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# **Competences of Virtual Learning Facilitators (VLFs)**

## **The FAVILLE Validation Framework**

### **User Guide**

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FAVILLE is an Erasmus+ Strategic Partnership project. It aims to enhance the quality standards of facilitation in virtual learning environments and to provide skills and competences that facilitators of virtual learning need to develop or improve their activity. More information at: <http://faville-project.eu/>

## FAVILLE partners

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## Content

<b>0. In a Nutshell: what is this guide about?</b>	<b>5</b>
<b>1. Background and rationale</b>	<b>5</b>
<i>Validation in the EU policy context – a brief introduction</i>	5
<i>Benefits and relevance of validation for facilitators of virtual learning</i>	7
<b>2. The FAVILLE competence profile</b>	<b>8</b>
Holistic understanding of competence in FAVILLE	8
The FAVILLE competence areas	9
Proposed connection with relevant European frameworks	13
<b>3. The FAVILLE validation process</b>	<b>15</b>
1 Self-assessment questionnaire	16
2. Application portfolio	18
3. Competence test	20
4. Evaluation of portfolio application and competence test	21
5. Feedback talk	22
6 FAVILLE certificate	23
7 Data privacy	23



## 0. In a Nutshell: what is this guide about?

This guide introduces the FAVILLE framework for the validation of professional competences of Virtual Learning Facilitators (VLFs). By VLFs we understand online teachers or online facilitators who work with adult learners in different educational contexts (higher education, vocational training, in-company training, non-formal adult education, etc.).

The present framework was developed within the Erasmus+ Strategic Partnership FAVILLE. FAVILLE aimed to enhance the quality standards of facilitation in virtual learning environments and to provide skills and competences that facilitators of virtual learning need to develop or improve their activity. To this end, FAVILLE developed a training course and a competence validation framework as two complementary outcomes. In the training course, participants can acquire from scratch relevant professional competences for working as a VLF. The validation framework enables *experienced* VLFs who have already acquired these relevant competences informally - on the job, through learning by doing, or through informal self-study - to record and demonstrate these competences. Both options, if successful, lead to the acquisition of a FAVILLE certificate.

The present guide is aimed at the potential beneficiaries of the FAVILLE validation framework, i.e. experienced VLFs, who wish to have their competences validated. It starts with a short introduction to the background and rationale of the validation framework in the light of current EU policy (chapter 1). Chapter 2 introduces the FAVILLE competence profile which presents the reference for the present validation framework. Chapter 3 describes in greater detail the validation process step by step.

## 1. Background and rationale

### ***Validation in the EU policy context – a brief introduction***

Validation of skills is an important element in the European Union's policy on lifelong learning. It takes account of the fact that a great part of learning is taking place outside formal education and training settings. People acquire and develop competences and skills throughout their life, through work experience, through everyday and leisuretime activities, through attending conferences, reading books or simply discussing with friends and colleagues. The skills acquired through these activities remain mostly "invisible" and unrecognized. They do help individuals to "function" in their everyday professional and private lives and to manage their tasks well; but their full potential cannot be used because of their "invisibility". Those who want to apply for a job, go abroad or take part in further

training must in many cases present certificates that prove their existing competences. However, the "informally" acquired skills are not recorded in these formal qualifications.

The concept of validation offers a solution to make informally acquired competences visible and more usable.

Validation is defined by the European Union as

„a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard”<sup>1</sup>

Validation consists of four phases:

1. Identification through dialogue of particular experiences of an individual;
2. Documentation to make visible the individual's experiences;
3. A formal assessment of these experiences; and
4. Certification of the results of the assessment which may lead to a partial or full qualification (ibid.)

In its Recommendation of 20 December 2012, the Council of the European Union urged EU member states to set up arrangements for the validation of informal and non-formal learning by 2018 (ibid).

The latest monitoring report on the state of implementation had however to state that this goal has not yet been fully achieved across the EU. Especially for the formal assessment and recognition of informally acquired competences (phase 3 and 4), the preconditions could not yet be created in all countries.<sup>2</sup>

Nevertheless, a validation process can also produce useful results already in phases 1 and 2: The systematic recording and transparent documentation of existing competences ensures that these competences finally become visible and legible. In this way, they can be plausibly presented to third parties - such as potential employers - and valued accordingly by them. Systematically recording and documenting one's own competences can also help individuals to become aware of their own abilities in the first place. They can thus strengthen one's own self-confidence. They can also help to plan one's own further education in a more targeted way by identifying any existing competence gaps.

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<sup>1</sup> Council (2012). Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. In: Official Journal of the European Union OJ No. C 398 of 20.12.2012

<sup>2</sup> European Commission (2020). Commission Staff Working Document. Evaluation of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. Accompanying the document Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions European Skills Agenda for sustainable competitiveness, social fairness and resilience. Brussel, 01.07.2020. SWD(2020) 121 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1593782851603&uri=SWD:2020:121:FIN>

### ***Benefits and relevance of validation for facilitators of virtual learning***

The present framework focusses on the validation of professional competences in the field of Virtual Learning Facilitation. It is one of the outcomes of the FAVILLE project, a strategic partnership project funded under the Erasmus+ programme. The name FAVILLE stands exactly for “Facilitators of Virtual Learning”.

The FAVILLE project focused on this field of activity because it is becoming increasingly important in today's digitalised world. Learning opportunities are - not only since the Covid 19 pandemic but even more so since then - increasingly offered in "virtual spaces", either as pure online formats or, as blended-learning, in combination with face-to-face components.

Under different names and terms, such as “online tutors”, “e-moderators” and many others, facilitators of virtual learning may be found in many places. A VLF may or may not be at the same time a subject area expert like a teacher or trainer. In either case, however, the VLF has the task to engage, motivate and support learners in their learning paths, facilitate their communication and collaboration, create opportunities for teamworking. Moreover, the VLF is responsible for providing learners with activities and content that are suitable for promoting their learning process and knowledge acquisition.

In order to fulfill these tasks in a professional way, a complex profile of technical, didactic and social competences is required. Nevertheless, in Europe there is no fixed occupational profile for a facilitator of virtual learning, nor are there standardised training paths that impart the corresponding competences.

The FAVILLE project aimed to improve the quality standards of facilitation in virtual learning environments across countries by identifying a shared, cross-national competence profile for VLFs and developing a European training course based on this profile.

The FAVILLE validation framework presented here adds another component to this offer. It is based on the same competence profile as the FAVILLE training course and it enables individuals to have their relevant competences assessed and documented. In the end, i.e. after successful completion of the whole validation process, it allows the candidate to receive a certificate which is equivalent to that of a successful participant in the FAVILLE training course.

On this basis, the present validation framework also creates a basis for a possible *formal* recognition of the competences that have been certified with the FAVILLE certificate, provided that the (legal, institutional, etc.) conditions for such recognition have been established in the country concerned.

Even if the requirements for formal recognition in a country are not (yet) met, the validation process still offers a number of other benefits for the users. Such “wider” benefits include:

- self-reflection on own professional development is encouraged

- external feedback from the assessor brings an additional perspective and can enhance the view of oneself as a professional VLF
- the validation process supports a targeted planning of own further competence development through identification of competence gaps
- Counselling and advice may be obtained from assessor on options for further competence development

## 2. The FAVILLE competence profile

The FAVILLE competence profile for Virtual Learning Facilitators (VLFs) was derived from a needs analysis that was conducted in the five partner countries of the FAVILLE project: Germany, Greece, Italy, Portugal and the Slovak Republic. For the needs analysis, desk research was first conducted, in which relevant documents of various kinds (research reports, theoretical literature, practice reports, policy papers, etc.) were evaluated. Secondly, expert interviews were conducted in all FAVILLE partner countries to collect specific expert statements on the task profile and competence needs of VLFs.

The Needs Analysis revealed competence needs for VLFs in five areas

1. *Technical and legal competence (related to e-learning)*
2. *Socio-communicative competence*
3. *Professional awareness and adult learning principles*
4. *Didactic-methodical competence*
5. *Managing, planning and organisational competence*

### Holistic understanding of competence in FAVILLE

Competence in FAVILLE is understood as a complex construct which comprises a combination of factual knowledge, cognitive and practical skills, as well as personal skills and (professional) attitudes. Competent professionals in this understanding possess a relevant base of theoretical knowledge on which they are able and motivated to draw upon when mastering the practical tasks and challenges of their professional activity. They are able and willing to responsibly act in their own field, both autonomously and in collaboration with others. Finally, they are able and willing to critically reflect and analyse their own actions and are motivated to further improving their professional competence.

This understanding refers to a holistic understanding of competence, which is widely recognised in the international discussion. The OECD for example proposed the following definition as early as 2005:



*A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. (OECD 2005, p. 4).<sup>3</sup>*

Such an understanding can also be linked to the European Union's definitions and understandings of competence which are reflected in European transparency instruments such as the European Credit System for Vocational Education and Training (ECVET)<sup>4</sup> or the European Qualifications Framework (EQF)<sup>5</sup>. All these instruments refer to concept of competence which includes at least the categories of "knowledge" and "skills" as well as a third – variously named – category that refers to the way in which this knowledge and these skills are actually applied in a real professional context

### **The FAVILLE competence areas**

Following the above outlined understanding of competence and based on the findings from the needs analysis, the FAVILLE competence profile is defined as shown in **Table 1** below.

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<sup>3</sup> OECD (2005). The definition and selection of key competencies. Executive summary. Online: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

<sup>4</sup> European Parliament & Council (2009). Recommendation of the European Parliament and of the council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET). Official Journal of the European Union C 155 of 08.07.2009, p. 11-18. The ECVET system uses the categories of "knowledge", „skills“ and „competences“ in order to describe units of learning outcomes resulting from a given training opportunity.

<sup>5</sup> Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing 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. Official Journal of the European Union C 189, 15.06.2017, p. 15–28. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01)&from=EN). The EQF uses the categories of 'knowledge', 'skills' and 'responsibility and autonomy' in its description of qualification levels.

**Area 1) E-learning Competence (conceptual, technical, legal)**

The VLF is familiar with the conceptual, technical and legal foundations of e-learning. He/she knows the most important basic concepts and common course formats in the field of e-learning and is able to explain them. He/she knows the most common ICT applications and learning management systems and their respective characteristics. He/she is able to use different tools and devices with confidence. He/she is familiar with existing legal data protection regulations and applies them. Furthermore, he/she is also able to act in a legally correct manner when using or creating own materials (OER) and to take appropriate account of prevailing copyright regulations etc.

**Competence aspects**

In this area 1 the following competence aspects are distinguished:

1a) Theoretical knowledge of e-learning concepts

1b) Application of e-learning tools

1c) Data protection

1d) Work with open educational resources (OER)

**Area 2) Socio-communicative and facilitation competence**

The VLF knows the specifics of communication in virtual space. He/she is able to communicate and interact appropriately with the learners in the virtual space, taking these particularities into account. He/she is able to facilitate discussions and group work in a productive way by creating and sustaining positive working relationships and by efficiently guiding the discussions or the group work.

**Competence aspects**

In this area 2 the following competence aspects are distinguished:

2a) (Specificities of) virtual communication in an online environment

2b) Creating and sustaining learner motivation and engagement

2c) Facilitation of (online) discussions and group learning processes

### **Area 3) Professional awareness and adherence to adult learning principles**

The VLF is aware of and shows a positive attitude towards his own role as a supporter of learning processes among his students. He/she is familiar with the principles of adult learning and learning guidance and is able and willing to apply them in his/her courses. He/she is able to support learners in taking control of their own learning and to foster their autonomy and self-organisation skills by acting as a mentor for his/her learners. Furthermore, as a professional he/she regularly reflects on and critically evaluates his/her own performance and strives to improve it continuously.

#### **Competence aspects**

In this area 3 the following competence aspects are distinguished:

3a) Theoretical understanding

3b) Professional attitude

3c) Adherence to adult learning principles

### **Area 4) Didactic-methodical skills**

The VLF has a fairly broad didactic repertoire of methods for use in virtual space. He/she knows which methods are suitable for different purposes (e.g. \_ presenting content, supporting self-directed learning of individuals and groups, supporting collaborative learning, creating and maintaining motivation of learners, steering/coping with group dynamics, evaluating and assessing learning progress, giving feedback etc) and is able to apply the methods practically in the course. He/she is able to choose appropriate e-learning content for his/her course. He/she is also able to adapt existing e-learning content or create new e-learning content for his/her course with the use of authoring tools

#### **Competence aspects**

In this area 4 the following competence aspects are distinguished:

4a) Facilitation methods and techniques

4b) Didactic use of e-learning content and media formats

<b>Area 5) Managing, planning, organisational skills</b>
<p>The VLF is able to plan online sessions and learning sequences (setting learning goals, selecting or creating materials and tools, planning tasks/assignments/activities, establishing timetable), in accordance with general didactic principles as well as with the specific requirements of the given learner group and the given (organizational) context. He/she is able to monitor and evaluate the course progress ongoingly. During the course process, he/she recognises when changes need to be made to the original concept and is able to implement such changes at short notice. He/she monitors student work in terms of time and deadlines.</p> <p><b>Competence aspects</b></p> <p>In this area 5 the following competence aspects are distinguished:</p>
5a) Course planning and implementation
5b) Managing different courses phases
5c) Use of monitoring tools

*Table 1: Professional competences of Virtual Learning Facilitators (VLFs) – The FAVILLE competence profile. Source: FAVILLE Project*

## Proposed connection with relevant European frameworks

### a) European Qualifications Framework (EQF)

The above FAVILLE profile can be referenced to the European Qualifications Framework (EQF), that was presented by the European Commission first in 2008 and then revised in 2017. The EQF proposes a framework for assigning qualifications from any subject area to one of eight levels. Considering the EQF level descriptors, it is suggested that the FAVILLE profile matches (at least) level 5 of the EQF. This means, in other words, a virtual learning facilitator who is fully competent in the sense of the FAVILLE profile possesses competences that are to be placed (at least) at level 5 of the EQF framework, taking into account the descriptors for that level (cf. Table 2).

	Knowledge	Skills	Responsibility and autonomy
<b>Level 5</b>	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change  review and develop performance of self and others

*Table 2: Descriptors defining Level 5 of the European Qualifications Framework (EQF). Source: Council (2017).*

### b) DigCompEdu

The European Framework for the Digital Competence of Educators (DigCompEdu)<sup>6</sup> was published by the European Commission in 2017. It is a subject specific competence framework that has strong thematic links to the FAVILLE profile. Not all competence areas defined in DigCompEdu are equally relevant for the profile of a VLF as it is envisaged in FAVILLE, nevertheless, the thematic overlaps are so large overall that a reference to the DigCompEdu seems appropriate. Taking into account the level descriptors of the DigCompEdu, the level corresponding to the FAVILLE profile would be (at least) B2 ("Expert").

The general description of that level is defined by the DigCompEdu as follows:

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<sup>6</sup> Redecker, C. & Punie, Y. (ed.) (2017). **European Framework for the Digital Competence of Educators. DigCompEdu.** Luxembourg: Publications Office of the European Union.  
<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu>

“Experts use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use experimentation as a means of expanding, structuring and consolidating their repertoire of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice“ (Redecker & Punie 2017, p. 30)

In greater detail, the DigCompEdu level B2 is defined by the descriptors shown in Table 3 below.

	<b>Area 1: Professional Engagement</b>	<b>Area 2: Digital Resources</b>	<b>Area 3: Teaching and Learning</b>	<b>Area 4: Assessment</b>	<b>Area 5: Empowering Learners</b>	<b>Area 6: Facilitating Learners’ Digital Competence</b>
	Using digital technologies for communication, collaboration and professional development	Sourcing, creating and sharing digital resources	Managing and orchestrating the use of digital technologies in teaching and learning	Using digital technologies and strategies to enhance assessment	Using digital technologies to enhance inclusion, personalisation and learners’ active engagement	Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving
<b>Descriptors for Level B2 (Expert)</b>	Using digital technologies for communication in a structured and responsive way. Using digital technologies for collaborative knowledge construction. Using a range of	Identifying and assessing suitable resources using complex criteria. Adapting advanced digital resources to a concrete learning context.	Using digital technologies purposefully to enhance pedagogic strategies. Using digital technologies to enhance monitoring and guidance. Using digital environments to support collaborative learning.	Strategically using a range of digital assessment formats. Strategically employing digital tool for data generation. Using digital data to enhance	Enabling accessibility and inclusion. Strategically using a range of digital technologies for differentiation and personalisation. Using digital technologies for learners’	Strategically using a range of pedagogic strategies to foster learners’ information and media literacy Strategically using a range of pedagogic strategies to foster learners’ digital

	resources to develop one's individual digital and pedagogic practices. Exploring online CPD opportunities.	Professionally sharing resources.	Using digital environments to comprehensively support self-regulated learning.	the effectiveness of feedback and support	active engagement with the subject matter.	communication and collaboration . Strategically using a range of pedagogic strategies to foster digital content creation by learners. Pedagogically supporting learners' use of digital technologies to ensure their wellbeing. Strategically using a range of pedagogic strategies to foster learners' digital problem solving.
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*Table 3: Descriptors of DigCompEdu Level B2 (Expert). Source: (Adapted from Redecker & Punie 2017)*

### 3. The FAVILLE validation process

In this chapter, the FAVILLE validation framework is presented and the exact procedure in each step is explained.

The FAVILLE validation process allows experienced VLFs to receive a certificate equivalent to that awarded on completion of the FAVILLE training course, after passing through all validation step and being successfully evaluated by an assessor.

In this chapter you will learn how the FAVILLE validation process works in detail, step by step.

The full FAVILLE validation process consists of the following steps:

1. Self-assessment test
2. Application portfolio
3. Competence test
4. Evaluation of application portfolio and competence test by an assessor
5. (Optional) feedback talk
6. Issue of certificate after successful completion

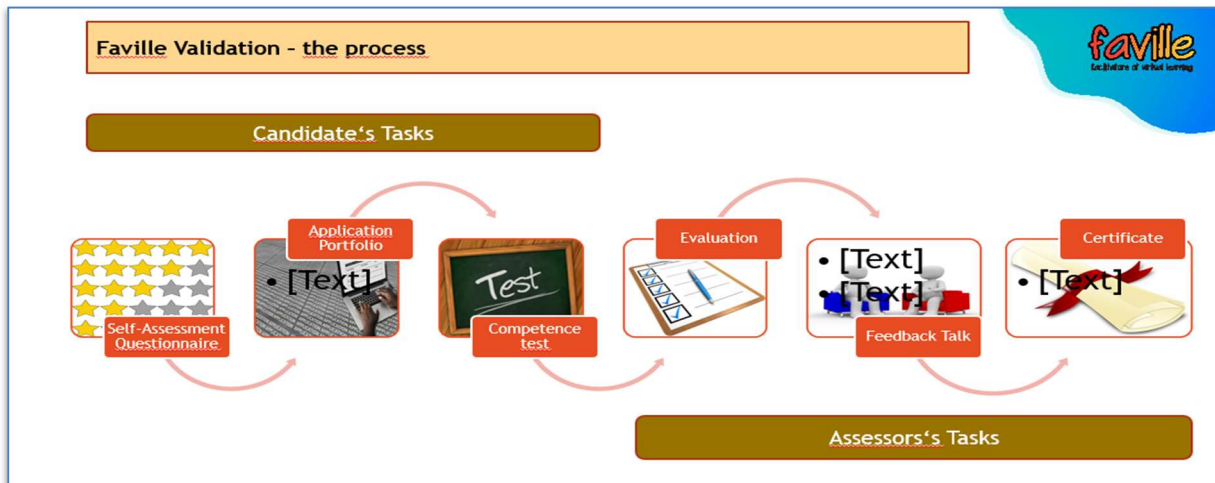


Figure 1: Steps of the FAVILLE Validation Process

## 1 Self-assessment questionnaire

### How does it work?

The first step in the validation process consists in a self-assessment. For this you will be asked to fill a questionnaire which consists of statements on competences and professional behaviour. You are asked to rate the extent to which each statement applies to them on a scale of 1-5. The questionnaire is available as a downloadable excel file. As a result, the excel file will generate two radar charts for you, which show how strongly the various competence areas of the FAVILLE profile are developed in your own estimation (Figure 2).



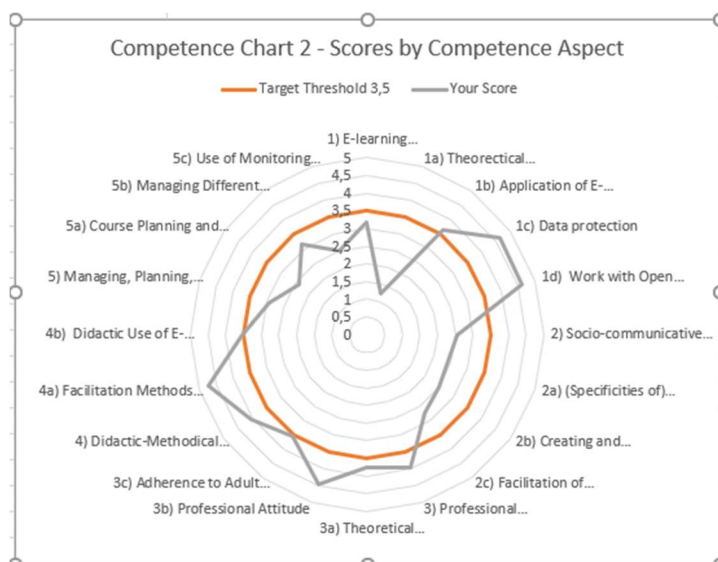


Figure 2: Example of Competence Radar Charts

The target threshold (orange line) corresponds to an average score of 4.0 in each competence area or competence aspect.

*How long will it take?*

The estimated time required is 20-30 minutes.

*What comes next?*

The questionnaire serves as an initial orientation and encourages self-reflection on your professional competences as a VLF. It should also help you to make a realistic assessment of your chances of success in the further validation process.

If there are strong deviations from the desired FAVILLE competence profile (shown in the above radar chart by the orange line), you may consider developing certain competence areas further in a targeted manner for the time being and only tackle the validation process again at a later point in time. You may for example decide to enroll on the FAVILLE training course in order to develop your competences and to obtain the FAVILLE certificate at the end of the course. Alternatively, you may decide to develop your competences in a self-directed way, targeting specifically the areas that your self-assessment has identified as weaker – and only tackle the validation process again at a later stage.

If the self-assessment yields a positive result, i.e. if the proposed thresholds depicted by the orange line in the chart above are met by and large, then you are recommended to continue the validation process.

## **2. Application portfolio**

### *How does it work?*

If you have decided to continue with the validation process, the next step is to put together an application portfolio and complete an online application form.

For the portfolio, you will be asked to gather documents and evidence that are suitable to demonstrate your competences as a VLF. These documents can be various kinds, including certificates and (formal) qualifications, reference letters from employers, work samples, testimonials, etc. When compiling your portfolio, you should use the FAVILLE competence profile (Table 1) as a reference and consider what evidence you can provide for each competence area.

In the application form you will be asked to

- give personal details (name, birth date);
- give details on relevant professional experience as a virtual learning facilitator;
- provide a list of the documents that you intend to submit in order to provide evidence of their competences, i.e. a table of contents of your portfolio.
- explain for each competence area from the FAVILLE profile, where in the documents provided evidence can be found and, if necessary, give further explanations on how the documents can prove these skills.

To conclude this step you upload your portfolio documents as pdf file(s) and submit the filled online application form.

### *How long will it take?*

This will vary individually. However, careful editing of the portfolio and application is estimated to require at least two hours.

### *Are there minimum requirements for the portfolio?*

To have a good chance of successfully completing the validation process and obtaining the certificate, you should be able to provide as a minimum:

- a) credible evidence of at least one year of practical experience as VLF or alternatively of at least 3 virtual learning courses facilitated by yourself.
- b) *some* credible evidence of relevant professional competence in each of the five competence areas of the FAVILLE competence profile (however, it is not necessary to provide evidence for each single competence aspect within the competence areas).

### *What about data privacy?*

All documents that you upload for the FAVILLE portfolio application will be treated absolutely confidentially by us and in compliance with the provisions of the General Data Protection Regulation (GDPR).

These documents will be evaluated by us exclusively for the purpose of the FAVILLE validation procedure.

No later than seven days after completion of the validation process, we will delete all copies from your documents on our data carriers and send you a written confirmation of this.

### *What comes next?*

Following the submission of your application, you will be invited to complete a competence test. The portfolio and the test are two complementary ways of demonstrating your competences as a VLF. The portfolio focuses on proven relevant work experience and demonstrated achievements, the competence test allows you to directly demonstrate your relevant competencies. Both steps complement each other, and gaps in one step can to some extent be compensated for by positive results in the other step.

### 3. Competence test

#### *How does it work?*

You will complete the competence test online in our Learning Management System.

The test is divided into two parts:

- The first part consists of knowledge questions in a closed-answer format (i.e. you need to choose and tick the correct answer(s) from a given selection of possible answers).
- The second part of the competence test ("microteaching") consists of 3 practice related tasks, where you are required to demonstrate planning and problem-solving skills as well as the ability to reflect on their own professional practice. In this part you have to formulate and justify your answers and solutions yourself. For this purpose, you download a word file with the assignments, edit them and then upload the file again.

#### *How long will it take?*

The estimated time required for a thorough completion of the tasks is 3 hours. The whole test should be completed no later than two weeks after submission of the portfolio.

#### *What are the pass thresholds?*

In order to pass the competence test, you need to pass each of the two parts separately:

For part 1 you can achieve a maximum of 84 points. In order to pass, you need to score at least 58 points (70%) in total.

For part 2, you can achieve a total of max. 53 points for all three tasks. In order to pass, you need to score

- at least 70% (37 points) in total  
AND
- score at least 50% of the achievable points for each single task.

#### *What comes next?*

Your portfolio application and your competence test are forwarded to an assessor for evaluation. After the evaluation has been completed, the assessor will provide you written feedback about the outcome.

#### 4. Evaluation of portfolio application and competence test

##### *How does it work?*

The assessor will evaluate your portfolio and your competence test both separately as well as in the overall picture. He or she will check if the competences of the FAVILLE profile are sufficiently covered by the portfolio and the test according to the defined thresholds. He/she will also identify if and which competence gaps may still exist. At the end of the evaluation, the assessor will communicate the results in writing to you.

##### *In what cases will my application for validation be successful?*

There are several possibilities:

- a) You have **passed the competence test** AND your portfolio meets the minimum requirements specified above.

⇒ In this case, your application for validation will be considered as successful, and the FAVILLE certificate will be awarded to you.

- b) You have **clearly failed the competence test**, i.e. you have scored significantly and/or repeatedly below the pass thresholds specified above.

⇒ In this case, your application for validation will be considered as failed, even if your application portfolio fulfills the minimum requirements.

- c) You have **only just failed the competence test**, i.e. you scored below the pass threshold only in the first part, or only in one task of the second part and this only by a few (max. one or two) points.

⇒ In this case, the assessor will refer again to your portfolio, paying particular attention to those competence areas, where you scored weakly in the test.

If your portfolio provides credible evidence for most or all elements that the FAVILLE portfolio defines for these competence areas, then your application for validation is also considered successful.

If this is not the case, your application for validation is considered to have failed provisionally. However, you are still given the opportunity to provide relevant additional evidence, if possible, in the subsequent feedback talk. If you are able to provide such additional evidence, then your application for validation is also considered successful.

#### *How long will it take?*

You should be informed about the evaluation result no later than three weeks after completing the test.

#### *What comes next*

The assessor will offer you an online feedback talk to discuss the evaluation results in greater detail. This offer is optional for you. If the evaluation was clearly positive, you may also choose to have your certificate issued immediately.

### **5. Feedback talk**

#### *How does it work?*

If you accept the offer of an online feedback talk, the assessor will arrange an appointment with you. In this talk, the assessor will discuss his/her conclusions in greater detail with you and potentially clarify open questions.

The offer is particularly relevant for you if you have “only just failed” the competence test. In this case, the talk offers you the opportunity to provide further evidence or to explain aspects of the submitted portfolio in more detail. If convincing evidence emerges from this conversation, it may result in a provisional 'fail' result still being corrected to a 'pass'.

Even if the final result of the evaluation was already clear (either fail or pass), the conversation can still be a valuable opportunity for you to get a third party's reflection on where you were particularly able to present your strengths well, and where on the other hand there may still be weaknesses or opportunities for further development. The evaluator will also endeavour to provide you with concrete options (training opportunities) for your further competence development as a VLF, if required.

#### *How long will it take?*

The duration of the conversation depends on the need for discussion. The assessor will reserve at least one hour for you, but the actual interview can of course be shorter depending on your needs.

#### *What comes next?*

In the event that your application is ultimately evaluated positively, you will receive as a final step the FAVILLE Certificate which confirms your professional competences as a facilitator of virtual learning.

## 6 FAVILLE certificate

The last step in the validation process – provided that the application was successful in the end – is the issuing of the FAVILLE-Certificate (Figure 3).

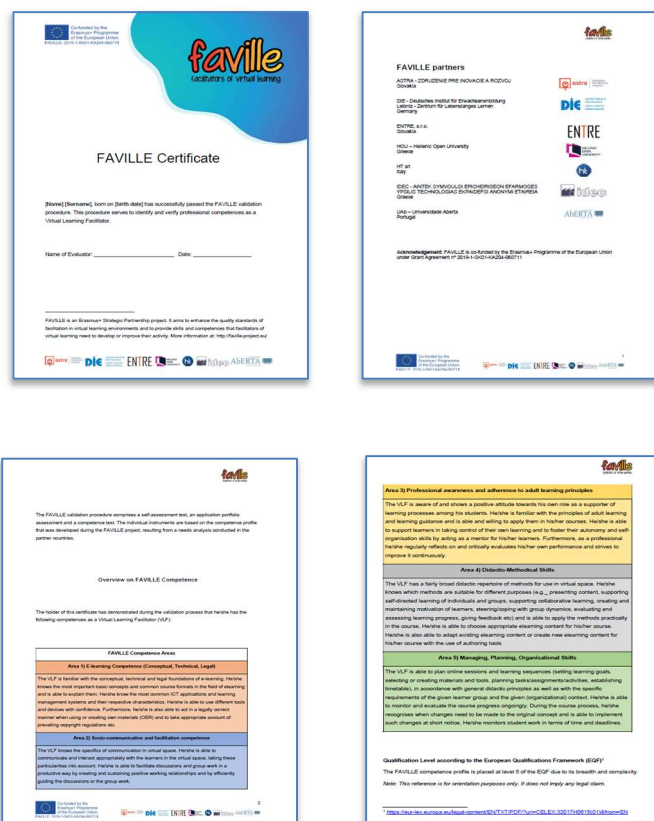


Figure 3: FAVILLE Certificate - Template

The assessor completes the certificate template with your name and birthdate as well as with his/her own name and the date of issuing. The completed file will eventually be sent to you as a pdf document. With that step the full validation process is successfully completed.

## 7 Data privacy

At the latest 7 days after completion of the procedure you will receive a written confirmation from the provider of the validation offer or directly from your assessor that all your personal documents which you provided for the validation procedure have been permanently removed from all their data carriers.