

OCCUPATIONAL STANDARD

Rural advisor, level 5

Rural advisor, level 5 occupational standard is the basis for preparation of curricula and training plans of the in service training based on the needs of the labour market and assessment of competence of the persons, including self-assessment and conformity assessment at awarding of occupational qualification.

Occupational (qualification) title	Level of the Estonian Qualification Framework (EstQF)
Rural advisor, level 5	5
Specialisations and titles on the occupational qualification certificate	
Specialisation	Title of the certificate
Small-scale processing of horticultural, field crops and forestry products	Advisor of small-scale processing of horticultural, field crops and forestry products, level 5
Horticulture	Advisor of horticulture, level 5
Agricultural technologies in horticultural field	Advisor of agricultural technologies in horticultural field, level 5
Horse farming	Advisor of horse farming, level 5
Small-scale processing of beverages	Advisor of small-scale processing of beverages, level 5
Fishery	Advisor of Fishery, level 5
Small-scale processing of fishery products	Advisor of small-scale processing of fishery products, level 5
Environmental protection and nature preservation	Advisor of environmental protection and nature preservation, level 5
Goat farming	Advisor of goat farming, level 5
Community development	Advisor of community development, level 5
Sheep farming	Advisor of sheep farming, level 5
Small-scale processing of meat products	Advisor of small-scale processing of meat products, level 5
Poultry farming	Advisor of poultry farming, level 5
Animal husbandry related agricultural technologies	Advisor of animal husbandry related agricultural technologies, level 5
Rural economy	Advisor of rural economy, level 5
Land improvement	Advisor of land improvement, level 5
Apiculture	Advisor of apiculture, level 5
Forestry	Advisor of forestry, level 5
Non-traditional animal husbandry	Advisor of non-traditional animal husbandry, level 5
Small-scale processing of bakery products	Advisor of small-scale processing of bakery products, level 5
Small-scale processing of dairy products	Advisor of small-scale processing of dairy products, level 5
Agricultural buildings	Advisor of agricultural buildings, level 5
Pig farming	Advisor of pig farming, level 5
Crop farming	Advisor of crop farming, level 5



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Crop farming related agricultural technologies	Advisor of crop farming related agricultural technologies, level 5
Cattle farming	Advisor of cattle farming, level 5
Aquaculture	Advisor of aquaculture, level 5

Part A

OCCUPATIONAL QUALIFICATION DESCRIPTION

A.1 Job description

There are three occupational qualification levels at the professional field of the advisor: advisor, level 5; advisor, level 6; advisor, level 7.

The main purpose of the job of the rural advisor is to advise the client about the agricultural, forestry and other rural economy area. Based on the area of specialisation, the advisor communicates the structured information to the client and supervises the client considering the needs, wishes, possibilities and restrictions of the client. The advisor follows the professional ethics of the advisors (see Annex 1). The advisor keeps track of the advising system, trends of the economical environment and their effect on Estonian rural economy.

The advisor, level 5 advises clients individually and plans and organizes his or her advising job.

A.2 Units

Advisor, level 5, the job consists of six parts. The advisor performs all units based on his or her area of specialization. Knowledge and skills related to specialisation are described in Annex 2.

A.2.1 Formulation of client relationship and analysing of client’s situation

- 1) Creation of customer relationship
- 2) Maintaining of customer relationship
- 3) Finding out the client’s wishes, needs, possibilities and restrictions
- 4) Assessment of client’s development obstacles and development opportunities
- 5) Marketing of advisory services

A.2.2 Data collection and analysis

- 1) Planning of data collection and processing
- 2) Data collection and arrangement
- 3) Data analysing
- 4) Describing of alternative solutions, preparing, analysing and justifying of calculations

A.2.3 Client counselling and supervising

- 1) Presenting of intermediate and final results of consultations
- 2) Introducing and justifying of alternative solutions
- 3) Planning of activities in cooperation with clients
- 4) Supervising of the client in implementation of the selected solution
- 5) Recommending further possible activities for the client
- 6) Introducing of possibilities and principles of joint activities

A.2.4 Participation in and designing of the job of professional networks of consultation

- 1) Participating in the job of networks
- 2) Development of cooperation between advisors

A.2.5 Planning of advisor’s own activities, assessment of quality and development of occupational capabilities

- 1) Collecting feedback
- 2) Assessment of consultation job and service provided by the advisor
- 3) Planning the advisor’s personal development plan
- 4) Performing advisor’s development plan

<p>5) Assessment the performance of advisor’s development plan</p> <p>A.2.6 Development, creation and research activities</p> <ol style="list-style-type: none">1) Development of the advisory product2) Preparation of professional reference material3) Using means of professional information and communication technology (ICT)4) Using and distributing results of research work
<p>A.3 Working environment and specific aspects of work</p> <p>The advisor’s job is mainly seasonal, diverse and relying on ample communication and human relations.</p>
<p>A.4 Tools</p> <p>The most common tools of the advisor include professional literature and databases, office equipment, transport and communications equipment, information technology hardware and software and equipment related to the field of specialisation.</p>
<p>A.5 Personal characteristics necessary for this job</p> <p>A person working as an advisor must be ethical, trustworthy, ready to communicate, able to analyse, decide, criticize and generalize, be able to perform under pressure, be independent, have ability to think economically, be emphatic, be able to listen and value people. They need to be open to new ideas, have organizational skills, be able to take responsibility, adapt and cooperate, be precise and conscientious.</p>
<p>A.6 Regulations for operating in the professional field</p> <p>Working with mobile machinery needs the right to drive according to the Traffic Act. Working with animals requires medical certificate according to the Infectious Animal Disease Control Act. Working with plant protection products and advising their use requires plant protection certificate according to the Plant Protection Act.</p>
<p>A.7 Possible job titles</p> <p>Advisor, consultant</p>
<p>A.8 Occupational training</p> <p>5. Level 5 advisors commonly have occupational higher or vocational education or they have passed the professional training, which may take place at in-service training. Important part of the preparation is experience gained with working in the area of specialisation.</p>

Part B

COMPETENCY REQUIREMENTS

<p>B.1. Structure of occupational qualification</p> <p>To obtain the occupational qualification of agricultural advisor, level 5, competencies B.2.1-B.2.22 must be certified based on one's area of specialisation. Knowledge and skills related to specialisation are described in Annex 2.</p> <p>Definitions related to the professional field are described in Annex 3.</p>

<p>B.2 Competencies</p>

<p>B.2.1 Formulation of client relationship and analysing of client's situation</p>	<p>EstQF level 5</p>
<p><u>Performance indicators:</u></p> <ol style="list-style-type: none"> 1) Achieves the client contact considering the client's needs and individuality and reaching the agreements. 2) Prepares the action plan for communicating with the target group and clients and implements it, informs clients regularly, asks for feedback and finds out further needs of the client with the aim to keep the client relations; manages the client basis considering the individuality of the clients; analysis implementation of the action plan and, if needed, corrects it. 3) Finds out client's wishes, needs, opportunities and restrictions considering client's resources, location and status of activities. 4) Assesses client's readiness for changes considering client's opportunities and restriction; differentiates problems and influencing factors hindering the client to achieve the goal; considers client's goals, wishes and opportunities in sequencing the problems. 5) Introduces different advisory services, advisory products and extension services, forecasts and risks based on the client and justifying the selection; markets the advisory services. 	
<p><u>Supporting knowledge:</u></p> <ol style="list-style-type: none"> 1) Methods of individual consultations. 	
<p><u>Method(s) of assessment:</u></p> <p>Written task, practical job, conversation, self-analysis and portfolio of learning and professional experience</p>	

<p>B.2.2 Data collection and analysis</p>	<p>EstQF level 5</p>
<p><u>Performance indicators:</u></p> <ol style="list-style-type: none"> 1) Selects collected data and methods proper for collecting, based on the data collection goals, area of activity and individuality of the client and considering the existing databases. 2) Collects data considering the selected methods (interview, observation, inquiry, document analysis, etc.) and information sources; arranges the data structure and manner of presentation. 3) Selects methods proper for analysing based on collected data, legislation and client's goal; analyses data considering the requirements, connections, restriction and risks of the related areas (including legislation, environmental considerations). 4) Describes, analyses and justifies different alternatives for achieving of the client's goals; prepares calculations and analysis summaries based on the alternatives of the solutions; analyses the feasibility and resource needs and assesses risks. 	
<p><u>Supporting knowledge:</u></p> <ol style="list-style-type: none"> 1) Analytical methods and models (including SWOT analysis); 	

2) Methods and requirement of data collection and retention.
<u>Method(s) of assessment:</u> Written task, practical job, conversation, self-analysis and portfolio of learning and professional experience

B.2.3 Client counselling and supervising	EstQF level 5
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> 1) Selects the best method for presentation of the advisory job considering the peculiarities, preferences and technical possibilities of the client; coordinates the selection of equipment with the client; prepares independently the presentation materials; presents the materials comprehensible to the client. 2) Introduces and justifies different alternatives considering the client’s possibilities, needs and restrictions with the aim to support the client at making the decision; prepares written advice; presents materials in a clear way for the client considering the client’s selections; adapts the advice of materials considering the changing situations flexibly; plans collection and use of feedback. 3) In cooperation with the client, plans the activities of the selected alternative considering the client’s needs and possibilities based on the decision made by the client and the desired outcome; 4) Advises and supervises implementation of the activities based on the decision, taking the client into account. 5) Recommends to the client possible activities (including possibilities of joint activities) or other advisors or consultants based on his or her competence and practical experience in the area. 6) Introduces possibilities and principles of joint activities relying on practical experience in Estonia and connecting these with the areas of activity of the client. 	
<u>Supporting knowledge:</u>	
<ol style="list-style-type: none"> 1) Methods for individual and group communication; 2) Presentation methods; 3) Joint activity principles; 4) Negotiation techniques. 	
<u>Method(s) of assessment:</u> Written task, practical job, conversation, self-analysis and portfolio of learning and professional experience	

B.2.4 Participation in and designing of the job of professional networks of consultation	EstQF level 5
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> 1) Prepares for discussions, making relevant preparations for participation; participates in discussion or teamwork (including complex advising job group), advisory activity professional networks connecting different area or parties considering the set goals and following the administration of the discussion. 2) Participates in the job groups of advisors based on his or her region and area of activities, presents discussion topics; finds an advisor or specialist necessary for the client based on the client’s wishes and needs. 	
<u>Supporting knowledge:</u>	
<ol style="list-style-type: none"> 1) Different networks and principles of their operation; 2) Joint activity principles. 	
<u>Method(s) of assessment:</u> Written task, practical job, conversation, self-analysis and portfolio of learning and professional experience	

experience	
B.2.5 Planning of advisor’s own activities, assessment of quality and development of occupational capabilities	EstQF level 5
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> 1) Plans collection of feedback; collects feedback about own provided advice, job-related activity and performance by interviewing and following of the clients and colleagues and using other sources and ways; takes the obtained feedback into account in further job. 2) Analyses and assesses planned activities and their performance, achievement of goals and quality of advisory job by using the collected feedback. 3) Plans one’s own development plan and training plan for acting as an advisor considering own competence, collected feedback and possibilities of economy; considers competence requirements described in the occupational standard at planning of the activities. 4) Implements the development plan considering the goals and resources and adapts the plan according to the changing conditions and client’s needs. 5) Follows and assesses one’s own development considering the set goals. 	
<u>Supporting knowledge:</u>	
<ol style="list-style-type: none"> 1) Interviewing methods; 2) Principles for preparing of the development plan; 3) Quality management principles; 4) Legislation regulating the preparation, processing and preservation of documents. 	
<u>Method(s) of assessment:</u>	
Written task, practical job, conversation, self-analysis and portfolio of learning and professional experience	

B.2.6 Development, creation and research activities	EstQF level 5
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> 1) Develops the tools and advisory products for arrangement and use of own advisory job and for using these in communication with clients, based on the client’s needs and typical situations. 2) Prepares newsletters and professional instruction for use in his or her job and communication with clients based on the client’s needs and typical situations. 3) Uses professional software by selecting the most appropriate among the existing ICT tools and considering the client's possibilities and the task. 4) Uses different sources of information about the results of scientific job by following their relevance and up-to-date conditions; uses the acquired information in further working process and forwards it to the client understandably considering the client’s possibilities and restrictions. 	
<u>Supporting knowledge:</u>	
<ol style="list-style-type: none"> 1) Organisation’s development cycles; 2) Principles of resource management. 	
<u>Method(s) of assessment:</u>	
Written task, practical job, conversation, self-analysis and portfolio of learning and professional experience	

TRANSVERSAL COMPETENCIES

B.2.7 Following the values and principles	EstQF level 5
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> 1) Follows the occupational ethics of advisors (Annex 1), general values and good manners in words 	

<p>as well as actions and draws attention to the unethical activities.</p> <p>2) Acts without prejudice and objectively considering the circumstances from all points by applying the laws, best practices and one’s own competence.</p>	
<p>Method(s) of assessment: Assessment of transversal competences is integrated within other competences of this standard.</p>	
B.2.8 Advising methods	EstQF level 5
<p>Performance indicators:</p> <p>1) Keeps track of advising methods and uses them in his or her job.</p> <p>2) Selects proper advising method for advising of the client considering the distinctiveness of client’s problems and possibilities to reach the desired outcome.</p>	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
B.2.9 Use of computer and language	EstQF level 5
<p>Performance indicators:</p> <p>1) Uses computer in daily job for self-development and preparing of advising job by being able to find necessary information from electronic databases by using most common search engines; prepares and uses web-based inquiries; uses computer in modules 3, 4, 5 clauses 1, 3, 4, 5 and 7 (see Annex 4 “Computer skill levels”).</p> <p>2) In his or her job, uses Estonian language at level C1 and at least one foreign language at level B1 (see Annex 5 “Description of language skills levels”).</p>	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
B.2.10 Communication	EstQF level 5
<p>Performance indicators:</p> <p>1) Establishes good relations with clients and colleagues.</p> <p>2) Listens to the conversation partner and presents relevant questions.</p> <p>3) Analysis own thoughts and shares them with others.</p> <p>4) Communicates successfully with people with different position, cultural background and outlook on life.</p> <p>5) Assesses adequately the conversation partner and situation.</p> <p>6) Selects relevant manner of behaviour and expression.</p> <p>7) Expresses one's attitude assuredly and unbiasedly; accepts needs of oneself and others.</p> <p>8) Responds adequately to unexpected situations.</p> <p>9) Writes clearly, comprehensively and correctly.</p> <p>10) Writes logically and in well-structured way.</p> <p>11) Avoids unnecessary slang and use of complicated language.</p> <p>12) Presents information diversely, e.g. uses drawings, formulas, models, graphs, lists, stories, examples.</p>	
<p>Method(s) of assessment: Transversal competence is assessed as integrated with other competencies in the occupational standard.</p>	
B.2.11 Presentation of information	EstQF level 5

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Performance indicators: 1) Speaks clearly, comprehensibly for the client, logically and in connection making way. 2) Presents information understandably, self-confidently and can bring out the important issues. 3) Expresses clearly one’s own opinion. 4) Formulates the presented information according to the needs and understanding ability of the target group.	
Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.	
B.2.12 Cooperation	EstQF level 5
Performance indicators: 1) Communicates constructively in different situations, takes into account the differences of outlooks and opinions and approaches these tolerantly and respectfully. 2) Listens to the cooperation partners and negotiates with them. 3) Supports other cooperation partners, notices and acknowledges their contribution. 4) Establishes himself/herself by supporting on facts and evidentiary information. 5) Adapts with the team, supports productive activities of the team, establishes team spirit. 6) Helps to achieve the consensus of different parties.	
Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.	
B.2.13 Decision making and initiating of activities	EstQF level 5
Performance indicators: 1) Initiates and starts activities; 2) Collects diverse information for making decisions. 3) Is entrepreneurial, acts self-confidently and independently. 4) Makes relevant decisions, including complicated ones and the ones containing risks and made on incomplete information.	
Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.	
B.2.14 Management and supervision of people	EstQF level 5
Performance indicators: 1) Sets clear goals for supervision of client, plans and designs supervision process. 2) Selects supervision style considering the needs and pre-requisites of the person supervised. 3) Listens to the person supervised and asks constructive questions. 4) Advises, demonstrates and encourages, inspires and supports. 5) Assesses and gives feedback. 6) Follows the person supervised, interferes timely in critical situations. 7) Involves, delegates job fairly and expediently and gives rights and authorisations to others. 8) As a manager, takes the responsibility for the activities of oneself and the team.	
Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.	
B.2.15 Analysing and interpretation	EstQF level

	5
<p>Performance indicators:</p> <ol style="list-style-type: none"> 1) Understands connections between the cause and consequence. 2) Shares information into parts, notices connections and relations. 3) Explains the connections of parts with the entirety and context. 4) Analyses numeric and verbal information. 5) Supports on facts, differentiates opinions and assumptions from evidence-based information. 6) Makes rational conclusions based on existing information and analysis. 7) Works out grounded alternative solutions. 	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
B.2.16 Use of knowledge and technologies	EstQF level 5
<p>Performance indicators:</p> <ol style="list-style-type: none"> 1) Uses area-specific knowledge, skills and experience. 2) Uses the possibilities of technology for achievement of professional goals. 3) Acquires new technologies and methods. 4) Can select and use proper technologies and methods. 5) Shares his or her knowledge and area related know-how with colleagues. 	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
B.2.17 Learning and individual development	EstQF level 5
<p>Performance indicators:</p> <ol style="list-style-type: none"> 1) He/she is open to individual development, seeks and uses learning opportunities. 2) Sets goals for individual development and develops oneself purpose fully; understands new information and tasks, connects them with previous experience and obtains new job techniques and methods. 3) Collects, systemizes and uses information necessary for individual development. 4) Learns from experience and mistakes made; assesses, analyses and corrects own activities, considering own abilities, possibilities and feedback. 5) Applies acquired knowledge and skills relevantly. 	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
B.2.18 Creativity and innovation	EstQF level 5
<p>Performance indicators:</p> <ol style="list-style-type: none"> 1) Approaches innovations openly and participates in development activities; 2) Develops new designs, products and services. 	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
B.2.19 Conceptual and strategic thinking	EstQF level 5
<p>Performance indicators:</p>	

<p>1) Creates and develops action plans, formulates and applies executable means for achievement of desired situation.</p> <p>2) Seeks reasons based on logic and can assess their validity.</p>	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
<p>B.2.20 Openness and flexibility</p>	<p>EstQF level 5</p>
<p>Performance indicators:</p> <p>1) Adapts with changing conditions, including acknowledges new ideas and development trends.</p> <p>2) Adapts his or her communication style with different situations and people.</p> <p>3) Shows respect regarding cultural and religious differences.</p> <p>4) Tolerates uncertain situations and can use positive possibilities out of these.</p>	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
<p>B.2.21 Coping with stress and drawbacks</p>	<p>EstQF level 5</p>
<p>Performance indicators:</p> <p>1) Works productively also in stressful environment.</p> <p>2) Controls own emotions and language also in complicated situations.</p> <p>3) Takes care of keeping own health and working capacity.</p> <p>4) Analysis failures and can find lesson from the errors.</p>	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	
<p>B.2.22 Entrepreneurship</p>	<p>EstQF level 5</p>
<p>Performance indicators:</p> <p>1) Believes in oneself and own capabilities, dares to take risks.</p> <p>2) Keeps track of changes in economy and activities of competitors.</p> <p>3) Plans and prioritizes resources and activities for implementation of set goals.</p> <p>4) Acts responsively, considers the economical, environmental and social influence of processes and activities and their consequences.</p>	
<p>Method(s) of assessment: Transversal competencies are assessed in an integrated manner together with assessment of other competencies presented in the occupational standard.</p>	

Part C

GENERAL INFORMATION AND ANNEXES

C.1 Information about preparing and certification of the occupational standard, the authority awarding the profession and reference to the location of the occupational standard in classifications	
1. Designation of the occupational standard in the register of occupational qualifications	11-05062014-01/8k
2. The occupational standard is compiled by:	<p><u>Work group:</u> Asso Einberg, <i>Eesti Põllumeeste Keskliit</i> Hanna Kreen, <i>Põllumajandusministeerium</i> Ülar Loolaid, <i>Eesti Konsulentide Ühing</i> Ülle Läll, <i>SA Erametsakeskus</i> Helle Persitski, <i>Maamajanduse Infokeskus</i> Leho Verk, <i>Eesti Talupidajate Keskliit</i> Andres Vinni, <i>Maaelu Edendamise Sihtasutus</i></p> <p><u>Experts:</u> Marju Aamisepp, <i>Maamajanduse infokeskus</i> Eve Ader, <i>Põllumajandusministeerium</i> Martin Goldberg, <i>advisor</i> Kaidi Jakobson, <i>Põllumajandusministeerium</i> Kristo Kiiker, <i>advisor, OÜ Consultare</i> Olav Kreen, <i>Rabaveere farm OÜ</i> Olev Krist, <i>Põllumajandusministeerium</i> Eve Külmallik, <i>Põllumajandusministeerium</i> Alar Lugu, <i>advisor</i> Matis Luik, <i>Eesti Maaülikooli Tehnikainstituut</i> Vello Luts, <i>OÜ Agorek</i> Erkki Miller, <i>Põllumajandusministeerium</i> Ulvi Moor, <i>Eesti Maaülikool, The Institute of Agricultural and Environmental Sciences</i> Mati Mõtte, <i>Eesti Maaülikool, The Institute of Economics and Social Sciences</i> Marika Oeselg, <i>Olustvere Teenindus ja Maamajanduskool, advisor</i> Priit Põldma, <i>Eesti Maaülikool, The Institute of Agricultural and Environmental Sciences, advisor</i> Aili ja Tõnis Taal, <i>Taali Mesila OÜ</i> Elle Roosaluuste, <i>Tartu Ülikool, Institute of Ecology and Earth Sciences</i> Airi Vetemaa, <i>Mahepõllumajanduse Sihtasutus</i></p>
3. The occupational standard is approved by:	Food industry and agriculture sector skills council
4. No. of the decision of the Sectoral Council	24
5. Date of the decision of the Sectoral Council	05.06.2014
6. Occupational standard is valid until	04.06.2019



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7. Occupational standard version number	8
8. Reference to the Classification of Occupations (ISCO 08)	2132 Plant production, farming, forestry and fisheries advisers
9. Reference to the European Qualification Framework (EQF)	5
C.2 Title of profession in foreign language	
In English Rural Advisor, level 5	
C.3 Annexes	
Annex 1 Occupational ethics of rural advisor Annex 2 Knowledge and skills related to specialisation Annex 3 Definitions related to profession Annex 4 Computer skills Annex 5 Description of language skill levels	



PROFESSIONAL ETHICS OF ESTONIAN RURAL ADVISORS

The aim of the professional ethics is to ensure ethical advice by the rural advisors.

The ethicism shall be primarily expressed with honesty, competency, independence, objectiveness, respect, discretion, balance, conscientiousness and expressing of these values towards surroundings.

PRINCIPLES OF RURAL ADVISOR'S PROFESSIONAL ETHICS

1. The advisor shall always behave honestly, fairly and with respect with clients and colleagues, preserves in his or her work peace, decorousness and dignity.
2. The advisor shall ascertain his or her role in the team and advisory system, own tasks and competencies necessary for their performance by considering the goals of the client or the team.
3. Performance of the rural advisor's work shall primarily depend on the proficiency of the advisor and scope and fluency of cooperation with the client. The cooperation results shall be assessed with the client whereas the client shall make the final selection and gives the valuation.
4. In professional activities, the rural advisor shall apply the best diligence, knowledge and skills to enable the most efficient outcome. The advice shall be proficient and conform to the good moral. The rural advisor shall continuously improve the knowledge necessary for advisory job.
5. In professional activities, the rural advisor shall act without prejudice and objectively by considering the circumstances from all points and by applying the laws, best practices and own competence.
6. The rural advisor shall approach and act towards other advisors, clients and anyone he or she comes into contact in professional activities respectfully, shall avoid activity, which may cast a shadow upon professional activity or the profession of a rural advisor, shall adhere to joint rules and agreed principles.
7. The rural advisor shall not communicate the sensitive information about the client he or she became aware of during work or shall not use it for realization of any benefits or in the interest of the parties associated to him or her.
8. The rural advisor shall act evenhandedly to colleagues, disparaging expressions (in public) about the professional activities of colleagues are inadmissible.



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9. The advisor shall not use relations from professional activity in his or her personal interests.
10. The rural advisor shall be obliged to inform the client about his or her other areas of activity, connections and interests, e.g. connection in business or family relations which may influence the advice or recommendations given to the client.
11. The rural advisor shall keep the promises to the client in respect to the content, form, deadline and outcome of the work.
12. The rural advisor shall take the responsibility about his or her behaviour and its consequences.
13. The rural advisor shall not take work he or she cannot perform with high quality but advises the client about who the client can address with the given issue. If needed, the rural advisor himself or herself addresses the qualified specialist for solving an issue risen during advisory work.
14. The rural advisor shall cooperate with other rural advisors. The rural advisors shall acknowledge each other's well-established customer base.
15. When using the materials developed by other authors, the rural advisor shall be guided by the copyright principles, shall not use information meant for another advisor, shall not use failures of a colleague for spotlighting himself or herself.
16. The rural advisor shall draw the colleagues attention to disgraceful behaviour and violations of the professional ethics principles.



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Annex 2

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KNOWLEDGE AND SKILLS RELATED TO SPECIALISATION

Knowledge and skills related to specialisation are assessed through narrower specialisation.

1. Horticulture, including floriculture, market gardening, fruit and berry growing in open field or greenhouse, crop farming
2. Horticulture, animal husbandry or cropping agricultural technologies
3. Breeding of horses, goats, sheep, poultry, untraditional animals or birds, pigs or cattle
4. Plant production
5. Agricultural (cropping related, animal husbandry related and horticultural) buildings
6. Fishery
7. Environmental protection and nature conservation
8. Community development
9. Rural economy
10. Land improvement
11. Apiculture
12. Forestry
13. Small-scale processing of foodstuff (horticultural products, field crops, forestry products and beverages, fishery, meat, bakery or dairy products)
14. Aquaculture

Annex 3

Explanations of definitions used in the professional standard of the advisor to help understand the activity of the advisor and competencies described in professional standard.

Advisory activity – activity related to communication and dissemination of information with the aim to encourage the target group to obtain and implement relevant knowledge in a certain field.

Advice – structured information given to the client for making a decision based on his or her interests, needs, opportunities and restrictions. In daily language the term “advisory service” is often used.

Rural advisor –

- 1) specialist who deals with advisory activities in the field of rural economy;
- 2) specialist with occupational qualification awarded according to the professional standard who deals with advisory activities in the field of rural economy.

Client – person ordering the advisory service for who the advisor works; client may be an individual, group, organization, community.

Advisory product – set of services, goods and activities related to advisory service directed for finding solutions for problems of the client or field of activity, and is in work organisation integrated to entirety, what the advisor provides as entirety. Work performed for a certain client can, among others, may be one advisory product, part of bigger advisory product, contain parts of several advisory products.

Individual advising –

- 1) work performed for a specific client related to a certain place, topic and conditions, discussed with the client, contains different alternative solutions for promoting of the client’s activity or field of activity;
- 2) advising of a single client; emphasis is on individual communication.

Group advising – work with a group (often 8-20 people), where people come from different companies or organisations and the common feature of the target group is the activity in the same field of economy or acting in the same region. Group advising has several joint features with training, it is not possible to set a clear line between the group advising and training.

Mass advising – work is directed towards informing of larger target group, the common feature of the target group is the activity in the same field of economy or acting in the same region.

Network – people, organizations, who are located in different places, who know each other, who act in coordinated manner based on mutual interests and agreements, but there is no administrative connection between them.

Complex advising – advisors of different fields work as a joint team with the client. Members of the complex advising work group are aware of the possibilities and restrictions in other fields of the client, which usually do not pertain to his or her competence.