SVQ for IT Users (ITQ) — level 3 (SCQF level 6)

F9A5 04: Using Email 3

3 SCQF credit points at SCQF level 6

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

Outcome	Skills and Techniques	Knowledge and Understanding
On completion of this Unit the candidate should be able to:		
1 Use e-mail software tools and techniques to compose and send messages.	1 Select and use software tools to **compose and format e-mail** messages, including attachments. 2 **Send e-mail** messages to individuals and groups. 3 Use an **address book** to manage contact information.	1 Explain methods to improve **message transmission**. 2 Explain why and how to **stay safe** and respect others when using e-mail.
2 Manage use of e-mail software effectively.	1 Develop and communicate **guidelines and procedures** for using e-mail effectively. 2 Read and **respond appropriately** to e-mail messages and attachments. 3 Use email software tools and techniques to **automate responses**. 4 **Organise, store** and archive e-mail messages effectively. 5 Customise e-mail software to make it easier to use. 6 Respond appropriately to e-mail problems.	1 Explain why, how and when to archive messages. 2 Explain how to minimise **e-mail problems**.

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

NB: It is possible to achieve this Unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) code EML: Using E-mail level 3. It has a stated number of SCQF credit points = 3 at SCQF level 6.

Support Notes

Summary

A SCQF level 6 (ITQ level 3) user can help others to make more efficient use of e-mail software tools to send, receive and store messages for complex and non-routine activities.

E-mail tools and techniques will be defined as 'advanced' because:

♦ the techniques required will be multi-step and complex, and the selection process may involve research, identification and application
♦ the IT tools required will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying

An activity will typically be 'complex and non-routine' because:

♦ the task is likely to require research, identification and application
♦ the context is likely to require research, analysis and interpretation; and the user will take full responsibility for developing both the input and output type and structure of the information

Examples of context which illustrate typical activities which might be undertaken by users:

♦ set up rules for automatic filtering and responses to incoming messages
♦ create templates for automating e-mail replies

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Outcome 1

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 transmission: Managing attachments; mailbox restrictions; methods to reduce size *or improve transmission; Transmission limitations.*

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. *encoding, schedule*s, *encryption, compression.*

Address book: Add, edit, delete contact entries; contacts list, distribution list, sort, display selected fields; *import and export contact information, merge lists, synchronise.*

Stay safe: Avoid inappropriate disclosure of personal information, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination; *using encryption.*

Outcome 2

Guidelines and procedures: Set by employer or organisation, Health and safety, 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; *reduce unwanted e-mail, manage time.*

Automate responses: Rules, automatic replies, changing settings to deal with junk mail; out of office, *scheduling; templates.*

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

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, *identifying when problems are local or linked to the service provided by ISP.*

Guidance on examples of evidence

Typical examples of evidence for Outcome 1

Work products, eg print out of e-mails, screen shots, observation by assessor, annotated printouts of e-mails, witness testimony.

Written or verbal knowledge responses, candidate statements for items such as Staying Safe, eg covering Data Protection Act, Company policy and procedures.

Typical examples of evidence for Outcome 2

Company policy and procedures — relevant extracts.

E-mails showing various actions; received and forwarded showing candidate's decision on who to copy in and whether or not to send attachments.

Demonstrate or provide screen shots of rules/settings/schedules set up, within the individuals e-mail account.

Candidate statement, witness testimony or product evidence in the form of screen shots showing responses to e-mail problems occurring as a matter of course in candidate's routine computer usage, or these may be situations set up by the assessor.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**