



ESF programme “Development of occupational qualifications system”

# PROFESSIONAL STANDARD

## The adult educator, level 8

**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

<b>Professional Title</b>	<b>Estonian qualification framework(EstQF) level</b>
<i>The adult educator, level 8</i>	8



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## **Part A**

### **DESCRIPTION OF WORK**

<b>A.1 A short description of the work</b>
<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 8 is a training provider with at least 10 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 participates in establishing of the education system for the adults, the policy for education, conceptions and strategies concerning the education, and gives this way his/her contribution to the development of the area. Arranges research and analyses training needs, sets goals and objectives, develops, assesses and accredits the curricula. He/she participates in promotion of the lifelong learning and in fostering the motivation of the adult learners. Delivers presentations at conferences and/or workshops. Participates in the work of various bodies and in the evaluation of projects. Directs the training of trainers for adults, and advises them concerning their development, creative or research work related activities.</p> <p>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>
<b>A.2 Elements of the work</b>
<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 Developing, creative ja research work  A.2.5 Professional self-development</p> <p>Complete list of tasks is provided in Annex 1: Work Elements and Tasks.</p>
<b>A.3 Working environment and specific aspects of work</b>
<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>
<b>A.4 Tools</b>
<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 learning and training of adults.</p>
<b>A.5 Personal characteristics necessary for this work: abilities and personality traits</b>
<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 important to adhere to the ethical principles of the adult educator.</p>



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#### **A.6 Professional education**

An adult educator on level 8 is, in most cases, a training provider holding a doctoral degree. His/her professional education may be obtained in the graduate studies 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, the documents proving the professional competencies, etc.

## Part B

### COMPETENCY REQUIREMENTS

#### B.1. The structure of the profession

The professional level 8 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>B.2.1 Preparation of the learning process</b>	<b>EstQF level 8</b>
<p><u>Performance indicators:</u></p> <ol style="list-style-type: none"> <li>1) Analyses, evaluates and generalises the training needs of different target groups, following the development trends of the society. Develops and customises the methods for analysing the training needs, and gives advice about such activities, following the latest available knowledge and best practices.</li> <li>2) Compiles, analyses and develops curricula, chairs and/or gives advice concerning the activities of the work groups drafting and implementing curricula.</li> <li>3) Prepares new topics, directs and gives advice on the preparation of the content of trainings within the framework of one or several curricula, pursuing from the need to amend and/or change the curriculum in the professional area.</li> <li>4) Prepares training materials and/or handbooks for the adult educators and andragogues, following their development needs.</li> </ol>	
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> <li>1) data collection,</li> <li>2) analysis methods,</li> <li>3) curriculum preparation and development,</li> <li>4) resource management,</li> <li>5) planning,</li> <li>6) preparation of training materials,</li> <li>7) learning environment,</li> </ol>	
<p><u>Evaluation method(s):</u> Documents, portfolio (incl. self-analysis), evidence-based interview.</p>	
<b>B.2.2 Conduct of the learning process</b>	<b>EstQF level 8</b>
<p><u>Performance indicators:</u></p> <ol style="list-style-type: none"> <li>1) Supports the learners at determining their individual learning objectives and in the development of these objectives, following the learners' individual development objectives.</li> <li>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.</li> <li>3) Leads the learning process, keeping in mind the learning objectives deriving from the curriculum, as</li> </ol>	

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) Directs the group processes, and for achieving the study results, takes advantage of the self-regulation ability of the group, by giving the group rights and powers to fulfil its own needs and requirements. If necessary, initiates and directs activities in order to surpass the opposition that has emerged in the group, and uses 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) professional area,
- 2) learning objectives,
- 3) learning motivation,
- 4) the specific character of intellectual, social and physical environment in a learning situation,
- 5) curriculum and training programme,
- 6) principles of andragogy,
- 7) self-regulation,
- 8) group processes,
- 9) leading the learning process, incl. the potentiality of opposition formation,
- 10) formation of attitudes,
- 11) subject to self-development.

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  
8**

Performance indicators:

- 1) Gathers opinions concerning the learning process from the learners, co-trainers and other connected groups, and selects most appropriate methods for that. Engages in updating the feedback methodologies, and guides the other training providers in this area during discussions and workshops.
- 2) Analyses and generalises the learning outcomes and further training needs, uses pertinent quantitative and qualitative methods for the analysis. Gives advice to the other training providers in questions of analysing the learning outcomes and training needs, if necessary.
- 3) Evaluates and analyses the activities of study groups. Based on the results of the analysis, develops appropriate evaluation methods. In order to understand better the problems occurring in the learning process, examines the reasons for and the relations of such problems, being supported by the opinions given by the learners.
- 4) In order to determine better the development of the learners, develops evaluation systems, based on the results of the learning outcomes' analysis, latest scientific research work and best practices.
- 5) Reflects and evaluates his/her own activities when leading the learning, group, or individual development processes, and determines the needs for the self-development, and plans activities to realise the development, by using self-analysis tools, by analysing the learning outcomes and the opinions received.
- 6) Informs the interest groups about the results of the training and of the conclusions made (opinions, further actions, necessary amendments, etc. relevant), following the principles of involvement and

co-operation.	
<u>Knowledge:</u>	
<ol style="list-style-type: none"> <li>1) data collection methods,</li> <li>2) analysis methods,</li> <li>3) evaluation systems and methods,</li> <li>4) self-reflection tools,</li> <li>5) feedback methodologies,</li> <li>6) co-operation principles.</li> </ol>	
<u>Evaluation method(s):</u>	
Documents, portfolio (incl. self-analysis), evidence-based interview.	
<b>B.2.4 Development, creative and research work</b>	<b>EstQF level 8</b>
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> <li>1) Takes part in development, creative and/or scientific work, by collecting and analysing the necessary information, and leads work groups.</li> <li>2) Spreads the results of the development, research and creative work by writing and publishing articles, handbooks, books, etc., on the subject of the education of adults.</li> <li>3) Takes active part in scientific and/or professional conferences or other international events in Estonia or abroad, by delivering a presentation, by moderating or chairing a work group and by sharing the texts of his/her presentation.</li> <li>4) Participates in the formation of the education policy concerning the education of the adults and in development of the system, by taking part in discussions on the education policy, by formulating proposals for the amendment and/or change of the laws or other framework-establishing documents, that regulate the education of the adults or lifelong learning.</li> <li>5) Participates in and/or chairs the work-groups or co-operation networks, incl. international. As an expert, evaluates the projects and curricula, following the needs of the society and the developments in the professional area.</li> <li>6) 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.</li> </ol>	
<u>Knowledge:</u>	
<ol style="list-style-type: none"> <li>1) research methods, incl. data collection and analysis methods,</li> <li>2) problems in the area of the education of the adults,</li> <li>3) overview of the (necessary) literature,</li> <li>4) education policy,</li> <li>5) the legislation related to the education of the adults,</li> <li>6) curricula,</li> <li>7) guidelines for evaluating projects,</li> <li>8) guidance and advising, mentoring, supervising.</li> </ol>	
<u>Evaluation method(s):</u>	
Documents, portfolio (incl. self-analysis), evidence-based interview.	
<b>B.2.5 Professional self-development</b>	<b>EstQF level 8</b>
<u>Performance indicators:</u>	
<ol style="list-style-type: none"> <li>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.</li> <li>2) Engages in self-reflection, takes into consideration his/her physical, intellectual and emotional</li> </ol>	

<p>condition, and takes measures to achieve and maintain the balance.</p> <p>3) Is familiar with the newest trends in his/her professional area and extends his/her knowledge in the area of andragogy, obtaining this way the competencies conforming to the level 8 of an adult educator.</p> <p>4) Is aware of the abilities and personality traits that serve as prerequisites for successful activity as a training provider, and values permanent self-development.</p>
<p><u>Knowledge:</u></p> <p>1) functioning, change and development of the professional area,</p> <p>2) the newest professional literature,</p> <p>3) the competencies of an andragogue (levels 5, 6, 7 and 8),</p> <p>4) physical, intellectual and emotional condition,</p> <p>5) personal characteristics and abilities necessary for the adult educator.</p>
<p><u>Evaluation method(s):</u></p> <p>Documents, portfolio (incl. self-analysis), evidence-based interview.</p>

### CORE COMPETENCIES

<b>B.2.6 The core competency of an adult educator</b>	<b>EstQF level 6</b>
<p><u>Performance indicators:</u></p> <ol style="list-style-type: none"> <li>1. Is familiar with the professional area/topic/subject of the training.</li> <li>2. Is aware of the basic principles of andragogy and of the special features characteristic of adult learners that he/she takes into consideration when delivering a training.</li> <li>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).</li> <li>4. Creates an environment fostering learning and communication.</li> <li>5. Follows the legislation regulating the learning of adults.</li> <li>6. Considers himself/herself a learner, acts as a subject of self-development.</li> <li>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 C1 at least (see Annex 3: Scale for Language Skills Assessment).</li> <li>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.</li> </ol>	
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> <li>1) the legislation regulating the education and training of adults,</li> <li>2) the area/topic/subject on which he/she delivers the training,</li> <li>3) basic principles of andragogy,</li> <li>4) characteristic features of an adult learner,</li> <li>5) basic knowledge in communication psychology (contact, clear self-expression, active listening, assertiveness, conflict management),</li> <li>6) principles of conducting self-analysis and self-reflection.</li> <li>7) Code of Ethics of the Adult Educator.</li> </ol>	



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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

<b>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</b>	
1. Designation of the professional standard in the register of professions	21-13062014-04/7k
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)	8
<b>C.2 Professional title in foreign languages</b>	
In English Adult educator	
In Russian Преподаватель взрослых	
In Finnish Aikuiskouluttaja	
<b>C.3 Annexes</b>	
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.