

# F9A7 04 (ESKUCT2): Using Collaborative Technologies 2

## 4 SCQF credit points at SCQF level 5

**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
<p><b>On completion of this Unit the candidate should be able to:</b></p> <p>1 Stay safe and secure when working with collaborative technology.</p>	<p>1 Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant <b>guidelines</b>.</p> <p>2 Use appropriate <b>methods to promote trust</b> when working collaboratively.</p> <p>3 Carry out appropriate <b>checks on others' online identities</b> and different types of information.</p> <p>4 Identify and respond to inappropriate content and behaviour.</p>	<p>1 Explain what <b>risks</b> there may be in using collaborative technology and how to keep them to a minimum.</p>
<p>2 Plan and set up IT tools and devices for collaborative working.</p>	<p>1 Select an appropriate combination of IT tools and devices to carry out collaborative tasks.</p> <p>2 <b>Connect and configure</b> the combination of IT tools and devices needed for a collaborative task.</p>	<p>1 Describe the <b>purposes</b> for using collaborative technologies.</p> <p>2 Describe what <b>Outcomes</b> are needed from collaborative working and whether or not archiving is required.</p> <p>3 Describe the roles, IT tools and facilities needed for collaborative tasks and <b>communication media</b>.</p> <p>4 Describe the features, benefits and limitations of different <b>collaborative technology tools and devices</b>.</p> <p>5 Describe the <b>compatibility issues</b> in different combinations of collaborative tools and devices.</p>

Outcome	Skills and Techniques	Knowledge and Understanding
<p><b>On completion of this Unit the candidate should be able to:</b></p>		
3 Prepare collaborative technologies for use.	<ol style="list-style-type: none"> <li>1 Set up and use access rights to enable others to <b>access information</b>.</li> <li>2 Set up and use permissions to filter information.</li> <li>3 <b>Adjust settings</b> so that others can access IT tools and devices for collaborative working.</li> <li>4 Select and use different elements to control <b>environments for collaborative technologies</b>.</li> <li>5 Select and join networks and data feeds to <b>manage data</b> to suit collaborative tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1 Describe what access rights and issues others may have in using collaborative technologies.</li> <li>2 Assess what <b>permissions</b> are needed for different users and content.</li> </ol>
4 Contribute to tasks using collaborative technologies.	<ol style="list-style-type: none"> <li>1 Enable others to <b>contribute responsibly</b> to collaborative tasks.</li> <li>2 Present relevant and valuable information.</li> <li>3 <b>Moderate</b> the use of collaborative technologies.</li> <li>4 <b>Archive</b> the Outcome of collaborative working.</li> <li>5 <b>Respond to problems</b> with collaborative technologies.</li> </ol>	<ol style="list-style-type: none"> <li>1 Describe rules of engagement for using collaborative technologies.</li> <li>2 Assess when there is a <b>problem with collaborative technologies</b> and when to get expert help.</li> </ol>

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 2. It has a stated number of SCQF credit points = 4 at SCQF level 5.

## Support Notes

### Summary

A SCQF level 5 (ITQ level 2) user can facilitate the use of appropriate combinations of IT tools and devices for groups to work collaboratively by:

- ◆ planning and selecting the IT tools and devices to be used for work purposes and tasks
- ◆ preparing and setting up access to collaborative technologies
- ◆ presenting information and facilitating others contributions
- ◆ moderating the use of collaborative technologies

Any aspect that is unfamiliar may require support and advice from others.

**Examples of context:** Typical collaborative activities may include — setting up a group on a social networking site for a work team; inviting people to join an online conference or chat session, then chairing and closing it afterwards.

**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.

**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, *from unwanted or inappropriate content or access, back-ups, data exporting.*

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

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

## Outcome 2

**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.

**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.

**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.

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

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

**Managing data for collaborative working:** Sources, subscription details, terms and conditions; aims of data management; benefits, features and limitations of networks and feeds.

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

## Outcome 4

**Contributing responsibly:** Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding; legal and cultural issues.

**Moderating collaborative working:** 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).

**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 the setting up a group on a social networking site for a work team; inviting people to join an online conference or chat session, then chairing and closing it afterwards. 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](http://www.sqa.org.uk/assessmentarrangements)



**Comments**

**Statement of competence**

I confirm that all evidence (including Knowledge and Understanding), for the entire Unit has been met:

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_ **Date sampled (by IV)** \_\_\_\_\_