

Open Awards Qualification Unit



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1 Unit Details

Unit Title:	Communicating and Collaborating Online
Unit Reference Number:	H/618/3258
Level:	2
Credit Value:	4
Minimum GLH:	32

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to communicate socially and professionally with technology	1.1 Select the appropriate method of online communication
	1.2 Demonstrate appropriate style, tone and language when communicating with others
	1.3 Demonstrate respect, privacy and reputation of others when communicating online
	1.4 Demonstrate how to protect own digital reputation and identity when communicating online
	1.5 Identify the types of cyberbullying and what to do if it occurs
2. Be able to communicate effectively in a business context using email	2.1 Select the most appropriate methods of communication in a business setting
	2.2 Create emails, receive and respond to messages
	2.3 Demonstrate appropriate style, tone and language when communicating by email with internal and external contacts
3. Be able to communicate and collaborate using online meeting technology	3.1 Explain the range of online meeting tools available
	3.2 Compare the benefits and disadvantages of

		using online meeting technology
	3.3	Prepare, schedule and collaborate/participate in online meetings
	3.4	Compare and contrast the difference between an online meeting and a webinar
4. Be able to communicate and collaborate using digital networks	4.1	Participate in a public online digital/social network to reach/engage with new/existing customers
	4.2	Participate in private online digital/social network to reach/engage/respond to internal/external stakeholders
5. Understand the use of blogs as a communication tool	5.1	Outline what a blog is and how it differs from other forms of communication.
	5.2	Outline the safety issues associated with blogging
	5.3	Discuss the potential impact of blogs as a communication tool
	5.4	Contribute to a class/college managed blog

Learning Outcome 1 - Indicative Content

Learners should demonstrate that they can use a range of digital tools to communicate with others in their own personal lives. They should have an understanding of synchronous (real-time) and asynchronous (time independent) as this drives the purpose behind the technology they choose for the task/activity.

The evidence should take the form of screen shots, printouts and observations of learners using technology to communicate with others. They should demonstrate they can use traditional (email) and new technology to communicate with a range of people.

Whilst this unit is about using it in their personal lives, they should be able to demonstrate that they understand the difference between communicating informally with their social network and formally with external contacts such as when applying for jobs, communicating with retailers, official agencies or businesses.

When demonstrating their use of digital communication/networking tools within their social circles they should demonstrate they clearly understand the impact of their online communication, its reach and interpretation. They should demonstrate their knowledge through case studies, observations and questioning.

Learners should demonstrate through observation or questioning that they understand how to protect themselves from and how to avoid cyberbullying. It is important that learners discuss trolling and how to recognise it. The majority of cyberbullying stems from people wanting to cause a reaction and disruption for the sake of it, so it's a good skill to recognise and how to respond to it.

This outcome is about ensuring that learners understand the variety of Apps and software available to communicate with others and when to each type is appropriate. Personal contact includes friends, family, individuals or organisations communicated with as an individual rather than as an employee in a workplace setting. The learner should understand the benefits and disadvantages of each type of communication and when to use them. They should demonstrate understanding of a variety of communication tools, including: email, instant messaging, online feedback sites, video messaging.

Not only should the learner understand the most appropriate tool to use they should also understand the reach of the types of communication tools and how this impacts on their digital footprint, online identity, reputation and importantly their employment prospects and career options.

This outcome links to unit 1 on staying safe online but very much focuses staying safe and behaving

appropriately when communicating with others.

Online bullying is prevalent, a recent survey by bullying.co.uk indicates that 56% of young people have been victims of cyberbullying and 42% feel unsafe online. Therefore this outcome must address the issue of cyberbullying and respecting other people online. Learners should understand the types of cyberbullying, how to avoid becoming a cyberbully, how to respond to cyberbullying and how to report it. They should also be aware of relevant legislation (1997 Harassment Act) and the role of CEOP in the protection of children.

Learning Outcome 2 - Indicative Content

Learners should demonstrate that they can compose, send, receive and respond to emails appropriately. Evidence should be generated through observation, notes, screenshot or printouts of emails. The evidence should include emails composed and sent, emails received and responded to appropriately, and should include examples of both internal and external communication. Learners should be able to describe through professional discussion, case studies or questioning that they understand a range of forms of communication, formal and informal, written, verbal, electronic and when it is most appropriate to use them.

The focus of the outcome is on use of email in a business context and therefore evidence should come from employment, work experience or where this is not in place through simulated activities. Where the learners are young people on a main programme of study, the evidence should link or come directly from activities they are undertaking in their main programme of study.

Many young people are fluent at using social media such as Instagram, facebook, twitter, WhatsApp but have never encountered the more traditional forms of online communication.

This outcome focuses on business communication and the learners should not only understand the benefits and disadvantages of using email as well when it is appropriate to use it, but also the importance of personal style and behaviour and how it impacts on customer perception. A key aspect of this outcome must be understanding business conventions when communicating internally and externally. Layout, tone, language, spelling and grammar are important and should be considered when assessment is made.

In addition to understanding business conventions learners should understand their role in delivering a quality customer service experience for the organisations' customers, suppliers and stakeholders.

Learning Outcome 3 - Indicative Content

Learners should use free and where possible paid for meeting technology to set up and participating in a short informal or formal meeting. Evidence may be generated in the workplace, in an educational setting or through simulation. Learners could also set up an online meeting with their assessor to demonstrate their competence in using the technology. Competence and knowledge will be assessed through observation or recordings of meetings.

Case studies, professional discussion or questioning should be used to demonstrate their understanding of: the types of meeting software available (at least two, one paid for and one free); associated costs; benefits and disadvantages of using online technology; differences between meeting and webinar technology.

Assignments and simulation should be used to assess their knowledge of the procedures and documents associated with informal and formal meetings and where possible this should be assessed through their vocational study, work experience, employment or volunteering.

In the global economy using online meeting technology is becoming ever more important and prevalent in the workplace. Learners should understand the range of free and paid for online meeting technology available for both personal and business use, these include: Face Time, Skype for Business, WebEx, GotoMeeting among others. Not only should they understand what is available and the costs of using the software, they should also understand the economic, social and environmental benefits of using meeting technology.

However, using the technology is only the vehicle by which meetings are held and there are sets of protocols for formal and informal meetings which need learners need to have a broad understanding of. Therefore, this outcome should touch on the meeting documentation, agenda and minutes of meetings as well as the protocols for chairing, contributing and taking minutes. Learners should not be expected to take minutes but should appreciate that they are a summary of the meeting.

The use of meeting and webinar technology will increase in popularity over the next five to ten years as

learning becomes independent and remote and therefore the learners should understand the difference between the functions of meeting and webinar technology. Learners are not required to take part in a webinar as this is cross referenced in Unit 5 Digital Career Development.

Learning Outcome 4 - Indicative Content

Learners should demonstrate that they can use digital/social networks in the context of a business setting. Evidence should be collected through employment, work experience, volunteering or as part simulated exercise. Evidence should include screen shots from relevant social digital networks which show how the learner has communicated with internal and external stakeholders, including potential/existing customers, colleagues and competitors. Evidence should show use of at least two different digital networking sites, one public and one private learners should show through professional discussion that they are aware of the range of digital and social network tools currently available and their appropriateness to the business objective.

Case studies, assignments, questions and professional discussion should be used to provide evidence that the learner understands how businesses should use digital networking and social media and the benefits and disadvantages of using these.

Evidence collected for this outcome should also demonstrate that the learners is aware of the online safety, reputational and security issues associated with using such networks.