

<b>Title:</b>	Communicating and Collaborating Online
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	F/651/8513
<b>Sector Subject Area:</b>	14.1: Foundations for Learning and Life.
<b>Aim:</b>	<p>The aim of this unit is to provide learners with the knowledge and skills to communicate and collaborate online in a safe, purposeful, and work-related way.</p> <p>Learners will use simple online tools to exchange messages, share information, and contribute to a short collaborative task, reflecting digital practices found in learning, work, and everyday life.</p>
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during normal learning or work activity.</p> <p>Evidence may include direct observation, screenshots, discussion notes, shared online files, or simple reflective statements.</p> <p>Evidence must confirm that the learner can communicate appropriately online and contribute to a short collaborative digital task.</p>

### Learning outcomes

*The learner will:*

1. Understand digital tools used for online communication and collaboration.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise common online tools used to communicate and work with others, and how these support everyday and workplace tasks.

The learner must:

- 1.1 Identify at least two **online communication tools**.
- 1.2 State one **collaborative purpose** for each tool identified.

2. Be able to communicate appropriately online.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to send clear, simple messages using online tools in an appropriate and safe manner that supports learning, work, or personal tasks.

The learner must demonstrate that they can:

- 2.1 Send a **simple message** using an online communication tool.
- 2.2 Use **appropriate tone** for the purpose of the message.
- 2.3 Follow **basic online safety guidance** when communicating.

3. Know how to contribute to a simple online collaborative task.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a short, structured collaborative activity using online tools, completing an individual part towards a shared outcome.

The learner must:

- 3.1 Take part in a **simple collaborative task** using an online tool.
- 3.2 Make one **personal contribution** to the shared task.
- 3.3 Check their contribution meets the **task requirements**.

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

**Online communication tools:**

**Definition:**

Digital tools that allow people to exchange messages or information online.

**Teaching must include:**

	<ul style="list-style-type: none"> <li>• Identifying at least two online tools such as email, messaging platforms, or learning platforms.</li> <li>• Recognising basic features such as sending, replying, and attaching simple items.</li> <li>• Understanding that different tools are appropriate for different types of communication.</li> <li>• Using tools that are commonly encountered in learning, work, or everyday life.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Exploring simple workplace communication platforms or shared document comment features.</li> <li>• Discussing when to choose a fast message (e.g., chat) versus a formal message (e.g., email).</li> <li>• Demonstrating how communication tools appear on mobile devices and computers.</li> <li>• Identifying real-life examples such as workplace announcements or group updates.</li> </ul>
<p><b>Collaborative purpose:</b></p>	<p><b>Definition:</b></p> <p>The reason a communication tool is used to support shared activity.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying at least one purpose, such as sharing information or contributing ideas.</li> <li>• Understanding how communication helps people work towards a shared task.</li> <li>• Recognising when communication is needed to complete a simple group activity.</li> <li>• Linking the purpose to everyday or workplace situations.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Matching different tools to different collaborative tasks, such as updating a rota or confirming details.</li> </ul>

	<ul style="list-style-type: none"> <li>• Showing how communication supports team organisation in simple work settings.</li> <li>• Exploring examples like contributing to a shared note, list, or digital board.</li> <li>• Role-playing short workplace-style scenarios where communication has a clear purpose.</li> </ul>
<p><b>Simple message:</b></p>	<p><b>Definition:</b> A short, clear online communication suitable for everyday or workplace tasks.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Writing a message with clear meaning using short sentences.</li> <li>• Checking spelling or clarity before sending the message.</li> <li>• Ensuring the message relates directly to the task or purpose.</li> <li>• Using a message format appropriate to the platform.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practising messages for real-life situations such as notifying lateness or asking a simple question.</li> <li>• Comparing unclear versus clear messages.</li> <li>• Using prompts or templates for learners who need support.</li> <li>• Showing how simple messages appear on different devices.</li> </ul>
<p><b>Appropriate tone:</b></p>	<p><b>Definition:</b> Clear, polite wording suited to the task and audience.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Using polite, respectful language appropriate for learning or work tasks.</li> <li>• Recognising when informal tone is not suitable.</li> <li>• Keeping messages brief and relevant.</li> <li>• Avoiding slang or emojis where they may be inappropriate.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Comparing examples of informal and work-appropriate tone.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussing how tone affects understanding and professionalism.</li> <li>• Practising rewriting messages to make the tone more appropriate.</li> <li>• Exploring employer expectations around communication.</li> </ul>
<p><b>Basic online safety guidance:</b></p>	<p><b>Definition:</b> Simple actions that help keep the learner and others safe when communicating online.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Recognising information that should not be shared publicly or with strangers.</li> <li>• Knowing not to open unknown links or attachments.</li> <li>• Reporting anything that seems unsafe or inappropriate.</li> <li>• Using basic privacy settings or secure login where appropriate.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Reviewing examples of safe and unsafe messages.</li> <li>• Discussing how scams, phishing, or fake messages might appear.</li> <li>• Demonstrating simple account safety practices such as logging out.</li> <li>• Exploring workplace rules for safe online communication.</li> </ul>
<p><b>Simple collaborative task:</b></p>	<p><b>Definition:</b> A short, structured activity completed online with others.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Participating in an online task using a shared space or tool.</li> <li>• Following clear, simple steps to complete the task.</li> <li>• Understanding how contributions from several people create a shared result.</li> <li>• Using tools that are accessible and appropriate for Entry–Level learners.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Activities such as adding information to a shared list or digital board.</li> </ul>

	<ul style="list-style-type: none"> <li>• Group tasks like creating a simple digital poster or planning sheet.</li> <li>• Using templates to reduce cognitive load and support SEND learners.</li> <li>• Linking tasks to employability, such as contributing to a shared rota or inventory.</li> </ul>
<p><b>Personal contribution:</b></p>	<p><b>Definition:</b> The learner’s own part of the shared task.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Adding one clear piece of information such as text, an image, or a small edit.</li> <li>• Understanding how their part supports the overall task.</li> <li>• Completing their contribution within the agreed instructions.</li> <li>• Making simple corrections if asked.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practising contributions individually or in pairs before joining a full group.</li> <li>• Using differentiated templates for learners needing extra structure.</li> <li>• Encouraging learners to explain what they added and why.</li> <li>• Showing examples of different contributions in shared digital tasks.</li> </ul>
<p><b>Task requirements:</b></p>	<p><b>Definition:</b> The instructions or expectations for what needs to be completed.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying the key steps or instructions for the task.</li> <li>• Checking whether their own contribution matches the instructions.</li> <li>• Recognising when they need clarification.</li> <li>• Ensuring the contribution is complete and relevant.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Comparing examples of contributions that meet or do not meet requirements.</li> <li>• Using checklists to support learners with organisation.</li> <li>• Practising how to ask for help if instructions are unclear.</li> </ul>

	<ul style="list-style-type: none"><li>• Discussing how tasks with clear requirements appear in workplaces.</li></ul>
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