

<b>Unit Title:</b>	<b>Using email</b>
OCR unit number:	34
Level:	2
Credit value:	3
Guided learning hours:	20
Unit reference number:	M/502/4300

## Unit purpose and aim

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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.

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1 Use e-mail software tools and techniques to compose and send messages</p>	<p>The learner can:</p> <p>1.1. Select and use software tools to <b>compose and format e-mail</b> messages, including attachments</p> <p>1.2. Determine the <b>message size</b> and how it can be reduced</p> <p>1.3. <b>Send e-mail</b> messages to individuals and groups</p> <p>1.4. Describe how to <b>stay safe</b> and respect others when using e-mail</p> <p>1.5. Use an <b>address book</b> to</p>	<p><b>Compose and format e-mail:</b> 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</p> <p><b>Message size:</b> Managing attachments; mailbox restrictions; methods to reduce size</p> <p><b>Send e-mail:</b> To, from, cc, bcc,</p>

Learning Outcomes	Assessment Criteria	Examples
	organise contact information	<p>subject; Reply, reply all, forward, distribution list, reply with history; options, set message flags for priority, confidentiality, response request, vote</p> <p><b>Receive e-mail:</b> Open message, open attachment</p> <p><b>Stay safe:</b> Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination</p> <p><b>Address book:</b> Add, edit, delete contact entries; contacts list, distribution list, sort, display selected fields</p>
2 Manage incoming e-mail effectively	<p>2.1 Follow <b>guidelines and procedures</b> for using e-mail</p> <p>2.2 Read and <b>respond to e-mail messages</b> appropriately</p> <p>2.3 Use email software tools and techniques to <b>automate responses</b></p> <p>2.4 Describe how to archive e-mail messages, including attachments</p> <p>2.5 <b>Organise, store</b> and archive e-mail messages effectively</p> <p>2.6 Respond appropriately to <b>e-mail problems</b></p>	<p><b>Guidelines and procedures:</b> Set by employer or organisation, security, copyright; netiquette; password protection</p> <p><b>E-mail responses:</b> Decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments</p> <p><b>Automate responses:</b> Rules, automatic replies, changing settings to deal with junk mail, out of office</p> <p><b>Organise and store e-mail:</b> Folders, subfolders, delete unwanted messages, backup, address lists, move after sending, rules, archive folders; attachments, file compression</p> <p><b>Email problems:</b> Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses,</p>

Learning Outcomes	Assessment Criteria	Examples
		messages intended to cause problems; mailbox full

## Assessment

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All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

See the Assessment and postal moderation section of the [ITQ Centre Handbook](#).

## Evidence requirements

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An Evidence Checklist must be completed without gaps. Where candidates are submitting evidence produced having sat an OCR-set assignment, there is no need to complete an Evidence Checklist.

Individual checklists are available to download from the qualification [webpage](#) (see forms).

## Guidance on assessment and evidence requirements

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Please refer to the ITQ centre handbook on our [webpage](#).

## Details of relationship between the unit and national occupational standards

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