

	1 Awareness	2 Design & Construct	3 Progress	4 Facilitation	5 Guiding Knowledge	6 Creating
A. Understanding of online/blend	Experience as an online learner Empathy with the challenges Willingness to explore literature & known evidence	Understand trust, purpose & potential of online/blended learning groups Design once, deliver many times	Appreciation of benefits of <i>designing</i> for scaffolding, engagement & diversity	Ability to foster learning: discuss, weave, summarise, challenge, monitor, promote debate & when to close Create presence & visibility online without dominating or distracting	Commit & deploy peer learning G. Salmon 2022 E-moderating & influencers skills & competencies	Able to use a wide range of techniques online , e.g., e-tivities, case studies, PBL.
B. Technology	Operational understanding of platforms in use e.g., VLE/LMS	Operational understanding of add-ins, benefits of mobile apps	Know how to use online features & tools for feedback & engagement	Ability to use Learning Analytics to promote engagement & differentiate learning opportunities	Able to create storyboards for coherence & alignment	Understanding of learning technology ecosystems Appreciate future learning technology potential
C. Online communication & teaching skills	Courteous, respectful in oral & written skills, use pacing & timings	Deploy design frameworks to promote, engagement, retention & achievement by learners	Know engagement frameworks & techniques Manage students' expectations	Understand the differences, benefits and combinations of synchronous & asynchronous facilitation	Value & support diversity, cultural sensitivity, equality & different abilities for learning	Communicate comfortably without visual cues, solve problems, work with emotional responses, handle conflict
D Knowledge & skills expertise	Identify & design for outcomes & threshold concepts	Encourage sound contributions from participants, acknowledge value & add value, create group e-tivities	Know when to intervene, when to hold back, & give creative feedback	Carry presence, authority, give feedback, value contributions, award marks	Deploy intriguing sparks & questions.	Know how to enliven through additional resources
E. Personal	Determination & motivation to 'pivot' to online/ blend. Take feedback	Willing to establish identity without location-based encounters	Able to adapt to new contexts, audiences, cultures & roles	Sensitivity to online relationships & communication	Commitment & enthusiasm for online/blend	Ability to sustain a learning community