Unit 18 : Using Email Level 1

Level: 1

Credit value: 2

Guided learning hours: 15

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 Use software tools to compose and format e-mail messages 1.2 Attach files to e-mail messages 1.3 Send e-mail messages 1.4 Identify how to stay safe and respect others when using e-mail 1.5 Use an address book to store and retrieve contact information	Compose and format e-mail: Format text (font, size, colour), format paragraphs, spell check Send e-mail: To, from, cc, subject; Reply, reply all, forward 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; distribution list
2. Manage incoming email effectively	2.1 Follow guidelines and procedures for using e-mail 2.2 Identify when and how to respond to e-mail messages 2.3 Read and respond to e-mail messages appropriately 2.4 Identify what messages to delete and when to do so 2.5 Organise and store e-mail messages 2.6 Respond appropriately to common 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 Organise and store e-mail: Folders, subfolders, delete unwanted messages, backup, address lists

© OCR 2014

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 techniques to use a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.
E-mail tools and techniques will be defined as ‘basic’ because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques used will be familiar or commonly undertaken.
- An activity will typically be ‘straightforward or routine’ because:
- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

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

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 Recommended Assessment Methods in the ITQ Centre Handbook.

Evidence requirements

An evidence checklist must be completed without gaps.

© OCR 2014

Where candidates are submitting evidence produced having sat an OCR-set assignment, there is no need to complete an evidence checklist.

Guidance on assessment and evidence requirements

Please refer to the centre handbook for ITQ 2009.

© OCR 2014