

F9A3 04 (ESKEML1): Using Email 1

2 SCQF credit points at SCQF level 4

Description: This is the ability to make the best use of e-mail software to 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 send.	1 Use software tools to compose and format e-mail messages. 2 Attach files to e-mail messages. 3 Send and receive e-mail messages. 4 Use an address book to store and retrieve contact information.	1 Identify how to stay safe and respect others when using e-mail.
2 Manage incoming e-mail effectively.	1 Follow guidelines and procedures for using e-mail. 2 Read and respond to e-mail messages. 3 Organise and store e-mail messages. 4 Respond appropriately to common e-mail problems .	1 Identify when and how to respond to e-mail messages. 2 Identify what messages to delete and when to do so.

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 1. It has a stated number of SCQF credit points = 2 at SCQF level 4.

Support Notes

Summary

A SCQF level 4 (ITQ level 1) user can understand and 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' (foundation level) because:

- ◆ the software tools and functions will be predetermined or commonly used
- ◆ 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)
- ◆ the input and output of information will be predetermined by the person supervising the task

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

- ◆ send an e-mail to request information on a product or service
- ◆ create inbox folders to store messages

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.

Send e-mail: To, from, cc, subject; reply, reply all, forward.

Staying 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.

Outcome 2

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.

E-mail problems: Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses.

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 activities, 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

Comments

Statement of competence

I confirm that all evidence (including Knowledge and Understanding), for the entire Unit has been met:

Candidate's signature _____ **Date** _____

Internal Verifier's signature _____ **Date** _____

Assessor's signature _____ **Date** _____ **Date sampled (by IV)** _____