

**U24301: Use E-Mail**

## Unit Descriptor:

You are likely to be in a role which involves the use of basic e-mail software facilities (e.g. address books) to send e-mails to individuals, sending, receiving and opening attachments (e.g. digital pictures, word processing documents or spreadsheets).

**At the end of this unit you will be able to:**

Use basic facilities of e-mail software to send and receive messages over the Internet or an intranet.

**ELEMENT****PERFORMANCE CRITERIA**

## 1. Use E-Mail

*To be competent you must achieve the following:*

**Send and receive**

- 1.1 Use basic **send commands**.
- 1.2 Use basic **reply commands**.
- 1.3 **Use forward commands**
- 1.4 Delete e-mail.
- 1.5 Send and open e-mails with attachments.
- 1.6 Save attachments to appropriate places.
- 1.7 Find e-mails.
- 1.8 Follow any rules and guidelines for sending and replying to e-mails.

**Use address books and other facilities**

- 1.9 Maintain an e-mail address book.

**Format e-mails**

- 1.10 **Format** character
- 1.11 Format paragraphs using alignment, bullets, numbering and indents.

**Exchange information**

- 1.12 Follow the rules of “netiquette” when communicating with others.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Use send commands to:**

- i. send to individuals
- ii. send carbon copies

**B. Use reply commands to:**

- i. forward e-mails
- ii. reply to individuals
- iii. reply to all
- iv. reply with history

**C. Use forward command to:**

- i. forward e-mail

**D. Format e-mails by:**

- i. changing font
- ii. font size
- iii. font colour
- iv. using alignment features
- v. bullets
- vi. numbering
- vii. indent style for paragraphs

## UNDERPINNING KNOWLEDGE AND SKILLS

### E-mail facilities

1. E-mail messages.
2. Basic options for sending and replying
3. How to send and receive attachments.
4. How to use an address book

### Problems with e-mail

5. Why some computer users may have difficulty in sending and receiving e-mails with attachments.
6. What to do about e-mails from unknown users.
7. What viruses are and the problems they can cause.
8. How using anti-virus software can help to keep risks to a minimum.
9. Where and when to seek advice

### Laws and guidelines

10. What laws and guidelines affect day-to-day use of IT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organizations.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You will need to produce at least **two straightforward tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- i. Send and receive e-mail messages while using all of the basic commands listed below:

**Send commands to:**

- ii. Send to individuals
- iii. Send carbon copies

**Reply commands to:**

- iv. Forward e-mails
- v. Reply to individuals
- vi. Reply to all
- vii.. Reply with history

**Forward command to:**

- ii. Forward e-mail

Format e-mails by doing **all** of the following:

- viii. Change fonts
- ix. Change font colour
- x. Use alignment feature
- xi. Use bullets
- xii. When online adhere to the same standard of behaviour that is expected of you in society
- xiii. Respect other people's privacy
- xiv. Respect other people's time and bandwidth.

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size: One page of e-mail plus an attachment, plus some organization of recipients and folders.

Observation of you by your assessor:

- Sending and receiving e-mails with attachments and without attachments
- Deleting e-mails
- Exchanging information by using appropriate methods.
- Maintaining an e-mail address book.
- Using different formatting options to format an e-mail message.

Products of work e.g. data presented in a suitable format to meet specifications

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.