



ESF programme “Development of occupational qualifications system”

PROFESSIONAL STANDARD

The adult educator, level 7

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) Preparation 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
<i>The adult educator, level 7</i>	7

Part A

DESCRIPTION OF WORK

A.1 A short description of the work
<p>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 7 is a training provider with at least 5 years of practical experience, who works independently in complicated and unexpected situations, and takes responsibility for the results of his/her own work, as well as for the work of teams. He/she analyses the training needs, sets the goals and objectives and prepares the curricula; supervises teams and seeks solutions to the problems that have become apparent in the course of the work. 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.</p> <p>He/she takes an active part in promotion of the lifelong learning and in fostering the motivation of the adult learners, in development, creative and/or research activities, and delivers presentations at conferences and/or workshops.</p>
A.2 Elements of the work
<p>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</p> <p>Complete list of tasks is provided in Annex 1: Work Elements and Tasks</p>
A.3 Working environment and specific aspects of work
<p>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.</p>
A.4 Tools
<p>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, he/she takes into consideration the characteristic features of adult learning.</p>
A.5 Personal characteristics necessary for this work: abilities and personality traits
<p>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.</p> <p>The key values of the adult educator are dignity, integrity, tolerance, responsibility, openness and an attitude that all individuals are worth valuing. It is essential for the adult educator to observe the ethical requirements.</p>
A.6 Professional education
<p>The adult educator on level 7 is, in most cases, a training provider who has a Master’s level degree or a degree corresponding to that. His/her professional education may be obtained in the graduate studies</p>



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as a major or minor subject, or as an additional speciality subject within the framework of the study programme 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 lector, 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 7 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 7
<u>Activity indicators</u>	
<ol style="list-style-type: none"> 1) Analyses and generalises the training needs of a target group, being guided by the developments in the professional area, and by the theoretical basis for the training needs analysis. 2) Prepares curricula, based on the analysis conducted concerning the training needs of target groups, and plans the resources necessary for carrying out the respective activities. Plans the study process, being guided by the principles of andragogy. 3) Prepares the content of a specific training/lesson and the methodology, keeping in mind the needs of a specific target group and the learning outcome fixed in the curriculum. Develops the content for the training and renews/updates it continuously. 4) Prepares new, incl. interactive training materials, and/or customises the old ones, following his/her logic of the subject treatment; takes into consideration the singularity of the specific target group and the opinions of the learners, received as feedback, and the potentiality of the training environment. 	
<u>Knowledge:</u>	
<ol style="list-style-type: none"> 1) training needs analysis, 2) curriculum development, 3) resource management, 4) needs of a target group, 5) planning and development of action plans, 6) training materials preparation, 7) knowledge of methods, 8) learning process and learning environment. 	
<u>Evaluation method(s):</u>	
Documents, portfolio (incl. self-analysis), evidence-based interview.	
B.2.2 Conduct of the learning process	EstQF level 7
<u>Activity indicators:</u>	
<ol style="list-style-type: none"> 1) Being supported by his/her knowledge of the area, and the information received from the learners, and setting to the foreground the reasonable interests of the learners, perceives the learners as personalities and supports them in determining their individual learning objectives. 2) Forms a motivating learning environment, being guided by the rules for boosting the learning motivation, also by co-operating with the learners, taking into consideration their individual needs. Creates an intellectual and social environment that contributes to the learning (even if the physical environment is not supporting it), by using his/her creativity and long experience. 3) Leads the learning process, keeping in mind the learning objectives deriving from the curriculum, as 	

well as those set by the individual learners. If necessary, makes changes in the order of training modules and in forms of work, involving the study group and taking into consideration the needs of each learner.

- 4) Treats the study group as a whole, by noticing and directing the group processes; for achieving the study results, takes advantage also of the self-regulation ability of the group, by giving the group rights and powers to fulfil its own needs and requirements. Initiates and directs activities in order to surpass the opposition in the group, if it should emerge, using the conflict situations as sources for learning.
- 5) Supports the individual development of the learners, by respecting their individual needs and by offering them supporting feedback. Fosters the formation of a positive attitude toward self-development, by encouraging to try out and treat failures as valuable sources for learning.

Knowledge:

- 1) learning objectives,
- 2) learning motivation and motivating learning environment,
- 3) physical, social and intellectual environment,
- 4) forms and methods of learning activities,
- 5) group processes and their management,
- 6) self-regulation,
- 7) progression of the learning process, incl. coping with opposition,
- 8) personality and individual development,
- 9) feedback,
- 10) formation of attitudes.

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
7**

Activity indicators:

- 1) Gathers opinions concerning the learning process from the learners, co-trainers and other connected groups, and selects most appropriate methods for that.
- 2) Analyses the learning outcome and further training needs, using the appropriate analysis methods, and looking for additional information for better understanding of problems and their reasons.
- 3) Evaluates the activity of the study group from the group development and learners’ individual development aspects, and selects the most appropriate methods for that.
- 4) Draws up evaluation guides and selects appropriate evaluation methods, taking into consideration the latest scientific research results and best practices.
- 5) Reflecting on his/her own activities when leading the learning, group, or individual development processes, evaluates his/her own activities, determines the needs for self-development and plans activities to realise the development, using self-analysis tools, analysing the learning outcome and the opinions received.
- 6) Prepares an overview of the learning outcomes (evaluation, further actions, etc. relevant), and informs the interested parties about it, choosing himself/herself the methods for notification.

Knowledge:

- 1) methods for data collection and analysis,
- 2) training needs, the determination of needs and methods for analysing,
- 3) personality development,
- 4) group dynamics,

<p>5) evaluation and evaluation methods, 6) preparation of guidelines, 7) reflection and self-reflection, 8) planning and development of action plans, 9) learning outcome analysis methods,</p>
<p><u>Evaluation method(s):</u> Documents, portfolio (incl. self-analysis), evidence-based interview.</p>

B.2.4 Development, creative and research work	EstQF level 7
<p><u>Activity indicators:</u></p> <ol style="list-style-type: none"> 1) Takes part in development, creative and/or scientific work, collecting and analysing the necessary information. 2) Takes active part in scientific and/or professional conferences in Estonia, either by delivering a presentation or by acting as a moderator, and by preparing and sharing his/her presentations. 3) Participates, as an expert, in public discussions (regional level, professional associations, umbrella organisations, etc.), by making proposals for amendments and/or changes in documents regulating the education and training of adults, and/or lifelong learning. 4) Participates in the work groups formed between the educational institutions and/or in co-operation networks, sharing his/her opinions and proposals with colleagues, and/or guiding their activities as an expert. 5) Guides and advises the training providers on lower professional levels or without the profession, by giving them necessary information and participating as a lecturer in the training of trainers. 	
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1) methods for development activities, 2) methods for creative activities, 3) methods for scientific research activities, 4) preparation and delivery of presentations, 5) the legislation related to the education and training of adults, 6) the policy pertaining to the education, and to the education of the adults, 7) guidance and advising, mentoring, supervising. 	
<p><u>Evaluation method(s):</u> Documents, portfolio (incl. self-analysis), evidence-based interview.</p>	

B.2.5 Professional self-development	EstQF level 7
<p><u>Activity indicators:</u></p> <ol style="list-style-type: none"> 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 area of andragogy, obtaining this way the competencies conforming to the level 7 of an adult educator. 4) Develops the abilities and personality traits necessary for successful working, values permanent self-development. 	
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1) functioning, change and development of the professional area, 	

- 2) newest professional literature,
- 3) competencies of the adult educator (level 7),
- 4) regulation of physical, intellectual and emotional condition,
- 5) personal characteristics and abilities necessary for the adult educator.

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
<p><u>Activity indicators:</u></p> <ol style="list-style-type: none"> 1. Is familiar with the professional area/topic/subject of the training. 2. Is aware of the basic principles of andragogy and, when delivering a training, he/she 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. Creates an environment fostering learning and communication. 5. Follows the legislation regulating the 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 C2, and has a command of at least two foreign languages (preferably one of them English): one on level C1 at least, and the other on level B2 at least. 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. 	
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1) the area/topic/subject on which he/she delivers the training, 2) basic principles of andragogy, 3) characteristic features of the adult learner, 4) basic knowledge in communication psychology (contact, clear self-expression, active listening, assertiveness, conflict management), 5) the legislation regulating the education and training of adults, 6) principles of conducting self-analysis and self-reflection. 7) Code of Ethics of the Adult Educator. 	
<p><u>Evaluation method(s):</u></p> <p>The core competencies are evaluated in an integrated manner in the course of evaluating all other competencies stated in the professional standard.</p>	

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	21-13062014-03/7k
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 Küllli 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 (ISCO 08)	2424 Training and staff development professionals
9. Reference to the European Qualifications Framework (EQF)	7
C.2 Professional title in foreign languages	
In English Adult educator	
In Russian Преподаватель 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;

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- 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.