

APPROVED BY

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DESCRIPTOR OF THE STUDY FIELD OF PHILOSOPHY

CHAPTER I

GENERAL PROVISIONS

1. The Descriptor of the study field of Philosophy (hereinafter referred to as the “Descriptor”) shall govern the special requirements applied to the study programmes of the study field of Philosophy. The Descriptor shall provide general guidelines assisting to better express the learning outcomes pertaining to the study field of Philosophy; however, it is not a specification of the contents of a study programme or study subjects.

2. The Descriptor has been prepared in accordance with the Law on Higher Education and Research of the Republic of Lithuania, taking into account Resolution No 535 of the Government of the Republic of Lithuania of 4 May 2010 “On the Approval of the Descriptor of the Lithuanian Qualifications Framework”, Order No V-2212 of the Minister of Education and Science of the Republic of Lithuania of 21 November 2011 “On the Approval of the Descriptor of Study Cycles”, Order No V-501 of the Minister of Education and Science of the Republic of Lithuania of 9 April 2010 “On the Approval of the Descriptor of General Requirements for the Degree-Awarding First Cycle and Integrated Study Programmes”, Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010 “On the Approval of the Descriptor of General Requirements for Master’s Study Programmes”, Order No V-2463 of the Minister of Education and Science of the Republic of Lithuania of 15 December 2011 “On the Approval of Recommendations for Developing the Descriptor of a Study Field or Study Fields”, and recommendations contained in qualification descriptors of Project *SQF HUMART (Tuning Project, 2012)* funded by the European Commission.

3. The Descriptor shall be applied to the first and second cycle university study programmes of the study field of Philosophy. Study programmes of the study field of Philosophy may be carried out only as university studies. These studies may be organised on a full-time and part-time basis. When implementing studies in different forms, their structure, scope, curriculum and learning outcomes shall not differ.

4. The study field of Philosophy shall include the study area of humanities. The study field of Philosophy shall consist of the following branches: History of philosophy, Modern philosophy, Practical philosophy, Social philosophy, Philosophy of science, Philosophy of culture.

5. This Description aims to:

5.1. Assist higher education institutions in developing, implementing, updating and assessing the study programmes of the study field of Philosophy, inform the academic community (especially programme developers and implementers) about the most important elements of the curriculum of study programmes of the study field of Philosophy and encourage their improvement;

5.2. Inform students, social partners of higher education institutions, other stakeholders (teachers, students and their parents, potential employers, etc.) about the education provided by the study field of Philosophy and acquired knowledge and skills;

5.3. Give guidelines to experts who assess the study programmes of the study field of Philosophy;

5.4. Encourage higher education institutions to ensure a high quality of the studies of Philosophy study field, assuming responsibility for the outcomes of the study programmes of this field and qualifications provided.

6. General enrolment requirements to the study programmes of Philosophy study field shall be:

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

6.2. Persons with a university Bachelor's degree of any study field and meeting the requirements established by the higher education institution shall be enrolled to the study programmes of the second cycle studies in an enrolment contest.

7. The aim of the first cycle studies of Philosophy study field shall be to develop professionals of Philosophy with a broad humanities profile who are able to occupy workplaces where an employee is required to show broad general education, theoretical and analytical thinking skills allowing him/her to independently and competently deal with the tasks emerging in various intellectual and practical activities.

8. Requirements applied to the study programmes of the first cycle studies shall be:

8.1. Study subjects of Philosophy field shall be given at least 165 credits;

8.2. General subjects of university studies shall be given at least 15 credits;

8.3. The subjects established by the higher education institution and elected by the student, designed for acquiring a deeper specialisation of the study field of Philosophy or modules or subjects of another field, or general university study subjects, practical training, as well as the student's free elective study subjects, may be dedicated a maximum of 60 credits, of them 15 credits shall be dedicated to the forms of practical training;

8.4. The study programme shall be completed with the assessment of a graduate's competence in the final thesis defence, for which at least 12 credits shall be dedicated.

9. Minor studies of other study field (branch) specified by the higher education institution may be elected during the studies of the study programme of the first cycle studies of Philosophy, together with the main studies of the study field of Philosophy.

10. When studying the programmes of other fields (branches) of the first cycle studies, the studies of Philosophy field may be elected as a minor field in the procedure established by a higher education institution implementing the study programmes of Philosophy field of both study cycles. When studying the programmes of other fields (branches) of the first cycle studies in a higher education institution, where none of the programmes of both study cycles of Philosophy field are implemented, the studies of Philosophy may not be elected as a minor field of studies of Philosophy.

11. The aim of the second cycle studies of the study field of Philosophy shall be to prepare highly qualified specialists of Philosophy, ready to continue their doctoral studies and carry out scientific research and analytical work in higher education and research, public and private institutions and agencies that require broad general education, deep theoretical preparation and analytical thinking skills allowing to independently formulate and creatively solve theoretical and practical tasks of philosophy, culture, politics, and social tasks.

12. Requirements applied to the study programmes of the second cycle studies shall be:

12.1. Study subjects of Philosophy field, which in terms of curriculum, must be of qualitatively higher problematic level or innovative scientific level than their underlying study subjects of the first cycle Philosophy studies, shall be given at least 60 credits;

12.2. The preparation and defence of the student's final thesis shall be given at least 30 credits;

12.3. A maximum of 30 credits shall be given to study subjects established by the higher education institution and elected by a student, depending on the study programme, designed to prepare for doctoral studies (research work), practical training (professional practical training) or subjects (modules) of other fields, when implementing a programme, whose aims are related to interdisciplinary studies, as well as for student's freely elective subjects, necessary to achieve the aims of the programme.

13. After completing the study programme of the first cycle studies of Philosophy field, a Bachelor's degree shall be granted, which corresponds to the sixth level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning, as well as the first cycle of the Framework for Qualifications of the European Higher Education Area, whereas after completing the study programme of the second cycle studies of Philosophy field, a Master's degree shall be granted, which corresponds to the seventh level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning, as well as the second cycle of the Framework for Qualifications of the European Higher Education Area.

CHAPTER II

CONCEPT AND SCOPE OF THE STUDY FIELD

14. Philosophy seeks to understand and critically analyse ideas about the nature of reality, knowledge and the principles of behaviour and action, and to find the basis for one's self-understanding, understanding of the world and one's place in it. Philosophy is a universal field of research. It is characterised by openness to other research fields, manifested in its ability to conceptually integrate different areas of research fields using its prevailing theoretical and methodological approaches and making their cultivated practices a subject of universalising philosophical reflection.

15. Philosophy as an object of studies shall include a number of different, often conflicting theoretical and practical ways to understand the world and a human's place in it. Its conceptual field nucleus is comprised of terms, which describe the fundamental and always problematic characteristics of essence, its cognition and human behaviour and activities: being, essence, existence, experience, reason, common sense, truth, law, goodness, justice, equality, freedom and so on. Its concepts shall be derivatives of the reflection of both historically changing and ever-expanding field of human experience and its evolving new knowledge and fields of activities.

16. Study programmes of Philosophy study field shall include the studies of fundamental problems of Philosophy and the history of Philosophy, as well as philosophical research of specific human activities (such as language, science, politics, education, religion, arts, technology). The following Philosophy measures shall be applied in the Philosophy study process for solving problems: raising questions, investigating ideas and creating their critical constructions, formulating and actualising distinctions, introducing new vocabulary, critically analysing and reinterpreting the most important texts of the history of Philosophy, considering the fundamental issues of the history of Philosophy through formal and informal logic methods, constructing arguments and assessing their feasibility, performing thought experiments or deriving evidence.

17. The necessary part of the study programme of Philosophy shall be Philosophy of special natural, the humanities and social science fields, where some of the practices of these sciences shall be reflected, and theoretical and methodological problems of their development shall be analysed.

18. Study programmes of the study field of Philosophy shall cover such classical philosophical disciplines as Ontology, Epistemology and Practical philosophy. These programmes shall provide the necessary minimum of fundamental knowledge of the history of Philosophy.

19. A Bachelor in Philosophy, having completed the required supplementary studies, shall be prepared to pursue Master's and doctoral studies in various humanities and social sciences, as well as ready to pursue a professional career in various research and practical activities, where universal erudition, conceptualism and the ability to self-analyse, critically assess and synthetically summarise the current knowledge and information is essential.

20. A Master in Philosophy shall be ready to continue his/her doctoral studies and engage in research and analytical work in science and higher education and other institutions.

CHAPTER III

GENERAL AND SPECIAL LEARNING OUTCOMES

21. Upon completion of the first cycle study programme of Philosophy study field, the following learning outcomes should be achieved:

21.1. Knowledge, its understanding and application:

21.1.1. Knowledge and ability to describe the most important classical and contemporary philosophies, their origins, assumptions, and peculiarities of reasoning and argumentation;

21.1.2. Knowledge and ability to define and correctly use the basic concepts of Philosophy;

21.1.3. Knowledge and ability to apply the most important and effective philosophical research methodologies.

21.2. Research skills:

21.2.1. Ability to independently carry out research, to apply philosophical methods and to interpret the results of the research, based on a broader context of disciplines of the humanities and social sciences;

21.2.2. Ability to analyse, interpret and assess scientific, cultural and social phenomena and problems in philosophical aspects.

21.3. Special abilities:

21.3.1. Ability to think consistently, logically and critically, to formulate thoughts precisely, and to discuss problems relevant to Philosophy;

21.3.2. Ability to rationally reconstruct classical philosophy theories, to indicate their assumptions and limitations, to understand the impact of these theories on contemporary thinking;

21.3.3. Ability to understand and deal with the relationship and interaction of Philosophy and other sciences, as well as the importance of Philosophy on culture and social life;

21.3.4. Ability to independently formulate and creatively solve current theoretical and practical issues of philosophy, politics and social problems;

21.3.5. Knowledge of the basics of classical (Ancient Greek and Latin) languages, ability to write academic texts in at least one modern foreign language.

21.4. Social abilities:

21.4.1. Ability to apply the knowledge of History of Philosophy (from the most important historical periods and belonging schools, authors and works) in scientific, pedagogical and social activities;

21.4.2. Ability to think creatively and critically, to express ideas suggestively and fluently and to justify them in oral and written forms;

21.4.3. Ability to generate new ideas and apply them in solving relevant social, political and ethical issues.

21.5. Personal abilities:

21.5.1. Ability to think consistently, logically and critically, to formulate and solve philosophy related problems, to develop broad erudition and creative thinking;

21.5.2. Ability to interpret texts, to take decisions, to deepen knowledge independently and to constantly improve professional skills;

21.5.3. Ability to make effective use of national and international sources of information, the latest technologies and academic databases;

21.5.4. Understanding of the moral responsibility for the impact of activity and its results on social, economic and cultural development, welfare and the environment.

22. Upon completion of the second cycle study programme of Philosophy study field, the following learning outcomes should be achieved:

22.1. Knowledge, its understanding and application:

22.1.1. Knowledge and ability to apply the most relevant philosophical and social theories of these days;

22.1.2. Knowledge of the contradictions of the main paradigms of modern philosophy and ability to analyse them on the basis of different methodological perspectives.

22.2. Research skills:

22.2.1. Ability to carry out an appropriate analysis and interpretation of humanitarian and social texts;

22.2.2. Ability to identify and systematise information, to present its comprehensive critical written or oral analysis and assessment;

22.2.3. Ability to plan and conduct interdisciplinary and transdisciplinary research;

22.2.4. Ability to independently conduct research, to write academic texts and to prepare for doctoral studies.

22.3. Special abilities:

22.3.1. Ability to analyse contemporary cultural and social processes, to interpret them within a more general theoretical and historical context of philosophical reflection;

22.3.2. Ability to examine assumptions and specificity of contemporary humanitarian, social and natural sciences;

22.3.3. Ability to philosophically analyse and summarise the modern cultural trends and interpret works of art;

22.3.4. Ability to deal with ethical issues of contemporary society in an integrated manner.

22.4. Social abilities:

22.4.1. Ability to follow the rules of deliberate and active citizenship and to practically apply skills and abilities of constructive social communication and cohesive cooperation with other members of society in all life situations;

22.4.2. Ability to lead a group of persons, who have to take collective conceptual solutions;

22.4.3. Ability to clearly and in a reasoned manner convey the summarised information to professionals and other persons and to critically assess it.

22.5. Personal abilities:

22.5.1. Ability to formulate a written and oral philosophical position in a reasoned manner;

22.5.2. Ability to reflect on and critically evaluate one's own profession and its challenges and continually nurture and develop one's own professional skills;

22.5.3. Ability to adopt innovative solutions, assessing the potential societal and ethical consequences of activities; Ability to act with understanding of the moral responsibility for the impact of activity and its results on social, economic and cultural development, welfare and the environment.

CHAPTER IV

TEACHING, LEARNING AND ASSESSMENT

23. Consistency of teaching, learning and assessment principles and methods shall help creating an interactive, creativity stimulating cooperation and mutual assistance environment during studies, provide with the knowledge and skills necessary to achieve the programme aims.

24. The study programme of Philosophy shall follow the principle of inseparability of social ideals and social activities. It is necessary to emphasise in the study process teaching methods enabling to autonomously and authentically perceive, interpret and assess the facts of social life; teaching methods that encourage reflection and choice of alternative, independent public and private activities shall be recommended. A modern lecture shall be subject to elements of problem analysis, design of theoretical hypotheses and logical options, mental experiment, paradigm thinking and hypertext.

25. Traditional study forms (lectures, seminars, debate, discussions, disputes, text analysis, written papers) and interactive teaching methods (simulation and analysis of situations, project activities, social and simulation actions, debate, conflict analysis and solutions, online environment for teaching) shall be applied for teaching and learning.

26. Teaching and learning activities shall be planned by coordinating the proportions of compulsory and independent studies, providing the scope of written works and research projects, projecting the options of personal consultations, group work, self-assessment and peer assessment, as well as virtual space utilisation.

27. Study process shall promote democratic and open student's communication and interactive thinking.

28. The assessment shall be based on different methods allowing to monitor the students' achievements, while assessing the student's theoretical knowledge and practical skills. Assessment methods may include written and oral examination, an individual or group oral interview, colloquium, test, written analysis and interpretation of texts, scientific essay, abstract, project and scientific research activities, public defence of works.

29. Appropriately organised and designed teaching and learning methods shall be consistent with the aims and methods of assessment promoting students' independence and responsibility: peer assessment and self-assessment of students' written papers, collective and group discussions and reviews of written papers, collective and group text analysis and interpretation.

30. The assessment system of learning outcomes shall be such that it would be possible to observe and monitor the study progress and intended outcomes, to timely detect changes in the study process, to maintain feedback, as well as to timely create the assumptions for changes in study programmes. The assessment shall be determined by the requirements applied to study programmes:

31. Learning outcomes shall be assessed using the following criteria:

31.1. The integrity criterion allows assessing whether a student is able to:

31.1.1. Analyse the issues of philosophy, culture, morality and social problems, based on concepts and values of different theories of philosophy;

31.1.2. Understand the concept of modern civilizations and cultures, is able to use the main concepts describing civilization and culture;

31.1.3. Analyse social problems, based on the knowledge acquired when studying various humanitarian and social sciences;

31.1.4. Analyse historically (chronologically) and problematically the phenomena of subsistence, cognition and the society.

31.2. The criterion of critical and creative thinking allows assessing whether a student is able to:

31.2.1. Analyse, synthesise, search for logical interfaces, and perform other operations of critical thinking;

31.2.2. Properly formulate problematic issues;

31.2.3. Formulate clear and precise statements;

31.2.4. Understand the phenomenon from different perspectives;

31.2.5. Predict problem-solving options;

31.2.6. Discern and formulate associations, analogies, metaphors and other interrelations;

31.2.7. Illustrate statements with appropriate examples.

31.3. The individuality criterion allows to assess whether a student has the ability to:

31.3.1. Self-analyse social life problems and their possible solutions, search for positive measures and methods to solve these problems;

31.3.2. Consider and select ways of alternative, independent public and personal activities;

31.3.3. Follow the rule of coherence and unity of attitudes, words and actions.

31.4. The meaningfulness criterion allows assessing whether a student has the ability to:

31.4.1. Develop the need for continuous improvement;

31.4.2. Be open to the change of reality, evaluate its nature and direction and make responsible choices;

31.4.3. Reflect on his/her attitudes and modes of action;

31.4.4. Prove his/her opinion in a reasoned manner;

31.4.5. Take responsibility for his/her decisions and the consequences of his/her actions.

CHAPTER V

REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

32. Successful implementation of the study programme of Philosophy shall be based on:

32.1. Qualified teachers, who are able to convey students subject knowledge and develop the skills necessary for their future professional activities;

32.2. Appropriate curriculum of the study programme;

32.3. Sufficient material and methodological base.

33. Requirements for teachers:

33.1. Teachers' competence shall be assessed according to their scientific and pedagogical experience: level of scientific researches, efficiency of pedagogical work, participation in scientific events, science popularisation activities, language skills, the ability to advise students on their study and career plans and other criteria;

33.2. Persons holding a degree not lower than Master's degree or an equivalent qualification acquired in a higher education institution that corresponds to the same science field of a taught study subject may teach in all programmes of study cycles;

33.3. In the study programmes of the first cycle studies, at least 70 (seventy) percent of study field subjects shall be taught by persons who have a doctoral degree, at least 60 (sixty) percent of them shall carry out scientific work, the problematics of which correspond to their taught subjects in the field of Philosophy science.

33.4. In the study programmes of the second cycle studies, at least 90 (ninety) percent of all teachers of study field subjects shall have a doctoral degree, carry out scientific work, the problematics of which correspond to their taught subjects. At least 20 (twenty) percent of the scope of study field subjects in the second cycle study programmes shall be taught by teachers holding professor's position, carrying out scientific work in the field of Philosophy;

33.5. The final thesis supervisor in the first cycle studies shall hold a doctoral degree;

33.6. The final thesis supervisor in the second cycle studies shall hold a doctoral degree and carry out scientific work in the field of Philosophy;

33.7. Supervisors of practical training in a higher education institution shall hold a doctoral degree.

34. Requirements for the curriculum of study programmes shall be:

34.1. The curriculum of study programmes shall be based on existing scientific and educational potential in a higher education institution and ensure adequate study quality standards with regard to modern philosophy science multidisciplinary, flexibility and mobility of studies;

34.2. A higher education institution shall create opportunities, besides the main first cycle studies, to engage in the minor field (branch) studies. These studies may also be implemented as the

second cycle studies. The ratio of subjects of the study field of Philosophy and minor field (branch) subjects shall be determined on the basis of general requirements applied to study programmes;

34.3. In their studies, students shall have availability to choose subjects according to their interests. The ratio of compulsory and elective subjects shall be determined on the basis of general requirements applied to study programmes;

34.4. A higher education institution shall enable the graduate students of all study cycles to study according to an individual study plan;

34.5. A higher education institution shall enable the students' mobility both at national and international level. The ratio of subjects studied at other higher education institutions and the procedure of their recognition shall be determined on the basis of general requirements applied to study programmes;

34.6. Different forms of practical training may be provided for in all study cycles organised in the procedure for practical training organisation established by the higher education institution, which shall define the aims of practical training, specific practical training tasks, learning outcomes and the system for the assessment of learning outcomes, support for students during practical training, as well as the criteria used to recognise and assess the level of skills acquired by a student during practical training;

34.7. Curriculum of the study programmes shall be constantly updated to reflect the state of contemporary Philosophy science and the developments of the study process;

34.8. All study cycles shall be completed with the final thesis. The Final Thesis Assessment Commission shall be formed following the requirements set by the higher education institution for a certain study cycle. The Final Thesis Assessment Commission shall be composed of competent study field specialists – lecturers, scientists and researchers, as well as representatives of social partners. At least two thirds of the members of the Commission shall have a doctoral degree in the study field of Philosophy. The Commission of the second cycle studies shall include at least one member of other academic and/or research institutions.

35. A higher education institution shall have sufficient academic and operating personnel, as well as material and information resources:

35.1. Auditoriums shall meet hygiene and work safety requirements; they shall be equipped with modern audio and video equipment, as well as demonstration tools;

35.2. Auditoriums shall be adapted to students with special needs;

35.3. Libraries and/or reading rooms shall be equipped with a sufficient number of computer workstations with appropriate software, which comprises standard communication, text and graphics packages. Workplaces shall provide access to relevant information resources: literature specified in the descriptors of study programmes, national and international electronic databases, bibliographic catalogues, search engines, larger library information databases, etc.;

35.4. Higher education institutions shall provide students with academic, methodological and other support in various forms: publish informational and methodical publications, organise introductory lectures or introductory study weeks, filling in questionnaires, ensure feedback, allow

to study the disabled and workers, to provide psychological and health assistance, introduce to future career opportunities, etc.;

35.5. Information related to studies, i.e. study plans, descriptors of study subjects, schedules and other relevant material, shall be easily accessible to students, as well as to programme implementing and operating staff.

CHAPTER VI

DESCRIPTION OF LEVELS OF ACHIEVED LEARNING OUTCOMES

36. The levels of learning outcomes achieved by the students of the study field of Philosophy during the first cycle studies shall be:

36.1. Threshold achievement level:

36.1.1. Basic knowledge of peculiarities of the philosophical approach, evolution of Philosophy and the main philosophical periods;

36.1.2. Basic knowledge of the main works of the great philosophers and expressed theories, ideas and concepts;

36.1.3. Basic knowledge of the main ontology, epistemology, logic and aesthetic theories and their issues;

36.1.4. Basic knowledge of the main ethical, political, social and science philosophy theories and their issues;

36.1.5. Assimilation of principles of scientific work, philosophical debate and philosophical reasoning, ability to use the terminology of Philosophy;

36.1.6. Perception of the importance of based reasoning and logic, attempts to justify one's own view during debate;

36.1.7. Satisfactory skills of self-work, its rational planning, raising of new aims and aspirations;

36.1.8. Satisfactory skills of work with audience and participation in public and scientific debate.

36.2. Standard achievement level:

36.2.1. Clear understanding of peculiarities of the philosophical approach, evolution of Philosophy and the main philosophical periods;

36.2.2. Clear understanding of the main works of the great philosophers and expressed theories, ideas and concepts;

36.2.3. Clear understanding of the main ontology, epistemology, logic and aesthetic theories and their issues;

36.2.4. Clear understanding of the main ethical, political, social and science philosophy theories and their issues;

36.2.5. Ability to perform scientific work with the support of a supervisor and to take part in philosophical debate;

36.2.6. Awareness of reasoned argumentation and logic, the importance of the need to express more general conclusions and generalisations, personal opinion expressed during debate;

36.2.7. Ability to work independently and in groups, to rationally plan one's own work, to set new goals and to consistently pursue them;

36.2.8. Ability to work with audience and participate in public and scientific debate.

36.3. Excellent achievement level:

36.3.1. Systematic knowledge of peculiarities of the philosophical approach, evolution of Philosophy, the main philosophical periods and their interfaces, as well as peculiarities of the evolution of those periods;

36.3.2. Systematic knowledge of the main works of the great philosophers and expressed theories, ideas and concepts, as well as knowledge of cultural contexts of those works;

36.3.3. Systematic knowledge of the main ontology, epistemology, logic and aesthetic theories, their issues and interfaces;

36.3.4. Systematic knowledge of the main ethical, political, social and scientific theories of philosophy, their issues and interfaces;

36.3.5. Clear understanding of modern philosophical problems and the diversity of philosophical approaches;

36.3.6. Ability to read and interpret on one's own the works of classical and modern philosophy;

36.3.7. Ability to conduct research, formulate scientific objectives, and express one's own view in philosophical debate;

36.3.8. Skills in self-critical, independent and group work, ability to rationally plan one's own work, to set new goals and to consistently pursue them;

36.3.9. The developed need to seek new knowledge and ability to develop and adapt them to work, as well as the need to develop philosophical and cultural horizons;

36.3.10. Ability to work creatively with the audience and participate in public scientific debate, expressing one's own view on various life phenomena;

36.3.11. A graduate of this level is recommended to continue studies in the second cycle studies, engage in scientific and academic activities and hold significant executive positions in various educational institutions.

37. The levels of learning outcomes achieved by the students of the study field of Philosophy during the second cycle studies shall be:

37.1. Standard achievement level:

37.1.1. Clear understanding of evolution of philosophical systems, change in philosophical periods, assumptions of forming the field of philosophical problems of modern times and peculiarities of evolution of that field;

37.1.2. Clear understanding of philosophical assumptions of the formation of world view and attitude to modern natural sciences and natural science cognition;

37.1.3. Clear understanding of philosophical and religious assumptions the Western civilization and other civilisation formations, philosophical approach to a human being and its place in the world;

37.1.4. Clear understanding of the relationship among philosophical and other humanitarian and social sciences field disciplines, philosophical problems of ecology;

37.1.5. Clear understanding of the evolution of the twentieth century and its peculiarities and the diversity of philosophical approaches;

37.1.6. Clear understanding of contemporary philosophical research field and its fundamental philosophical problems, their relationship with contemporary social, cultural and technological processes, philosophical aspects of the development of modern media;

37.1.7. Clear perception of the European integration processes and their philosophical assumptions and attitudes, democratic principles and values, and philosophical dimension of human rights;

37.1.8. Ability to read and interpret on one's own the works of classical and modern philosophy, to use the ideas expressed in the scientific and applied work;

37.1.9. Ability to conduct research independently, to formulate new scientific aims, to express research outcomes orally and in writing;

37.1.10. Skills of self-criticism and self-analysis, independent and group work in multilingual environment, ability to rationally plan one's own timetable, to set new goals and to consistently pursue them;

37.1.11. The developed need to seek new knowledge covering a wide range of humanitarian, social sciences field, ability to collect them, summarise and apply, as well as the need to develop philosophical and cultural horizons;

37.1.12. Ability to work creatively with the audience, to participate in public scientific, cultural and social debate, expressing one's own view on various life phenomena;

37.1.13. A graduate of this level may continue studies in the third cycle studies, engage in scientific and academic activities and hold significant executive or managerial positions in educational institutions.

37.2. Excellent achievement level:

37.2.1. Original insights based perception of evolution of philosophical systems, change in philosophical periods, assumptions of forming the field of philosophical problems of modern times and peculiarities of evolution of that field, as well as classical and non-classical philosophy traditions;

37.2.2. Systematic knowledge of philosophical assumptions of the formation of world view and attitude to modern natural sciences and natural science cognition, modern social formations, and national state creation;

37.2.3. Systematic knowledge of philosophical and religious assumptions the Western civilization and other civilisation formations, religious worldviews, philosophical approach to a human being and its place in the world;

37.2.4. Systematic knowledge of the relationship among philosophical and other humanitarian and social sciences field disciplines, philosophical problems of ecology, philosophy interdisciplinary approaches and methodologies;

37.2.5. Systematic knowledge of philosophical aspects of the twentieth century philosophy evolution, its "turns" (linguistic, hermeneutic, visual, etc.), the rise of media culture and dissemination;

37.2.6. Systematic knowledge of contemporary philosophical research field and its fundamental philosophical problems, diversity of philosophical approaches and their relationship with contemporary social and cultural processes;

37.2.7. Clear perception of the contradiction of globalization processes, the European integration processes and their philosophical assumptions and attitudes, democratic principles and values, and philosophical dimension of human rights;

37.2.8. Ability to read and interpret on one's own the works of classical and modern philosophy, to use their ideas in various aspects to justify one's own insights;

37.2.9. Ability to perceive and extract the philosophical aspects of problems addressed in various humanitarian and social sciences fields;

37.2.10. Ability to formulate and expand new philosophical insights, to define one's own philosophical interests, to express research outcomes orally and in writing and apply them in practice;

37.2.11. Skills of self-criticism and self-analysis, independent and group work in multilingual environment, ability to rationally plan one's own timetable, to set new goals and to consistently pursue them;

37.2.12. The developed need to seek new knowledge covering a wide range of humanitarian, social sciences field, ability to collect them, summarise and apply, as well as the need to develop philosophical and cultural horizons;

37.2.13. The developed sensitivity to cultural differences in ways of life;

37.2.14. Ability to work creatively with the multicultural audience, to participate in public scientific, political, cultural and social debate, expressing one's own ideas and views on various life phenomena;

37.2.15. A graduate of this level may continue studies in the third cycle studies, engage independently in scientific research and academic activities and hold managerial positions in various educational institutions.
