SVQ for IT Users (ITQ) — level 3 (SCQF level 6)

F9A8 04: Using Collaborative Technologies 3

6 SCQF credit points at SCQF level 6

Description: This is the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Stay safe and secure when with collaborative technology.	1 Develop and implement guidelines for good practice in working with collaborative technology. 2 Develop and implement guidelines for **checking** the authenticity of identities and different types of information. 3 Analyse and manage risks in the use of collaborative technologies.	1 Explain what and why **guidelines** need to be established for working with collaborative technology. 2 Explain how to establish an identity or present information that will **promote trust.** 3 Analyse and plan for the **risks** in the use of collaborative technologies for different tasks.
2 Plan and set up IT tools and devices for collaborative working.	1 Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices. 2 Resolve access and compatibility problems so that different collaborative tools and devices work successfully.	1 Explain the features, benefits and limitations of different collaborative IT tools and devices for work **purposes** and tasks. 2 Determine the IT tools and processes needed for archiving the **Outcomes of collaborative working.** 3 Summarise ways to inte.g.rate different **collaborative technology tools and devices** for a range of purposes, tasks and **communication media.** 4 Explain potential **access** and **compatibility issues** with integrating different collaborative technology tools and devices.
3 Prepare collaborative technologies for use.	1 Manage levels of **access** and **permissions** for different purposes. 2 Select and integrate different elements across applications to create **environments for collaborative technologies.**	1 Evaluate data management principles, issues and methods.

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
	3 Set and **adjust settings** to facilitate use of collaborative technologies by others. 4 **Manage data** flow to benefit collaborative working.	
4 Manage tasks using collaborative technologies.	1 Facilitate others' **responsible contributions** to and engagement with collaborative technologies. 2 Manage the **moderation** of collaborative technologies. 3 Oversee the **archiving** of the Outcomes of collaborative working. 4 **Respond to problems** with collaborative technologies and be prepared to help others to do so.	1 Determine levels of responsibility for the use of collaborative technologies. 2 Explain what **problems can occur with collaborative technologies**.

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

NB: It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code UCT: Using Collaborative Technologies level 3. It has a stated number of SCQF credit points = 6 at SCQF level 6.

Support Notes

Summary

A SCQF level 6 (ITQ level 3) User can manage and effectively integrate and facilitate the safe use of multiple IT tools and devices so that groups can work collaboratively and effectively by:

♦ setting and implementing guidelines for using collaborative technologies
♦ integrating IT tools and devices and creating environments to exploit their potential
♦ managing risks, permissions and data flow
♦ moderating and solving complex problems with the use of collaborative technologies

Examples of context: Typical collaborative activities may include — developing guidelines and instructions for a work team about the use of social networking; moderating online conference sessions or web discussion groups for a professional community of interest.

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Outcome 1

Guidelines for using collaborative technology: Guidelines set by your organisation or community of interest; about uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection; *ways to communicate and promote guidelines about online security, confidentiality and data protection*.

Methods to promote trust: Contact information, membership of professional bodies, recommendations, links, policies, standards.

Checks on others' identities: Compare sources, cross references.

Risks when working with collaborative technologies: Inappropriate disclosure of personal information, misuse of images, appropriate language, respect confidentiality, copy lists, what to do in a power cut, about data loss; risk analysis, risk monitoring, contingency planning, updating risk management policy.

Outcome 2

Connect and configure collaborative technologies: Connect to another site, check whether both sites are connected, connect to multiple sites, check when multiple sites are connected, adjust clarity; *IP address, adjust set-up options, the Open Systems Interconnection (OSI) model, facilities for sharing files and applications across multiple sites.*

Purposes for collaborative working: Will vary according to the task, but may include: sharing, displaying and recording information, discussing and reflecting, establishing identity, joining interest groups, developing ideas, contributing to research, carrying out research, exporting information to other formats, establishing communities of interest, managing identities, managing data.

Outcomes of collaborative working: Measurable (eg document, minutes, notes, project plan, transcript); ephemeral (eg conversation, agreement); whether an audit trail is needed.

Collaborative technology tools and devices: Hardware: mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem); software: products, services, sites.

Communication media: Text, audio/spoken, still/video/animated images.

Compatibility issues: Between browser software, operating systems, plug-ins.

Outcome 3

Access to collaborative technologies: Download software, agree terms and conditions, register or set up an ID; accessibility issues, adjusting access settings; *accessibility standards.*

Permissions: Web address, phone number, user name and password, set up user names and access codes.

Environments for collaborative technologies: User interface — choose skins, templates, widgets, wizards, cut and paste from other sources; work environment — lighting, position of devices.

Adjust settings: Hardware — colour, type size, window size, volume; browser — cookies, pop-ups; security settings — firewall.

Managing data: Sources, subscription details, terms and conditions; aims of data management; benefits, features and limitations of networks and feeds; *what constraints need to be overcome, what level of restrictions to apply.*

Contributing responsibly: follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding; legal and cultural issues; *user rules, moderations policies, ethical issues.*

Moderating collaborative technologies: Reporting inappropriate content; checking posts.

Archiving Outcomes: Cut, paste, save; record, transcribe.

Problems with collaborative technologies: routine (eg settings, software not responding, hardware connections); non-routine (eg access, transmission speed, bandwidth); *complex (eg compatibility).*

Respond to problems: Follow on screen help, know who to ask for expert help; use diagnostic wizards, check bandwidth.

Guidance on examples of evidence

Typical examples of evidence for Outcomes 1 to 4

This could be a project involving developing guidelines and instructions for a work team about the use of social networking or moderating online conference sessions or web discussion groups for a professional community of interest. This could be supplemented by witness testimony or personal statement.

To assess competence in the Knowledge and Understanding sections for all of the Outcomes a knowledge test in the form of multiple-choice questions (say 16–20 questions) or candidate statement or expert witness testimonial statements or a semi structured interview could be employed. Either one or a combination of these methods would be appropriate. If oral questioning techniques are employed it is essential to keep a record of the questions asked, together with a record in a suitable format of the candidate's responses to these for evidence purposes.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**