS

1. The Descriptor of the Study Field of History (hereinafter – Descriptor) regulates the special requirements for the study programmes in the study field of history (N08) that belongs to the group of study fields of humanities (N). The Descriptor regulates the study field of history (hereinafter – field of history) 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 was prepared in consideration of the recommendations of the study programmes of history of *Erasmus* programme’s network *CliohWorld* available on the websites <https://www.unideusto.org/>, <http://www.cliohworld.net/>, used to create and develop study programmes and methodological provisions in the field of history.

3. The university studies of the first cycle and second cycle in the field of history may be conducted as full-time or part-time studies.

4. The purpose of the studies in the field of history of the first cycle is to create conditions to acquire skills and knowledge, to prepare history specialists with wide education in humanities“ education, who think critically, know the past events, phenomena, processes, essential and specific features of the epochs, who understand the relevance of historical experience for present society, and who are able to contribute to preservation and fostering of historical heritage, return of removed cultural values to Lithuania and their wider application for modern needs of society.

5. The purpose of the studies in the field of history of the second cycle is to prepare the history specialists of high qualification and wide erudition, who think critically and are able to conduct scientific researches in the field of world and Lithuanian history.

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

7. The persons, who have completed the university studies of the first cycle in the fields of humanities or social sciences or have completed the university studies of the first cycle in other fields and who have been prepared for the studies of the second cycle in the procedure established by the higher education institution, may be admitted to the studies of the second cycle in the field of history. The preparation for studies may be acquired through the bridging courses.

8. Upon completion of the studies in the field of history, 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 in humanities and diploma supplement issued by the higher education institution are awarded.

CHAPTER II CONCEPT AND SCOPE OF THE STUDY FIELD

9. The studies of history have to be based on the scientific researches of higher education institutions that are used to prepare and convey the taught subjects. The historical researches shall

be carried out in accordance with the requirements of the science of history, taking into consideration different historiographical and methodological contexts, and perceiving the present social, political and cultural processes from the historical perspective. The students should be encouraged to get involved into the scientific researches.

10. The quality and ethical requirements are applied for the historian's professional activity, the observation of which determines specific requirements for the content of study programmes in the field of history. The principles of fair and professional use and quotation of the sources, published works, and personal data protection have to be applied.

11. The study programmes in the field of history should cover the analysis, identification, storage, periodisation, and other peculiarities of work with historical sources (written, material, verbal, etc.). The historian should understand the Lithuanian and world historiography and basics of its search and analysis.

12. The following elements of the content of the world and Lithuanian history have to be reflected in the study programmes in the field of history:

12.1. theory and methodology of history;

12.2. criteria for chronology and periodisation, systemic knowledge of the most important time periods, their general concepts;

12.3. historical geography and its applicability;

12.4. main processes of historical periods.

13. The study field of history may be included into various interdisciplinary study programmes. The versatile knowledge and skills awarded in the course of studies in the field of history are useful for studies of other humanities or social sciences, thus, various interdisciplinary study programmes that integrate the fields of the groups of humanities and social sciences may be developed.

14. History is important for formation of person's values, public spirit and identity. The studies of the first and second cycle in the field of history may often serve as a ground for further studies. History may be studied in order to obtain general education in humanities, without linking the future career with history, its teaching or researches.

15. The finished studies in the field of history grant a possibility to pursue career in various areas: public and private sector (education, studies and science, culture, historical memory and heritage preservation (archives, museums, libraries), tourism (guides), foreign and internal policy, journalism, communication institutions. The graduates of history may also work as experts in the committees that are researching and identifying historical events and that are taking care about preservation and representation of the historical memory. At the completion of the study programme of the second cycle in the field of history, the persons may continue studies of the third cycle in Lithuania and abroad.

CHAPTER III GENERAL AND SPECIAL LEARNING OUTCOMES

16. The learning outcomes of the first cycle of studies in the field of history:

16.1. knowledge and its application. The person:

16.1.1. has general knowledge about past and historical development of humanity; demonstrates critical and constructive perception of the past;

16.1.2. has knowledge and contextual understanding about various information tools (databases, e-data, etc.);

16.1.3. is familiar with the most important methods of historical researches, historiographical schools, knows the terms of the science of history and the phenomena that they described, and is able to use it in practice;

16.2. general research skills. The person:

16.2.1. is able to collect information from various databases and sources, to systemise, classify and assess it critically;

16.2.2. is able to understand research trends of different historical branches (political, social and economic, local, gender, etc.) and their results;

16.2.3. applies knowledge and theoretical insights of other social sciences and humanities to analyse the historical events, phenomena and processes;

16.3. general social and personal abilities. The person:

16.3.1. is able to work in team, to assume responsibility for own activity area, its assessment, and to act in compliance with the professional ethics and public spirit;

16.3.2. is able to work in multicultural and interdisciplinary environment;

16.3.3. is able to adapt the acquired knowledge for development of the society's historical memory;

16.3.4. is able to study independently, to define the learning goals, to solve the problems, to plan time, and to determine the priorities;

16.3.5. is able to evaluate critically own activities, to foresee and adjust to the changes, and understands the importance of lifelong learning;

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

16.4. special abilities. The person:

16.4.1. is able to explain political, social, economic and cultural processes of the world and Lithuanian history according to the geographical and chronological perspective;

16.4.2. is able to understand general principles of the historical didactics and historical policy;

16.4.3. is able to collect information from historiographical and historical sources, to assess, systemise and classify it critically;

16.4.4. is able to interpret historical events and processes and to apply the main methodological principles of history;

16.4.5. is able to create coherent oral and written story on the historical topic and to convey it;

16.4.6. knows at least one foreign language, is able to read historical sources and to convey the historical narrative in that language;

16.4.7. is able to determine the value of objects and phenomena of historical and cultural heritage.

17. The learning outcomes of the second cycle of studies in the field of history:

17.1. knowledge and its application. The person:

17.1.1. understands the processes, phenomena and events of the world and Lithuanian history, is able to participate in the scientific and public debates on these issues;

17.1.2. knows various theoretical and methodological approaches to historical researches and is able to apply them in scientific and practical work;

17.2. general research skills. The person:

17.2.1. having assessed the current research situation, is able to formulate independently the scientific problem, to solve it on the basis of analysis of empirical data and academic literature, and to make analytical conclusions;

17.2.2. knows the management principles of scientific researches and events, has general skills needed to prepare the projects of scientific researches and for dissemination of their results;

17.3. general social and personal abilities. The person:

17.3.1. is able to organise team work, to participate actively and constructively in the activities of research groups and to solve interdisciplinary problems when the work conditions are changing;

17.3.2. is able to collect and systemise miscellaneous information and to use it for academic and public needs;

17.3.3. is able to plan independently the process of research and work, to continue learning independently, and to solve the arising problems creatively;

17.4. special abilities. The person:

17.4.1. has comprehensive understanding about certain historical period or topic, the needed research methodology, understands historiographical approaches and is able to apply them;

17.4.2. is able to create an academic written or oral narrative based on the historical researches and sources and to present it publicly to the academic community and general society;

17.4.3. is able to use the information databases and sources needed for historical researches, while conducting scientific researches, practical professional and public, cultural activities;

17.4.4. is able to find, assess critically and interpret multilingual historical sources, historiography reconstructing past events, phenomena and processes within their political and sociocultural context;

17.4.5. is able to integrate the data of other scientific branches into the historical researches and to use the variety of these methods.

CHAPTER IV TEACHING, LEARNING AND ASSESSMENT

18. Teaching has to be based on fundamental historical knowledge and the latest achievements of the science of history. The study methods have to expand conceptual understanding of history, be adequate to the possibility to convey the results of the expansion of the science of history, to grant knowledge and skills necessary to achieve the goals of the study programme, and to increase the professional competence. The teacher has to understand not only the taught subject, but also the relations with other fields of studies and science (political sciences, sociology, economics, philosophy, etc.), and to make use of the possibilities granted by these relations. Teaching has to be based on continuous integration of the latest scientific achievements into the study process.

19. The study methods and forms have to motivate the students and to help them to plan their time rationally and to use the material resources (computer equipment, libraries, archives, museums, etc.).

20. Not only the traditional study methods (lectures, seminars, workshops, practical training, consultations, presentation of projects and written works), but also distant or mixed studies may be applied.

21. Two groups of study methods applicable in the study programs in the field of history are distinguished:

21.1. presenting methods when the information is conveyed to the students. The most ordinary teaching form in the higher education institution is lecture (the information is conveyed orally), when the oral information is supplemented by various audio and video materials (video records, teaching films, illustrations, tangible exhibits, etc.). The methods of presentation, analytical, historical comparative, problematical, conceptual, paradigmatic and other methods are applied during the lectures;

21.2. active work methods when the information is adjusted to the task that needs active participation of the student (independent reading of texts in Lithuanian and in foreign languages, preparation for discussion that demands for answering to the questions and formulation of questions and problems).

22. The same teaching and learning methods may be applied in different cycles of studies; however, the complexity of tasks and independent input of the student must differ. It is suggested to favour active methods of studies in both stages of the studies.

23. The study methods of the second cycle in the field of history are intended to deepen or expand the knowledge and skills acquired in the first cycle. The historiographical analysis has to be predominant in the information presented in the lectures, and the student has to be oriented to the problem analysis and discussions in the course of seminars and practical training.

24. The study methods have to be in conformity with the concept of lifelong learning. The didactical system has to focus the studies onto the student's ability to learn, to self-educate, and to apply the most relevant historical information.

25. Practical training (archaeological, regional studies, archival, in museums, educational institutions, etc.) is an important component of the study programme in the field of history. It has to be directed to efficient achievement of the learning outcomes. The students' teaching, preparation of the tasks, and evaluation of the reports is a constituent of this process. The practical training enables to disclose the special and general abilities of the students and help to foresee career perspectives.

26. The harmony between teaching and learning has to ensure preparation of qualified specialists of history, who are able to adjust to the changing needs of labour market. The studies have to provide a possibility to develop the relation between theory and practice, to ensure spread of good practice (the students are analysing and presenting publicly the prepared projects (written works in conferences and workshops). The students have to be introduced to the professional expectations and achievements of the historians. The professionals in certain fields, stakeholders, and foreign teachers may be invited to lectures. Supervisors of practical training may also share their professional experience.

27. The assessment system and procedure of learning outcomes have to be based on the following main principles:

27.1. validity – the assessment has to measure the level of achieved learning outcomes;

27.2. impartiality – the assessment results have to be objective and they cannot depend on the changed assessor; the assessment methods have to be the same for all the assessed persons;

27.3. clarity – the assessment system has to be informative, understandable for assessing and assessed persons;

27.4. usefulness – the assessment has to be perceived positively by the assessed persons and to contribute to implementation of the goals of the study programme and achievement of the learning outcomes.

28. The learning outcomes shall be assessed according to the procedure of assessment of students' achievements approved and published by the higher education institution.

29. In order to assess the students' achievements, the cumulative evaluation (the learning outcomes are assessed through interim examinations), collegial evaluation (the students are examined by a competent committee of the specialists of history – scientists, professional practitioners, representatives of other stakeholders), diagnostic evaluation (performed in order to learn the student's achievements and progress after certain topic or part of the course) and other methods may be used.

30. The assessment has to be based on various methods enabling observation of the students' achievements and assessment of the students' theoretical knowledge and practical skills. Possible assessment methods: written and oral examination, oral individual or group survey, test, colloquium, final work and its defence, report on practical training and its defence, etc. The obtained knowledge and skills to systemise and interpret the empirical material (available in libraries, archives and museums) and to carry out historical research have to be assessed. The assessment of students' creative abilities (analysis, synthesis, comparison, critical, creative narrative, etc.) is also important.

31. The students have to receive timely appropriate feedback about their works. Evaluation of the performed works and learning outcomes has to be supplemented with constructive comments and based on clear assessment criteria. The defence procedure of the final works shall be established in accordance with the legal acts of the higher education institution.

CHAPTER V

REQUIREMENTS FOR IMPLEMENTATION OF STUDY PROGRAMMES

32. The foundation of successful implementation of the study programmes is qualified teachers, who are able to convey the professional knowledge to the students and to train their skills necessary for the future profession of historian. The teachers' competence is assessed according to their scientific and pedagogical experience: participation in scientific researches, scientific

programmes, application of innovative teaching methods, recognition in professional, scientific communities, ability to communicate in foreign languages, participation in qualification improvement programmes, conferences, scientific seminars and internships, and ability to spread scientific information in society. The teachers have to contribute to development of the study programmes with regard to the changing study process and methods, scientific novelties or wishes of the students.

33. Requirements for teachers of the study programmes of the first and second cycles in the field of history:

33.1. the persons, who have at least master's degree or equivalent higher education qualification may teach in the study programmes of the first cycle in the field of history; at least half of the subjects in the study field have to be taught by professors, associate professors and/or university teachers, who have doctoral degree;

33.2. the persons, who have at least doctoral degree or equivalent higher education qualification attributed to the same field as the taught subject may teach theoretical subjects (modules) in the study programmes of the second cycle in the field of history.

34. The proportion of compulsory and optional subject shall be determined according to the requirements of the study programmes. The possibilities have to be created for the students to choose the subjects according to their interests. The higher education institution may create possibilities for the students to study according to individual curriculum and to choose minor studies in addition to the major study programme.

35. The volume of contact work (lectures, seminars, consultations, workshops, practical training) in the study programmes of the first cycle in the field of history has to amount to at least 30 percent of the study programme's volume, while in case of the studies of the second cycle, it has to be at least 20 percent of the study programme's volume.

36. The independent work of the student in the study programmes of the first cycle in the field of history has to amount to at least 30 percent of the volume of each subject.

37. The studies of history of all the cycles end in the final work (project) and its public defence.

38. The assessment commission of the final work (project) shall be formed in accordance with the requirements of particular cycle of studies established by higher education institutions. The assessment commission of the final work (project) shall be formed from competent specialists of the field of history – university teachers, scientists and other researchers, and representatives of stakeholders. At least two thirds of the commission's members must have doctoral degree in history. In case of the studies of the second cycle, at least one member of the commission has to be from another scientific and/or higher education institution.

39. The practical training provided in the study programme of the field of history shall be organised in accordance with the procedure prepared by the higher education institution for organisation of professional practical training. It has to define the goals of practical training, particular tasks, system of achievements' assessment, support to the student in the course of practical training, and the criteria that help to establish and assess the skills of appropriate level acquired by the student.

40. The higher education institution may offer a list of probable practical training places, with whom the cooperation contracts have been concluded. The student may find a place for practical training himself/herself, having coordinated this with the higher education institution. 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.

41. A supervisor of practical training, who has to be an experienced professional, has to be assigned to the student in the place of practical training. In order to assure a possibility of practical training, the higher education institutions or their units conducting the study programmes in the field of history may enter into cooperation contracts with the institutions that are conducting historical researches, compiling or classifying historical sources (for example, national archives, museums, scientific research institutes, etc.). The working student may perform practical training

according to individual practical training programme in his/her place of work if it conforms to the field of studies. The total volume of practical training in the study programmes of the first cycle in the field of history has to be at least 15 credits. In case of the studies of the second cycle, the applied and/or scientific practical training is recommended.

42. The higher education institutions have to provide academic support to the students in various forms: announcing the information, publishing methodical aids, preparing introductory lectures or introductory study weeks, through surveys – assessment of feedback, when the conditions are created for studies to the persons with disabilities or working persons, the conditions to study according to individual curricula are created, psychological aid is provided, the possibilities of future career are introduced, etc.

43. The higher education institution conducting the study programme in the field of history must have the necessary material and information resources. In order to ensure implementation of the study programme, the following material resources are needed:

43.1. the number of places in the lecture halls has to be such that it would be possible to read lectures to full-time students during the work day; part of the lecture halls have to be adjusted to the group work of students in seminars or workshops, in order to develop skills of organisation of team work in small groups (5-7 persons) and communication skills; the lecture halls have to satisfy the requirements of hygiene and work safety, to have modern audio and video equipment and demonstration aids. The lecture halls have to be adapted for students with special needs;

43.2. the number of literature in the libraries has to assure qualitative studies; there should be the necessary literature and textbooks, scientific monographies, scientific journals, dictionaries, encyclopaedia, electronic databases, teaching aids, other teaching literature or summaries of lectures; as well as computers and appropriate software (literature catalogues, search engines, connection to databases of national libraries, Internet connection) needed to study the subjects provided in the study programme.
