

Flexible professionalisation pathways for adult educator between the 6th and the 7th level of EQF

WP3 – Designing an integrated/ common competence profile for adult educator on the basis of the 7th level of EQF

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1. Comparability of EQF superior levels (6th, 7th and 8th levels) with the Framework for Qualifications of the European Higher Education Area

The link between Bologna process (Higher Education area) and the 6th, 7th and 8th EQF levels is stated in the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, page 6, in the references.

(<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>)

The references underline the compatibility of 6th, 7th and 8th EQF levels with the *Framework for Qualifications of the European Higher Education Area*, as following:

(**) *The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.*

(***) *The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.*

(****) *The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.*

As Flexi-Path project is focused on defining a competence profile for adult educator at 7th EQF level, a perspective on the descriptor for the second cycle in the *Framework for Qualifications of the European Higher Education Area* (Master degree) could be useful:

*Qualifications that signify completion of **the second cycle** are awarded to students who:*

- *have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;*
- *can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;*
- *have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;*
- *can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;*
- *have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.*

(Framework for Qualifications of the European Higher Education Area, 2005, pages 67-68,
URL: http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf)

The existence of this connection between Master qualifications/ awards and the 7th EQF level offers a starting point for the development of the Master adult educator competence profile.

Still, the development of the competence profile of adult educator for 7th EQF level will acknowledge the fact that, in most cases, a Master graduate holds the knowledge corresponsive for the 7th EQF level, but not always the skills and the competences as they are due to be fully acquired in years of practice and experience in the field.

Another important aspect related to the Master programmes in adult education and the competences targeted to be developed is masters' approach to the adult education field: academic vs. practice-oriented. This trait could significantly change the balance between different kinds of competence (research-related vs action-oriented competences) and their performance level.

2. Competency model development

Before proceeding with the actual competence profile development for Master adult educator (7th EQF Level) it would be needed to get into aspects like competence and competence model definitions and steps to be undertaken in competence model development.

Competency definitions:

- *“an underlying characteristic of a person which results in effective and/ or superior performance on the job” (Klemp, 1980, p.21; in Lucia, A.D.; Lepsinger, R., 1999, p.5)*
- *“a cluster of related knowledge, skills and attitudes that affects a major part of one’s job (role or responsibility), that correlates with performance on the job, that can be measured against well accepted standards, and that can be improved via training and development” (Parry, 1996, p.50; in Lucia, A.D.; Lepsinger, R., 1999, p.5)*

Competency model

“describes the particular combination of knowledge, skills and characteristics needed to effectively perform a role in an organization and is used as a human resource tool for selection, training and development, appraisal, and succession planning.” (Lucia, A.D.; Lepsinger, R., 1999, p.5)

Developing the competency model: laying the groundwork

Four areas need to be considered:

1. **Determine the objectives and scope of the project.** What are the objectives and goals of a competency model foundation? What jobs, functions are to be targeted?

Although the multitude of competence profiles existing in Europe for adult education professionals, the Master adult educator competence profile to be developed in Flexi-Path project will not constitute just one more added to the list but the first referential based on EQF indicators and the first common profile for Master adult educator in Europe, no matter the sector in which he/ she performs or the role. Based on this competence profile a European pass for adult educators will be designed to support comparability of their qualifications and mobility on the European labour market.

2. **Clarify implementation goals and standards.** What are the intended results of the project? How will we know when we’ve achieved it?

The Master adult educator competence profile is expected to be wide enough, so that all adult education professionals identified in Master level to be able to retrieve their professional competences into it, but specific for adult education field.

3. **Create an action plan.** What tasks are involved and who is responsible for carrying them out?

Flexi-Path partnership intends to develop this competence profile by undertaking the following steps:

- identification of professionals performing at Master level in adult education
 - comparison and analysis of their competence profiles and identification of the common competences, retrievable in every such profile
4. ***Identify individuals who meet, exceed or fall below established performance criteria.*** What does successful performance in this field look like?

In the view of Flexi-Path partnership, the adult learning professions that fell under the 7th EQF are:

- Manager of adult education institution/ organisation
- Human resource developer
- Curriculum design specialist
- Guidance counsellor
- Professional competence assessor/ evaluator
- Trainer of trainers
- Moderator
- Coach
- Consultants
- Tutors

3. Flexi-Path – a Transfer of Innovation project

Flexi-Path aims to transfer the innovation developed within the EMAE, Q-Act and VINEPAC projects. For the development of the common European competence profile of Master adult educator, Q-Act and EMAE project results are relevant, as VINEPAC results will be useful for the development of the validation instrument.

EMAE - European Master in Adult Education

In 2004, seven European universities have started to develop a “Master in Adult Education (EMAE)” in cooperation with the German Institute of Adult Education. Meanwhile the Master Programme has been successfully implemented in three European universities.

EMAE core fields were established by considering the competence a Master Adult Educator should have in international context of adult education.

EMAE – Core Curriculum (70 ECTS)								
Core Fields	Theoretical Framework	Learning and Teaching	Research	Management/ Marketing	Policy	Economy		
Study Units	Essentials of Adult and Continuing Education in Europe 3 ECTS	European Teaching Theories 3 ECTS	Fields and Trends 2 ECTS	Management of Adult Education 3 ECTS	Policy of Demand 3 ECTS	Adult Learning and Consumption of Educational Goods 3 ECTS	Transnational Project 10 ECTS	THESES 30 ECTS
	Theories of Adult Education 2 ECTS	Competence and Competence Development 2 ECTS	Research Methods 3 ECTS	Needs Analysis & Programme planning 2 ECTS	European Strategies of LLL 2 ECTS	State and Market in Lifelong Learning in the European Context 2 ECTS		

Source: EMAE-network

Q-Act - Qualifying the actors in the field of adult and continuing education. Trends and perspectives (www.q-act-conference.de).

The project built upon research conducted by the European research group set up by the German Institute for Adult Education. Through his contribution in Nuisssl, E; Latkke, S. (Ed.), 2008 *Qualifying adult learning professionals in Europe*, Mark Bechtel aims to provide an overview of existing adult educator competence profiles in Europe - *Competence profiles for adult and continuing education staff in Europe: Some conceptual aspects*.

Most of the competence profiles described here can be also found, even more detailed and updated, in the Flexi-Path national reports. In order to avoid double/ repeated information, here are presented only the Switzerland and France cases.

Switzerland

In Switzerland, a further education system for ACE teachers has been developed by the Swiss

Federation for Adult Learning (SFAL) and was adopted nation wide. The programme comprises four levels. I will concentrate here on level 2 ("Eidgenosischer Fachausweis Ausbilder/in") because this qualification is relevant for adult education teachers. The competencies are articulated in six categories:

1. Societal and institutional competencies
2. Educational planning and Management competencies
3. Didactical competencies
4. Subject related pedagogical competencies
5. Social competencies
6. Personal competencies

France

For the field of adult learning the ROME (Repertoire Operationnel des Metiers et des Emplois) contains a multitude of profiles in the two main sectors: For Social and Cultural Education ("professionnels de l'intervention sociale et culturelle") the data base lists 283 profiles, for Continuing Vocational Training ("professionnels de la formation continue") 92 profiles are listed.

In order to analyse the concept of competence profile it will be taken out of the 283 profiles the profile for an adult education teacher ("formateur professeur") as an example.

Concerning the required competencies for the profile "Formateur professeur" the principal *skills* ("savoir-faire") are listed under the rubric *basic technical competencies* ("competences techniques de base"):

- define a pedagogical content
- transmit knowledge and skills along a pedagogical progression with help of adequate educational techniques
- use and adapt tools, material and equipment for pedagogical application
- participate in the design of continuing education programmes within the general policy of the institution
- inform the public
- maintain professional relationships with the institutional environment and the professional community
- evaluate individual learning pathways and guarantee the follow-up
- establish reports and internship accounts

Under the rubric *associated competencies* ("competences associées") knowledge ("savoirs") and skills ("savoir-faire") are listed which are not indispensable but constitute an asset ("atout"):

- knowing the socio-economic environment of the institution/company and how it functions, overview of the market and its development
- speaking one or more foreign languages
- using ICT

The required attitudes ("savoir-etre") are described under the rubric called *occupation relevant capacities* ("capacites liees a l'emploi"):

- adapt oneself permanently to divers public
- communicate and get a message cross
- perceive individual needs and reactions
- deal with group phenomena
- acquire new content and new techniques

4. Flexi-Path national reports results

In the Flexi-Path national reports (DE, IT, RO, UK, EE), several (Master) qualification programmes in adult education describe through their curricular offer the competence profile of the future graduates.

Germany

Five *competence categories* are listed:

1. Personal competencies
2. Social competencies
3. Didactical competencies
4. Methodological competencies
5. Societal and institutional competencies

Italy

The adult learning professional (employed or freelance organizer, consultant and educator) can be defined as an educational *leader*, an *education manager*, an *expert* in educational planning who can use his own professional skills and knowledge within school services, territorial services and also businesses and organisations. Such professionals must have developed skills regarding:

- The coordination of work groups (managerial staff, administrative teams, planning commissions, assessment bodies) with the ability to promote a climate of good relations, healthy organisation, problem solving, conflict mediation within organizational and business systems.
- The organisation of training agencies, care, school integration, promotion and dissemination of the knowledge culture.
- Management of technical, financial and human resources in the field of training organisations with the ability to raise resources from the local area and optimize existing resources within an integrated perspective.
- Planning of integrated training systems in the local area with particular reference to the adult sphere, social and family disadvantages and general cultural and educational services.
- Management innovation and quality in the field of education, guidance and adult learning/integration, and cultural promotion.
- Constant research for creative and innovative solutions, even if already experimented, in the context of educational, institutional services as well as business and organisational services.
- Operational management in integrated form of specific experiences in education including those at a formal institutional level (teaching activity).

Romania

Trainer/ Trainer of Trainers

Competence categories	No.	Competence unit
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	crt.	
Specific competences of trainer: Professional development of staff	1.	Preparation of training
	2.	Realization/ implementation of training
	3.	Assessment of learners' acquisitions/ competences
	4.	Applying the specific adult training methods and techniques
Optional competences of trainer: Training programme management	5.	Training programme marketing
	6.	Training programme planning
	7.	Organisation of programme training
	8.	Evaluation, review and quality assurance of training programme

Evaluator/ assessor of professional competences

Competence category	No. crt.	Competence unit
Planning and organisation	1.	Planning and organisation of evaluation
	2.	Recording and reporting of evaluation outcomes
Evaluation/ Assessment	3.	Designing the assessment instruments
	4.	Developing of effective assessment/ evaluation
	5.	Analysis of evaluation data and decision making on the level of competence
Control/ Inspection	6.	Internal control of assessment processes
	7.	External control of assessment processes

Project manager

Competence category	No. crt.	Competence unit
Management	1.	Ensuring the keeping to contractual agreement/ articles
	2.	Coordination of project implementation
	3.	Identifying and analysing the risks and establishing control and monitoring actions
	4.	Coordination of teams and individuals for achieving project objectives
Organisation	5.	Ensuring the necessary resources
	6.	Developing work plans and timetables for the project implementation
	7.	Outlining the project requirements

UK

The Learning and Skills sector is diverse, and encompasses both *teacher* roles and *teacher related* roles:

- *Teacher roles*: LLUK research has identified two distinct *teacher* roles in the sector beyond the 'Preparing to Teach' initial award: a role which contains limited teaching responsibilities and a role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS). Qualifications for both distinct *teacher* roles will be in place from September 2007.

- *Teacher related roles*: examples of these include the role of professional assessor and a variety of teacher related roles, where elements of teaching are combined with elements of, for example, supporting other teachers and trainers through coaching, supporting learning, or management. In the future, as *teacher related roles* become more clearly defined, further qualifications appropriate to such roles will be introduced. 'Mini Awards' will also be developed as necessary, to recognise these kinds of specialist professional activity.

Prior to the implementation of the revised teaching qualifications, LLUK developed a set of overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in England. These standards are divided into five domains:

- o Professional values and practice
- o Learning and teaching
- o Specialist learning and teaching
- o Planning for learning
- o Assessment for learning
- o Access and progression

Estonia

Professional standard – adult educator

Professional level	Professional title	Description on professional certificate
I	Not awarded	
II	Adult educator /adult educator II	Adult educator II
III	Adult educator /adult educator III	Adult educator III
IV	Adult educator /adult educator IV	Adult educator IV
V	Adult educator /adult educator V	Adult educator V

Description of the profession

Fields of work and official titles

The professional qualification of adult educator could be applied by a person of any profession or vocation who teaches and/or mentors adult people as a tutor or mentor. The person could teach in adult gymnasium, in the institution of vocational education (inc. courses for adults), in continuing education centre of an institution of higher education or university, in consultation or training company, centre of popular adult education, training unit of an institution or enterprise. The official title of the adult educator could be adult teacher, lecturer, supervisor, trainer, and consultant.

Purpose and content of the profession according to the levels

An adult educator is a specialist who in purposeful learning situation supports adult people in obtaining knowledge and skills in adult general education, job-related training, continuing education and/or popular/liberal education and in self-development.

Working environment and specifics

No special requirements are set for the physical working environment of an adult educator. Considering the social learning environment, adult learning is different from the learning of young people and children. Adult learners differ according to their age, experiences, earlier education and social status. They have developed a system of knowledge, patterns of thinking, prepossessions, stereotypes and values which they take along to the learning situation. High level of professionalism and respect for the status of learners are the criteria adult learners set for their educator. Adult training requires the knowing of both theoretical basis of adult education, the concepts of adult training and the peculiarities of adult learning together with appropriate training methods.

- II professional level Supports adult people in obtaining knowledge and skills.
III professional level Supports adult people in obtaining knowledge and skills; prepares and conducts training.
IV professional level Supports adult people in obtaining knowledge and skills; analyses learning needs and designs curricula; participates in popularizing the concept of lifelong learning.
V professional level Supports adult people in obtaining knowledge and skills; analyses learning needs, designs curricula and training programmers; popularizes the concept and designs the the adult education system in Estonia; launches international contacts; participates in fostering adult education politics and building.

<i>Parts and duties of the profession</i>	Professional level			
	II	III	IV	V
1 Preparing and conducting adult training	x	x	x	x
Making the learning process purposeful Conducting the learning process and assessing the results Developing the learning environment Choosing learning methods and preparing study materials Conducting training in foreign language				
2 Analyzing and preparing the training		x	x	x
2.1 Analyzing the learning needs of the target groups 2.2 Estimating the volume of training				
3 Coordination and co-operation			x	x
Preparing the content of the training Coordinating the cooperation of the training team				

Preparing and valuing curricula 3.4 Process management				
4 Public speaking			X	X
Compiling presentations for conferences etc. Participating in adult education and/or professional conferences Preparing and organizing conferences Conference management 4.5 Delivering public lectures				
5 Fostering the system of adult education			X	X
5.1 Participating in discussions of educational policy 5.2 Counselling in project writing 5.3 Participating in networks (inc. international networks)				
Publishing in journals of adult education (inc. international journals)				X
6.1 Writing articles and books 6.2 Distributing conference presentations				

Spain

Pedagogue “trainer of adults and elders”

Transversal Competences
<ul style="list-style-type: none"> ▪ Interpersonal abilities ▪ Openness for lifelong learning ▪ Mother tongue oral and written communication ▪ Commitment with identity, development and professional ethics ▪ Resolution of problems and decision-making

Specific Competences – Know
<ul style="list-style-type: none"> ▪ Know the basis of human development- Evolutive and socio-cultural theories ▪ Know the theoretical and epistemological bases of the educational and training processes. ▪ Know the principles and foundations of educational diversity ▪ Know the principles and foundations of the curriculum theory and its application to teaching-learning processes. ▪ Know the sources (its access and management) related to the work of pedagogues in different areas. ▪ Know the models, principles and approaches of educational, scholar and professional orientation in different educative contexts. ▪ Know the foundations and the evaluation methodology, referred to programmes, contexts, processes, products, professionals, institutions and/or organizations, and educational systems.

Specific Competences – Know how to do

- Design of programmes of intervention, orientation and training, adapted to the distinctive features and situation of individuals, in the different periods of the educational system and curricular areas
- Design of didactic resources, materials and educational programmes for the different groups, levels and curricular areas, etc.
- Design and application of diagnosis techniques and instruments and identification of the variables which justify them.
- A concrete educative action- a diagnosis of needs, capacities, exclusion factors and social discrimination, learning difficulties, etc.
- Evaluation of processes of orientation adapted to the individual distinctive features, contexts and models of orientation.
- Participation, advising and management of the planning, development and evaluation of educational programmes, in organizations.
- Evaluation of didactic resources, materials and educational programmes for different groups, levels, curricular areas, etc.

Social Educator “Trainer of adults and elders”**Transversal competences**

- Ethical Commitment
- Openness for long life learning
- Organization and planning.
- Criticism and self- criticism abilities
- Diversity and multicultural recognition and respect.

Specific competences – Know

- Know the welfare policies available and the legislation that supports the socio-educational processes of intervention.
- Know the different cases and theoretical foundations of the socio educational intervention and its areas of action.
- Know the pedagogical, psychological and sociological cases which constitute the basis of socio educational process of intervention
- Know the theory and methodology for the evaluation of the socio educational intervention
- Know the evolutionary stages of the working population.
Know the foundations of the design and use of didactic means for the socio educational intervention
- Know the main characteristics of the social and labour environments of intervention
- Know the biological, ecological and environmental factors which affect the socio educational processes.

Specific competences – Know how to do

- Inclusion of the social, institutional, personal and material resources available to carry out the work of a certain area of action.
- Design and application of programmes and strategies of socio-educational intervention in the different areas of work.
- Use of concrete techniques of socio educational and communitarian intervention (group dynamics, motivation, negotiation and assertiveness),
- Knowing to use the different socio- pedagogical procedures and techniques for the intervention, mediation and analysis of the personal, social and family reality

5. Master Adult Educator competence profile – suggested structure

The overview on the different competence profiles of adult educator all around Europe provided above (see point 2 and 3) allows Flexi-Path project to develop a comprehensive integrated Master adult educator (7th EQF level).

Adult learning professionals at the 7th EQF level are identified by the Flexi-Path project team to be those professionals who have management responsibilities and roles at different adult education organisational levels (institution, department, programme, project etc.) and in different adult education sectors: training/ facilitating learning, competence assessment, guidance and counselling, human resource development in companies etc.

- Manager of adult education institutions/ organisations, departments, programmes, (EU, national, regional and local) projects
- Manager of human resource development departments in companies
- Curriculum design developer, adult education programme developer
- Guidance counsellor in Employment Agency offices, career counselling centres
- Professional competence assessor/ evaluator
- Trainer of trainers/ teachers' educator
- Etc.

Before progressing in the competence profile development it is necessary to clear up that the Flexi-Path project intends to focus on the competences needed by 7th EQF level professionals to perform in adult education field, no matter their subject-related or sector-specific competences. The competence profile description in the table below is intended as a minimum standard for all these professionals.

Professional competences – suggested structure

Aim

The present competence frame was designed to cover different adult learning professional profiles at 7th EQF level and to facilitate flexible and alternative pathways for transfer and recognition of competences.

Background/ Basis/ data

Due to the large national and contextual differences, diversity of qualification pathways and extended repertoire of activities in adult education in the Flexi-Path partner countries (see national reports and Synthesis report) and all around Europe (see the ALPINE study), the Flexi-Path partnership narrowed its focus in developing the competence frame to those professions in adult education most known and recognised, targeted by qualifying programmes and/ or shaped by the needs in the field.

The distinction between the 6th and the 7th EQF level professions/ qualifications in adult education was one of the greatest challenge of the project in the context of few National Qualification Frameworks (NQF) developed so far in Europe and the incipient implementation phase of most of those initiated already. Also the type, focus and approach of pathways qualifying professionals at 7th EQF level represented a barrier in establishing the boundary between 6th and 7th EQF level professionals. These qualification pathways vary enormously from highly academic to very practical vocational programmes. Furthermore, the academic programmes (university master programmes) significantly differ as they could lead to general qualifications (expert in adult education, covering a wide range of sectors) or to more focused qualifications, directly related to a specific activity in adult education i.e. management, curriculum design, delivery of teacher training, evaluation of training programmes, project management, counselling etc.

This situation was also reflected in the Flexi-Path national reports and more articulated and highlighted in the Synthesis report.

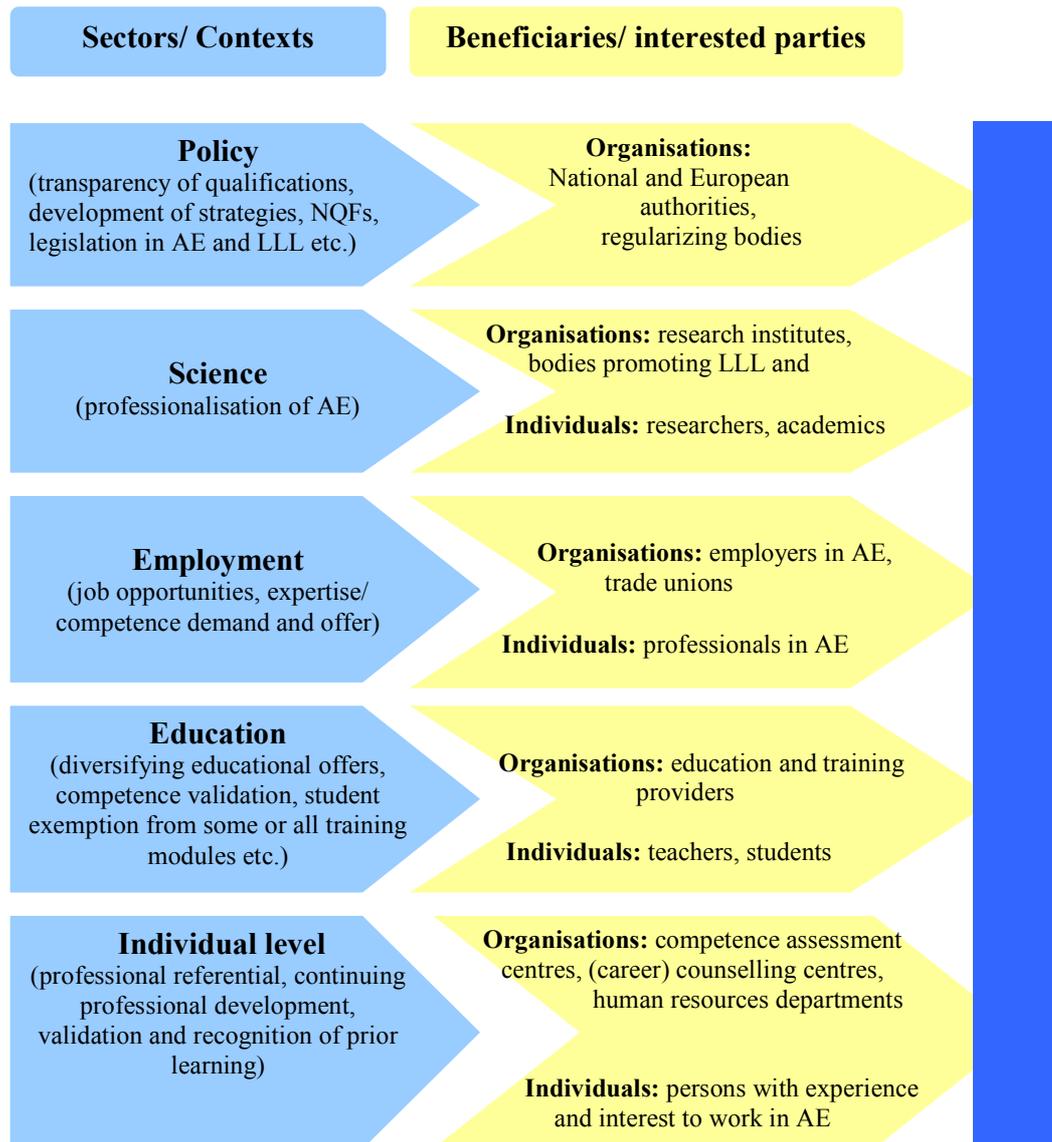
Development phases

Reflection

In the development process of the competence frame for 7th EQF level AE professionals, there were identified the critical issues standing at the basis of a valid and relevant competence frame for 7th EQF level professionals:

- Who is going to benefit from/ use the competence frame?

Setting the user groups represented a first step towards the development of the competence frame for 7th EQF level AE professionals. The potential user-groups or beneficiaries were identified by taking into account the need for such a competence frame (and, consecutively, a validation instrument base on it) in different sectors/ contexts:



Need for competence frame for 7th EQF level AE professionals: sectors/ contexts and potential beneficiaries/ interested parties

● How do we define/ identify 7th EQF level in AE?

	Knowledge	Skills	Competences
Level 1 . . Level 5			
Level 6 The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
Level 7 The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Extracted section from the EQF levels description (Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, 2008)

The starting point in defining the 7th EQF level in AE was the analysis of the knowledge, skills and competences indicators describing the 7th EQF level (see highlighted section above). Then an adaptation and transfer process commenced: the 7th EQF level indicators were adapted to adult education field. A competence profile was drawn, mainly focused on management in AE, but the question that emerged in the development work was: Who are the AE professionals at 7th EQF level? Who are we targeting through the profile?

The answer to this question was accurately searched by the Flexi-Path partners through a process of scanning again the practice/ field of adult education and identification of those

professionals who assessed their competences against the proposed profile. Each partner provided a case-study focused on a 7th level professional in AE.

- Procedure for developing the competence frame (starting from the input (curriculum) or output (learning outcomes – case studies). Academic vs. Competence-based approach

(***) The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

Decision

On the basis of the Flexi-Path national reports and the Synthesis report the following 7th level qualifications in adult education were identified:

- Evaluator of learning process/ training programme
- Evaluator of professional competences
- Programme/ curriculum developer
- Trainer of trainers (Teacher trainer)
- Career advisor/ counsellor
- Manager in AE (Manager of AE institution/ organisation, Manager of Human Resources Department, Responsible for Human Resources development, Project manager)
- Researcher

Flexi-Path: 7th EQF level in AE Competence profile structure



Competences Professionals in AE	General competences in AE	Management in AE			Design of AE		Delivery of AE	Evaluation in AE		Counselling in AE	Policy in AE	Research in AE	
		Strategic organisation management	Management of personnel	Management of financial resources	Determination of adult training and development requirements of an organisation	Design courses/ programmes for adult education and training	Training of trainers/ Teacher training	Evaluation of training programmes and courses	Evaluation of prior experience/ prior learning/ professional competences				
Trainer of trainers (Teacher trainer)	✓						✓						
Programme/ curriculum developer	✓				✓	✓							
Evaluator of learning process/ training programme	✓							✓					
Evaluator of professional competences	✓								✓	✓			
Career advisor/ counsellor	✓									✓	✓		
Manager of AE institution/ organisation	✓	✓	✓	✓							✓		
Responsible for Human Resources development	✓		✓		✓	✓		✓	✓				
Project manager	✓		✓	✓							✓		✓
Researcher	✓										✓	✓	✓
...	✓												

Grid for defining the profile of 7th EQF level professionals in AE

General competences:

<i>Knowledge in adult education</i>	Theoretical and practical knowledge in adult education	Demonstrate knowledge of theories of adult learning.	<p>A range of learning theories' principles and philosophies is outlined and linked to specific learning contexts</p> <p>Theories of adult learning are compared and contrasted for their applicability within a specified adult learning environment</p>
		Critically analyses the concepts and applications of learning styles within adult learning contexts.	<p>Analysis critically examines the theories behind different learning style models</p> <p>A minimum of three learning style models and their analysis tools are compared for their advantages and disadvantages in specific adult learning environments</p>
<i>Continuous professional development</i>		Critically reflect on own practice in adult education and training	<p>Own practice is critically examined against criteria for best practice and development needs are identified</p> <p>Keeps up-to-date with research on instructional practices, management and leadership and shares those practices with staff internally and across professional networks</p> <p>Engages in a variety of activities that foster own learning such as participating in professional networking, contributing to peer reviews, initiating research activities and subscribing and/ or contributing to journals as author and/ or editor</p>
		Work with stakeholders to improve own professional knowledge and practice	<p>A process to gather professional feedback is developed with input from stakeholders</p> <p>Feedback from stakeholders is analysed and used to assist in</p>

			<p>developing professional practice to meet professional development needs and goals</p> <p>Strategies for improvement are developed to match identified needs and goals</p> <p>Formal and informal networks are established and utilised for gathering and sharing to inform professional knowledge and practice</p> <p>Self-review and stakeholder feedback are used to modify strategies for improvement</p>
<i>Interpersonal competences</i>	Communication and interaction		<p>Proves empathy and flexibility in the relation with learners/ stakeholders</p> <p>Stimulates cooperative relation among learners/ stakeholders</p> <p>Anticipates potential conflicts in the group of learners/ stakeholders and compound them promptly</p> <p>Handles conflicts by transforming them into learning opportunities and experiences</p>
<i>Diversity and multicultural environment</i>		Identify diverse cultural needs in a multicultural (learning) environment	<p>The candidate's own cultural needs are identified in relation to a selected learning environment</p> <p>Cultural needs are identified for learners from at least one culture different from that of the candidate in relation to the selected learning environment</p>
		Establish a culturally safe and inclusive	Behaviours that may cause barriers to learning are described, and modifications made or recommended in accordance with

		(learning) environment for adults	<p>organisational policies and procedures</p> <p>Actions are taken to establish a culturally safe and inclusive environment. The actions are supported by learner feedback and documented according to organisational policies and procedures</p> <p>Range actions may include but are not limited to – use of teaching and learning strategies, use of language, observation of cultural practice, arrangement of the physical environment, protocols.</p>
<i>Empowering adult learners</i>		Learner engagement and responsiveness	<p>Recognises and actively pursues approaches that take account of the centrality of the learner’s experience both individually and collectively</p> <p>Plans and delivers either directly or through commissioning a range of learner support services to identify and meet individual needs (e.g. related to disability, domestic situation, homelessness, basic skills problems)</p> <p>Ensures that all arrangements for learner enrolment, accreditation and support services are fit for purpose and operate to maximum effectiveness</p> <p>Ensures implementation of all aspects of complaints and disputes resolution, through to external legal procedures</p>
		Premises and facilities	Secures adequate and appropriate accommodation for learner engagement taking account of all curricular, access, safety and

			<p>sustainability issues</p> <p>Ensures the proper conduct of all responsible individuals to maintain satisfactory learning environments and the safety and wellbeing of users</p>
		Further guidance	<p>Refers learners to information on potential current and future learning/ development opportunities</p> <p>Provides information about further development opportunities in relation to own specialist area</p> <p>Provide information about different external services in areas connected to its own</p> <p>Identifies and overcomes barriers faced by adults returning to learning</p>
<i>ICT skills</i>			<p>Confidently and critically uses ICT tools to put learners/ stakeholders at the centre and engage them actively in the learning/ development process, promoting discovery and experiential learning, problem solving skills</p> <p>Understands and critically evaluates different aspects of digital media and media contents used in his/her activity field</p> <p>Acknowledges technological media innovations and benefits from them</p>

Specific competences:

Domain	Cluster	Competence	Performance criteria
<i>Management in adult education</i>	Strategic organisation management	Organisational learning culture for adults	<p>Critically examines the benefits of a learning and development culture in relation to their impact on an organisation's objectives and goals (i.e. productivity, efficiencies, team cohesion, staff development, staff retention)</p> <p>Develops and presents to stakeholders a strategy for the promotion of an organisational learning culture consistent with the organisation's needs</p> <p>Promotes to individuals and the organisation the learning and development culture, in terms of benefits for the organization</p> <p>Collates and analyses stakeholder feedback in accordance with organisational requirements and the objectives of the strategy</p> <p>Uses the results of the analysis of stakeholder feedback and self-review to modify plans for the future</p>
		Relation with external environment	<p>Shapes the activity of the organisation taking into account the adult education trends at European, national and local level</p> <p>Anticipates the economic, social and cultural changes and adapts the organisation activity to them</p>

			<p>Initiates and runs organisation performance assessment based on identification and selection of a range of tools and methodologies</p> <p>Creates and activates contact networks according to specific needs and contexts</p> <p>Develops an organisation brand based on specific values, approaches and targets making it recognizable at the level it aims to be (European, national, regional, local)</p>
		Accountability and governance	<p>Creates the basis for departmental and institutional mission statements and operational plans; monitoring performance against agreed goals</p> <p>Maintains active contacts with internal & external stakeholders</p> <p>Contributes at a high level to compliance management and systems maintenance</p> <p>Actively engages with any compliance issues or failures</p> <p>Maintains adequate and appropriate foresight and recommends/implements necessary strategies for organisational sustainability</p>
	Management of Personnel	Leadership and interaction	<p>Promotes an environment in which linguistic and cultural differences are valued and appreciated</p> <p>Maintains systems of internal information: newsletters, notices, signage etc., to ensure that staff and learners are</p>

			<p>aware of issues affecting them</p> <p>Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency and communicates information fully and clearly</p>
		Human Resources Development	<p>Supports the professional development of staff by:</p> <ul style="list-style-type: none"> a. individually providing feedback on performance, shared reviews and/ or different kinds of support (release time, stipends etc.) b. corporately developing and ensuring planned delivering of a Continuing Professional Development programme <p>Encourages staff to become involved in the identification and planning of their own professional development</p> <p>Designs in a collaborative way a staff development programme in accordance with the organisation needs taking account of staff needs, informal conversations, identified national and local needs, and research</p> <p>Encourages and promotes professional development activities related to technology</p>
	Management of financial resources	Management of financial resources	<p>Contributes to financial planning and budget management at a strategic level</p> <p>Secures, allocates and effectively manages a budget within agreed limits</p> <p>Negotiates institutional funding with a range of stakeholders</p> <p>Maintains active awareness of and pursues funding sources</p>

			<p>at local, regional, national and European level</p> <p>Assesses and takes account of risk factors in the utilisation of resources</p>
<i>Design and development of adult education and training</i>	Determination of adult training and development requirements of an organisation	Planning training needs analysis for an organisation	<p>Determines the scope of training needs analysis for a specified organisation</p> <p>Selects methods of analysis and justifies their suitability in the specified context and situation</p> <p>Determines timeframes, organisational details, and intended usage of analysis methods</p>
		Conducting training needs analysis for an organisation	<p>Carries out collection and processing of data according to the plan, and anticipates the intended analysis process</p> <p>Carries out analysis according to the plan, and enables accurate determination of the training needs requirements of the organisation</p> <p>Offers a basis for analysis conclusions in relevant statistical material and proposes prioritisation and resource planning</p>
		Making training recommendations for the organisation	<p>Formulates the training recommendations in accordance with organisation's strategic goals, direction, training budget, and resources</p> <p>Outlines the training recommendations by proposing specific solutions, which accords with organisational requirements</p>

Design courses/ programmes for adult education and training	Defining course	<p>Formulates course rationale in accordance with analysis of researched material and stakeholder requirements</p> <p>Identifies course purpose to match stated rationale</p> <p>Identifies measurable course outcomes that are achievable and meet stated purpose</p> <p>Considers and accommodates in planning the delivery parameters (timeframes, staffing, resource availability, learner entry criteria)</p>
	Outlining course content	<p>Defines content that matches and supports defined course outcomes</p> <p>Proposes content structure and format in accordance to stakeholder requirements</p>
	Planning course assessment	<p>Includes procedures for monitoring, recording, feedback, and reassessment in the course plan</p> <p>Plans the evaluation of design and delivery against stakeholder requirements and expectations</p> <p>Anticipates in the evaluation reporting process method of presentation of feedback to stakeholders</p>
	Review of course design	<p>Reviews the course design against stakeholder requirements and intended course purpose</p> <p>Plans the review to include consideration of stakeholder feedback</p>

			Modifies the course in order to address any identified concerns
<i>Delivery of adult education and training</i>	Training of trainers/ Teacher training	Facilitation of interactive learning sessions	<p>Applies teaching strategies to promote individual participation, group interaction and the opportunity to practice</p> <p>Uses assessment processes to provide a check for learners of their achievement of learning outcomes</p> <p>Agrees the learning outcomes and assessment processes with target audience, and identifies possible learning barriers</p> <p>Incorporates the use of at least three different learning methods and the reinforcement of key points</p>
		Delivery of learning opportunities that promote the transfer of skills, knowledge, and other attributes into a new context(s)	<p>Analyses the content of current learning opportunities to determine their effectiveness for promotion of transfer of skills, knowledge, and other attributes, and adjusts it as necessary</p> <p>Analyses delivery methods to determine their effectiveness for promotion of transfer of skills, knowledge, and other attributes, and adjusted as necessary</p> <p>Identifies links to likely future contexts and/or experiences in terms of skills, knowledge, and attribute requirements</p> <p>Incorporates in the learning opportunities conditions that reflect likely future contexts</p>

			<p>Includes in the learning opportunities relevant problem-based methods and/or situations</p> <p>Includes in the learning opportunities self-directed learning, reflective self-evaluation, and interaction with other stakeholders</p> <p>Analyses current assessment methods to determine their effectiveness for promoting transfer into new context(s)</p>
		Negotiation and implementation of action plans for individualised learning	<p>Establishes individualised learning outcomes that match the individual's needs, interests, requirements, and abilities</p> <p>Includes in the plan individual's learning outcomes, agreed timeframe for completion, and agreed methods for assessment and recording</p> <p>Includes in the plan a structured sequence of learning events, key dates and arrangements for support, progress review, and feedback</p> <p>Plan is recorded, and is agreed by facilitator and learner</p>
		Self reflection, criticism and assuming responsibility for results	<p>Offers opportunities for exercising learners' (trainers') self-reflection on own teaching/ training activity (approach, methods, results etc.)</p> <p>Persistently seeks to create situations for critical analysis of concrete (performed by learners or previewed) training sequences</p> <p>Enables learners (trainers) to identify possible areas for future refinement of their training/ teaching activity</p>

			Facilitates group exchanging and discussion opportunities in order to raise awareness on trainer's professional and moral responsibility
<i>Evaluation in adult education and training</i>	Evaluation of training programmes and courses	Planning an evaluation process for an adult training programmes/ course	<p>Constructs evaluative questions in order to generate the data that will achieve the purposes of the evaluation</p> <p>Selects the qualitative and quantitative inquiry methods and information sources, and designs the evaluation tools so that they will permit ethical, valid and reliable data to be generated</p> <p>Ensures that planned scope and presentation of evaluation meets the needs of relevant stakeholders, and enables the achievement of evaluation aims within time, budgetary, and resource constraints</p>
		Collection and analysis of data on an adult training course	<p>Carries out data collection and recording in accordance with the evaluation plan</p> <p>Collects and stores data with regard to cultural considerations, and the organisation's ethical requirements</p>

		Reporting on the results of the evaluation	<p>Presents the results so that they validly reflects the data</p> <p>Specifies the limitations of the data interpretation with regard to validity and reliability</p> <p>Compares the evaluation results with related external data (where available)</p> <p>Formulates evaluation conclusions that are valid and justified in terms of evaluation purposes and results</p>
	Evaluation of prior experience/ prior learning/ professional competences	Planning of competence assessment	<p>Identifies the candidate needs for a competence assessment and adapts the evaluation approach to it</p> <p>Designs and selects appropriate assessment instruments</p> <p>Plans a consistent and relevant assessment process following different assessment steps (self-evaluation, external evaluation, negotiation)</p>
		Development of competence assessment process	<p>Offers permanent and specialised assistance to the candidate (explanation of assessment steps, guidance for competence evidence gathering etc.)</p> <p>Records and reports the evaluation results, with a permanent concern for reliability and validity of data</p> <p>Analyses the evaluation results and makes a decision on the level of (professional) competence against a (professional) standard</p>
<i>Counselling in adult</i>	Career development and guidance	Preparing counselling sessions for adult learner(s)/ clients	Determines the current level of learner professional status, expected outcomes, and intended counselling timeframes in order to provide relevant and targeted counselling sessions

<i>education</i>			<p>Establishes with the learner(s)/ client, and any other relevant stakeholders the expected outcomes</p> <p>Negotiates the counselling schedule to meet agreed outcomes (timeframes, venue(s), planned stages of development, resources)</p>
		Delivering counselling sessions for adult learner(s)/ clients	<p>Provides counselling practice in accordance with stakeholder requirements</p> <p>Selects the counselling methods to meet individual needs, develop individual potential, and to achieve agreed outcomes</p> <p>Provides guidance and feedback to meet the agreed outcomes in the development plan</p> <p>Documents and monitors progress and ensures that any modifications are agreed with learner/ client</p>
<i>Policy in adult education</i>		Understanding adult education policy impacting on own activity/ field	<p>Analyses political decisions as they impinge on education</p> <p>Takes into consideration the educational needs trend of the adult population and identifies ways of linking demands and responses</p> <p>Understands the needs, demands and resources (actual, potential and required) for the education of adults and the collectivities through which they function</p> <p>Analyses the concrete situation of the adult education sector</p>

			in which he/ she activates, estimates its positive and negative sides, finds out the reasons and possible impact on his/ her own activity
<i>Research in adult education</i>	Investigate problems related to adult education and learning	Design of research	<p>Selects a relevant and innovative topic for own field of activity in adult education</p> <p>Ensures that the topic is researchable within the prescribed methodology</p> <p>Proposes realistic timeframe</p> <p>Identifies and evaluates a research approach in terms of its appropriateness and validity to own field of activity</p> <p>Selects appropriate research techniques to the research being undertaken</p>
		Implementation	<p>Records accurately the data</p> <p>Analyses the data consistently with the information collected and methodology employed</p> <p>Interprets the data consistently with the information collected and methodology employed</p>
		Results and recommendations	<p>Draws conclusions that are supported by the research data</p> <p>Reports research findings significant in terms of information value and potential impact on those being informed</p> <p>Communicates the content of the research in terms that</p>

			<p>make it intelligible and useful to relevant parties</p> <p>Identifies limitations of the research in accordance with organisational requirements</p> <p>Makes recommendations that can be supported in terms of the implications of the research undertaken and benefit to the situational context in which they will be applied</p>
Perform scientific and applied projects in area of adult education and learning	Project planning		<p>Defines the project aims, roles, outcomes and products and structures the main activities</p> <p>Sets quality indicators</p> <p>Divides the project into smaller working units, then further subdivides, names and lists them</p> <p>Provides a graphic display of the units and their contents in clear structure</p>
	Project organisation		<p>Builds up a project culture</p> <p>Formes European and national teams</p> <p>Sets up and maintains a communication system</p> <p>Sets up and maintains an information and reporting system</p> <p>Manages critical phases</p>
	Evaluation and dissemination		<p>Collects and interprets evidence against quality indicators</p> <p>Uses the evidence to implement changes</p>

			<p>Orientates the dissemination focus and the approach according to the interests of the people involved, the different organisational types in a partnership and their motivation for developing the project</p> <p>Ensures that the project is addressing the needs and demands of the target group. By the end of the project the process will move on to potential marketing opportunities</p>
		Financial and contractual management	<p>Manages contractual arrangements with the finantator and with the project partners and the sub-contracts with individuals or bodies without partner status</p> <p>Manages the copyright agreements</p> <p>Planes and revises the project budget</p> <p>Establishes an efficient financial reporting system</p> <p>Controles the eligibility of expenditure and its congruence with the budget plan</p> <p>Reports the status and results of the project to the contracting-party at different stages</p>