Key competences for adult learning professionals

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Contribution to the development of a reference framework of key competences for adult learning professionals

Background

A basis for the comparison of national policies

A step towards harmonisation

A contribution to the Action Plan on Adult Learning and its 5 key messages

A contribution to “It’s never too late to Learn” in Budapest 2011
Aims

- A European reference framework of key competences for adult learning staff
- Flexible and alternative pathways for transfer of competences
Focus of the study

Domains

- labour market
- basic skills (second chance)
- Culture and art
- Social cohesion and citizenship.

Activities

- Teaching, counselling and guidance activities.
- Management, programme planning, administrative support and media use.
Approach

Geographical coverage

Competence identification
Competence modelling
Competence assessment
A note on Competences

A complex combination of knowledge, skills and abilities/attitudes, needed to carry out a specific (or a complex) task, in a specific context, leading to results
Knowledge, Skills and Abilities/Attitudes

- Knowledge - body of facts, concepts, ideas, principles, theories and practices, that is related to a field of practice, work of study;
- Skills - capacity learned or acquired through training, to perform actions by applying knowledge
- Abilities/attitudes - physical, mental or emotional capacity to perform a task.
Qualifications Structures and Professional Profiles

Professional profile

Reference framework of key competences

Qualification Structures

Requirements/ key occupational tasks

Learning outcomes

Competences

Knowledge

Skills

Abilities
The reference framework

- Three sets of statements

Activities
Competences
Context
A comprehensive framework

- Teaching general subjects
- Teaching technical and practical subjects
- Supervision and/or training of adult education staff
- Coaching or mentoring people in their personal development
- Tutoring, supporting people in their self-directed learning processes
- In-take of participants, needs assessment, accreditation of prior learning
- Guidance and counselling of people on learning subjects
- Development and organisation of educational activities (courses etc.)
- Development of ICT material for educational activities (courses etc.)
- Development of material or methods for educational activities (courses etc.)
- Evaluation of educational activities
- Management, coordination of educational activities

Teacher positions
Management positions
Counselling and guidance positions
Programme planning positions
(Administrative) support positions
Media use positions
Different levels of competence

*Meta competences*

*Generic competences*

*Specific competences*
Generic Competences

- These are prerequisites for being a professional in the adult learning sector
- The last four generic competences have a strong pedagogical / didactical focus
Specific Competences

- 6 Specific competences directly related to the learning process
- 6 Specific competences supporting the learning process
Activity

• Quickly brainstorm the activities of an adult educator
• Choose any one activity and list the competences required
• Which competences are might be common to other activities and which might be specific to this particular activity?
The reference framework

**Meta competences:**
A1 Personal competence
A2 Interpersonal competence
A3 Professional competence

**Generic: Directly involved in the learning process**
B1 Expertise (theoretical/practical knowledge)
B2 Didactical competence
B3 Competence in empowering adult learners
B4 Competences in dealing with diversity and groups

**Generic: Indirectly involved in the learning process**
B5 Competences in working with institutional resources, the own expertise and different managerial, organisational methods, styles and techniques (technologies)
B6 Competence in creating a stimulating and constructive working environment

**Activities**
C1 Competence for assessment of prior experience, learning needs, demands, motivations and wishes of adult learners
C2 Competence in designing an adult learning process
C3 Competence in facilitating the learning process for adult learners
C4 Competence for continuously monitoring and evaluating the adult learning process in order to improve the learning process
C5 Competence in advising on career, life, further development and possibly professional help
C6 Competence in designing and constructing study programmes
C7 Competence in management of financial resources, financial streams in the adult learning institute
C8 Competence in management of staff, people management and human resources
C9 Competence in quality management and mission development
C10 Competence in marketing and public outreach
C11 Competence in dealing with administrative issues and informing and supporting others
C12 Competence in facilitating ICT-based learning environments and support
Refined Model

**Generic competences:**

A1 Personal competence: being a fully autonomous lifelong learner

A2 Interpersonal competence: being a communicator, team player and a networker

A3 Professional competence: being responsible for the further development of adult learning

A4 Expertise (theoretical/practical knowledge: being an expert in a field of study/practice*)

A5 Didactical competence**

A6 Competence in empowering the adult learners

A7 Competence in dealing with heterogeneity and diversity in groups