PROFESSIONAL STANDARD
The adult educator, level 6

The professional standard is a document, that describes the professional work and competency requirements, i.e. a set of skills, knowledge and attitudes required for successful work performance.

Application areas of the professional standard
1) Compilation of the curricula and training programmes that conform to the labour market requirements
2) Assessment of the competence of individuals, including self-assessment and conformity assessment upon awarding the profession
3) Description and presentation of occupations
4) Career planning and a basis for lifelong learning of individuals
5) Determination of training needs and planning of training
6) Compilation of job descriptions and recruitment of employees
7) Comparison of professions and qualifications

Professional Title	Estonian qualification framework **(EstQF) level**
The adult educator, level 6	*6*

Part A
DESCRIPTION OF WORK

A.1 A short description of the work
The adult educator is an expert, who supports the learning and self-development of the adult individuals in purposefully created learning situations. The adult educator on level 6 is a training provider with at least 3 years of experience, who fulfils tasks independently and takes responsibility for the results of his/her work. He/she plans and arranges training, taking into consideration the needs of a target group, and prepares the necessary materials.   When conducting a training he/she takes into consideration that the adult learners are individuals of different age, with different experience, prior education and social status, possessing already an established system of knowledge, thinking habits, prejudices, stereotypes, attitudes and values, that they bring along into the learning situation.
A.2 Elements of the work
A.2.1 Preparation of the learning process   A.2.2 Conduct of the learning process   A.2.3 Analysis and evaluation of the learning process   A.2.4 Development, creative and research work   A.2.5 Professional self-development   Complete list of tasks is provided in Annex 1: Work Elements and Tasks
A.3 Working environment and specific aspects of work
The requirements for the physical working environment of the adult educator depend on the purpose and/or area of the training. This shall be agreed upon beforehand between the contracting entity and the educator. The social and intellectual environment shall be created by the educator himself/herself during the learning process.
A.4 Tools
The information and communication technology equipment, teaching aids and other equipment necessary for the effective conduct of trainings and for creative activities, are the main tools of the adult educator. When using the tools, takes into consideration the characteristic features of adult learning.
A.5 Personal characteristics necessary for this work: abilities and personality traits
The following abilities and personality traits support one's success in working as the adult educator: learning ability, readiness for co-operation, verbal abilities, empathy, dedication, stress-resilience, tolerance, self-regulation, capacity to exercise will, adaptability, creativity, determination, openness and ability to think critically.   The key values of the adult educator are dignity, integrity, tolerance, openness and an attitude that all individuals are worth valuing. It is essential for the adult educator to observe the ethical requirements.
A.6 Professional education
The educator on level 6 is a training provider who has a Bachelor's level degree or professional higher education and has passed training in andragogy. His/her professional education may be obtained as a major or minor subject, or as an additional specialty subject within the framework of the curriculum in a university, in qualification and/or additional training courses. The necessary competencies may be acquired also in the course of practical work.
A.7 Possible official titles
The profession of an adult educator does not imply to the existence of a single official title. The person awarded this profession may be employed in various different posts, as a training provider, a teacher, a lecturer, a tutor, a mentor, a consultant/an agricultural adviser, etc.

A.8 Documents required for work in the professional area

Depending on the area in which the training takes place, and/or on the specific contracting entity, the training provider may be required to present various documents. For example the documents proving that the holder has been awarded the profession of the adult educator/andragogue, the documents proving the professional competencies, etc.

Part B
COMPETENCY REQUIREMENTS

B.1. The structure of the profession
The professional level 6 of the adult educator comprises six competencies. Competencies B.2.1– B.2.6 shall be certified when applying for this profession.

B.2 Competencies

OBLIGATORY COMPETENCIES

B.2.1 Preparation of the learning process	**EstQF level 6**
Performance indicators: 1) Analyses the training needs of a specific study group, keeping in mind the content and objectives of the training. 2) Drafts a training programme and plans his/her activities following the specified/existing curriculum. 3) Prepares the content of the training/lesson and chooses the methodology, keeping in mind the needs of the specific study group and the learning outcome fixed in the curriculum. 4) Prepares new and/or customises old training materials, following the logic of the subject treatment and taking into consideration the potentiality of the working environment and the special needs of the specific study group. Creates new training materials, that conform to the renewed items of the curriculum and/or changes in the learning environment, using versatile sources.	
Knowledge: 1) the objectives of the training and expected study results, 2) data collection, 3) analysis methods, 4) needs of the study group, 5) curriculum, 6) requirements for the training materials.	
Evaluation method(s): Documents, portfolio (incl. self-analysis), evidence-based interview.	

B.2.2 Conduct of the learning process	**EstQF level 6**
Performance indicators: 1) Supports the learners at describing their individual learning objectives by helping them to align their objectives with the curriculum. 2) Forms the learning environment by using different ways for creation of a physical environment that would support the learning process. 3) Leads the learning process, ensuring the effective and productive use of time allocated for the training and following the objectives stipulated in the curriculum. 4) Monitors the development of the study group and the influence of that on motivation and effectiveness of learning of each group member. Should a conflict arise, applies methods for conflict settlement, striving for the "win-win" solution. 5) Supports the development of the learners by reacting on their feedback and facilitates the formation of their individual coping skills.	
Knowledge: 1) objectives of the curriculum, 2) physical learning environment,	

3) principles of time-management, 4) the nature of group processes, 5) fostering the learning motivation, 6) principles of giving constructive feedback.
Evaluation method(s): Documents, portfolio (incl. self-analysis), evidence-based interview.

B.2.3 Analysis and evaluation of the learning process and the learning outcome	**EstQF level 6**
Performance indicators: 1) Gathers opinions from the learners about the study process, using the pre-assigned methods. 2) Analyses the educational process and the learning outcome, keeping in mind the planned objectives and using the pre-assigned methods. 3) Evaluates the functioning of the study group as a whole in the learning process, and the development of the learners, using the pre-assigned evaluation methods. 4) Reflects on his/her own activities during the study process, determines the omissions and possibilities to preclude those by using self-analysis tools and based on feedback received from the learners. 5) Upon agreement, informs people about the study results, using the agreed method and based on facts and arguments.	
Knowledge: 1) methods for collection of data and opinions, 2) principles of the use of questioning methods, 3) principles of the use of evaluation methods, 4) self-analysis.	
Evaluation method(s): Documents, portfolio (incl. self-analysis), evidence-based interview followed by an analysis.	

B.2.4 Development, creative and research work	**EstQF level 6**
Performance indicators: 1) Participates in the development of the curriculum at the level of an educational institution and/or in public discussions held within a region, expressing his/her opinion in questions pertaining to adult learning. 2) Participates in the activities of co-operation networks, sharing his/her opinions and proposals with colleagues.	
Knowledge: 1) curriculum development, 2) problems connected with training of adults, 3) co-operation networks, 4) principles of co-operation, 5) the legislation regulating the education and training of adults.	
Evaluation method(s): Documents, portfolio (incl. self-analysis), evidence-based interview.	

B.2.5 Professional self-development	**EstQF level 7**
Performance indicators: 1) Renews teaching methods and, if necessary, updates the content of the teaching,following the developments in his/her professional area, and the newest professional literature. 2) Engages in self-reflection, takes into consideration his/her physical, intellectual and emotional condition, and takes measures to achieve and maintain the balance.	

3) Is familiar with the newest trends in his professional area and extends his/her knowledge in the field of andragogy, obtaining this way the competencies conforming to the level 6 of an adult educator.
4) Develops the abilities and personality traits necessary for successful working, values permanent self-development.

Knowledge:
1) development of the professional area,
2) newest professional literature,
3) physical, intellectual and emotional condition,
4) basic self-management skills,
5) personal characteristics and abilities necessary for an adult educator,
6) methods of conducting self-analysis and self-reflection.

Evaluation method(s):
Documents, portfolio (incl. self-analysis), evidence-based interview.

CORE COMPETENCIES

B.2.6 The core competency of an adult educator	EstQF level 6

Performance indicators:
1. Is familiar with the area/topic/subject of the training.
2. Is aware of the basic principles of andragogy and, when delivering a training, takes into consideration the special features characteristic of adult learners.
3. Values the adult learners, considers the ethical values important, follows the professional ethics of the adult educator (see Annex 2: Code of Ethics of the Adult Educator).
4. Creats an environment fostering learning and communication.
5. Follows the legislation regulating learning of adults.
6. Considers himself/herself a learner, acts as a subject of self-development.
7. When delivering a training, uses Estonian (or his/her mother tongue) on level C1, and has a command of at least one foreign language (preferably English) on level B2. The trainers using Russian as a mother tongue when delivering trainings, have command of the Estonian language on level B2 at least (see Annex 3: Scale for Language Skills Assessment).
8.Uses appropriate ICT (information and communication technology) tools when preparing, conducting and evaluating the study process; knows how to search information from the Web and uses the information, being critical about the source and in compliance with the Intellectual Property Act; is aware of the possibilities of e-learning and knows how to use appropriate methods of e-learning in educating the adults; knows how to create, use and share the Web-based materials; uses appropriate ICT tools for supporting self-development.

Knowledge:
1) the legislation regulating the education and training of adults,
2) the area/topic/subject on which he/she delivers the training,
3) differences pertaining to adult learning and teaching of adults,
4) basic knowledge in communication psychology (contact, clear self-expression, active listening, assertiveness, conflict management),
5) principles of conducting self-analysis and self-reflection.
6) Code of Ethics of the adult educator.

Evaluation method(s):
The core competencies are evaluated in an integrated manner in the course of evaluating all other competencies stated in the professional standard.

Part C
GENERAL INFORMATION AND ANNEXES

C.1 Information on the preparation and approval of the professional standard, on the body awarding professional qualifications, and reference to the location of the professional standard in classifications	
1. Designation of the professional standard in the register of professions	21-13062014-02/7k
2. The professional standard is compiled by:	Talvi Märja – AEAE Andras Larissa Jõgi – Tallinn University Merle Lõhmus – EBS Executive Training Centre Kristel Jalak – Enics Eesti AS Heiki Kiidli – Tallinn Upper Secondary School for Adults Tiina Jääger – Estonian Non-formal Adult Education Association Eda Anton - Tartu Vocational Education Centre Külli All – Ministry of Education and Research Kerttu Taidre – AEAE Andras
3. The professional standard is approved by	Professional Council of Education,
4. No. of the decision of the Professional Council	15
5. Date of the decision of the Professional Council	13.06.2014
6. The professional standard is valid until (date)	22.11.2016
7. Professional standard version No.	7
8. Reference to the Classification of Occupations	2424 Training and staff development professionals
9. Reference to the European Qualifications Framework (EQF)	6
C.2 Professional title in foreign languages	
In English Adult educator	
In Russian Преподователь взрослых	
In Finnish Aikuiskouluttaja	
C.3 Annexes	
Annex 1 Work Elements and Tasks Annex 2 Code of Ethics of the Adult Educator. Annex 3 Scale for Language Skills Assessment Annex 4 Computer Skills Criteria	

Adult Educator/Andragogue Code of Ethics

General part

The Code of Ethics serves as a guideline for adult educators who have been already awarded the qualification and for those applying for the profession.

The purpose of the Code of Ethics is to point out the essential values and to support the honouring and representation of these values. Ethical conduct in the meaning of the present Code means above all professionalism, integrity, tolerance, openness, recognising personal responsibility, levelheadedness, sense of duty, and representation of all these values in regard of everything and everybody around, first and foremost in regard of the learners.
The highest ethical principle is the respect for the dignity of any individual and maintaining and protection of human rights.

The Code of Ethics supports the activities of adult educators, enabling them to make ethical decisions by offering the criteria for self-assessment and assessment of the conduct of other educators, and by informing the general public about the expected standards of the professional activity.

It is not possible to foresee every possible ethical conflict that the adult educators may come across with, however, the Code determines the principles of ethical conduct and the order of dealing with the deviations.

Code of Ethics

1. **Ethical responsibilities in relation to the learners**

The adult educator:
- shall follow in his/her professional activities most of all the needs and interests of the learners, and respect the learners as equal partners;
- shall follow the principle of social equality and treat people in equal manner, regardless of their status, educational background, sex or race;
- shall take into consideration the individual differences of the learners;
- shall have confidence in an individual's ability to learn and solve his/her own problems;
- shall establish training conditions that enable an individual or a group, without inflicting damage to themselves or others, to realise their potential in the best possible way;
- shall bear full responsibility for his/her words and actions;

- shall respect the individuals' right for privacy and to protection of the information concerning them.

2. Maintaining and developing the professionalism

The adult educator:
- shall conduct training and use methods within the scope and at best level of his/her competence;
- shall be aware that he/she might be wrong, and be ready to revise his/her standpoints;
- shall be aware of his/her scope of authority and avoid exceeding it.

3. Attitude in respect of the colleagues and co-operation partners

The adult educator:
- shall treat his/her colleagues respectfully and fairly;
- shall not withhold from the colleagues the information that would be necessary for them for performing their work;
- shall call attention to the indisputably wrong or unethical behaviour of a colleague;
- shall not make disparaging comments or blame for no reason.

4. Copyright and public relations

In his/her professional activities, the adult educator shall use the written or oral sources of information, following the generally accepted copyright rules. When using the intellectual property created by another person, he/she shall, first of all, ask permission from and/or refer to the author.

5. Treatment of ethical conflicts

When in conflict about the ethical principles, the parties shall, if possible, resolve the disagreement among themselves and confidentially, being guided by the present Code. In disputable questions the parties shall submit the case to the Commission of Ethics of AEAE Andras. For unethical conduct the following sanctions may be applied: oral or written warning message, submission of an application to suspend the professional certificate.