Unit 18: Using Email Level 2

Level: 2

Credit value: 3

Guided learning hours: 20

Unit expiry date: 31/12/2013

Learning Outcomes	Assessment Criteria	Examples
The learner will: 1. Use e-mail software tools and techniques to compose and send messages	The learner can: 1.1 Select and use software tools to compose and format e-mail messages, including attachments 1.2 Determine the message size and how it can be reduced 1.3 Send e-mail messages to individuals and groups 1.4 Describe how to stay safe and respect others when using e-mail 1.5 Use an address book to organise contact information	Compose and format e-mail: Format text (font, size, colour); format paragraphs (alignment, bullets, numbered list), spell check, *priority; format (rtf, plain text, html), draft, signature, page set up, backgrounds, sound, movie, hyperlink, work on- and offline* Message size: Managing attachments; mailbox restrictions; methods to reduce size Send e-mail: To, from, cc, bcc, subject; Reply, reply all, forward, distribution list, *reply with history; options, set message flags for priority, confidentiality, response request, vote* Receive e-mail: Open message, open attachment Stay safe: Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination Address book: Add, edit, delete contact entries; contacts list, distribution list, sort, display selected fields

| 2. Manage incoming e-mail effectively | 2.1 Follow guidelines and procedures for using e-mail
2.2 Read and respond to e-mail messages appropriately
2.3 Use email software tools and techniques to automate responses
2.4 Describe how to archive e-mail messages, including attachments
2.5 Organise, store and archive e-mail messages effectively
2.6 Respond appropriately to e-mail problems | Guidelines and procedures: Set by employer or organisation, security, copyright; netiquette; password protection

E-mail responses: Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments

Automate responses: Rules, automatic replies, changing settings to deal with junk mail, out of office

Organise and store e-mail: Folders, subfolders, delete unwanted messages, backup, address lists, *move after sending, rules, archive folders; attachments, file compression*

Email problems: Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses, messages intended to cause problems; mailbox full |

Unit purpose and aim

This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages.

This unit is about the skills and knowledge to make effective use of a range of intermediate e-mail software tools to send, receive and store messages for at times non-routine or unfamiliar activities. Any aspect that is unfamiliar may require support and advice from others.

Email tools and techniques will be defined as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar; and

- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned; and

- the user will take some responsibility for developing the input or output of information.

Details of relationship between the unit and national occupational standards

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook.

Evidence requirements

In order to achieve this unit you must demonstrate that you have met all of the stated learning outcomes and assessment criteria. Your assessor must be able to observe you in the workplace or you must provide tangible evidence of your real work activities.

You may collect evidence for the unit through work in a private sector organisation, a public sector organisation or a not-for-profit organisation.

You must provide evidence that shows you have done this over a sufficient period of time on different occasions for your assessor to be confident that you are competent.

Guidance on assessment and evidence requirements

Please refer to the centre handbook for ITQ 2009.