EML: Using e-mail

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

A. A foundation 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' 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.

Examples of context: send an email to request information on a product or service; create inbox folders to store messages

B. An intermediate user can understand and 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.

E-mail 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.

Examples of context: Adding a signature to emails; changing settings to deal with junk mail effectively

C. An advanced 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; and

> 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: Set up rules for automatic filtering and responses to incoming messages; create templates for automating email replies

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Element The competent person will…	Performance Criteria To demonstrate this competence they can…	Knowledge To demonstrate this competence they will also …	Examples of Content The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
EML:A1 Use e-mail software tools and techniques to compose and send messages	A1.1 Use software tools to **compose and format e-mail** messages A1.2 Attach files to e-mail messages A1.3 **Send e-mail** messages A1.5 Use an **address book** to store and retrieve contact information	A1.4 Identify how to **stay safe** and respect others when using e-mail	**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
EML:A2 Manage incoming email effectively	A2.1 Follow **guidelines and procedures** for using e-mail A2.3 Read and **respond to e-mail** messages appropriately A2.5 **Organise and store** e-mail messages A2.6 Respond appropriately to common **e-mail problems**	A2.2 Identify when and how to respond to e-mail messages A2.4 Identify what messages to delete and when to do so	**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 **Email problems**: Due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses
EML:B1 Use e-mail software tools and techniques to compose and send messages	B1.1 Select and use software tools to **compose and format e-mail** messages, including attachments B1.3 **Send e-mail** messages to individuals and groups B1.5 Use an **address book** to organise contact information	B1.2 Determine the **message size** and how it can be reduced B1.4 Describe how to **stay safe** and respect others when using e-mail	**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 size**: Managing attachments; mailbox restrictions; methods to reduce size **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. **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, distribution list, sort, display selected fields

Using IT to Find and Exchange Information

EML: Using e-mail

Element	Performance Criteria	Knowledge	Examples of Content
The competent person will…	To demonstrate this competence they can…	To demonstrate this competence they will also …	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
EML:B2 Manage incoming e-mail effectively	B2.1 Follow **guidelines and procedures** for using e-mail B2.2 Read and **respond to e-mail messages** appropriately B2.3 Use email software tools and techniques to **automate responses** B2.5 **Organise, store** and archive e-mail messages effectively B2.6 Respond appropriately to **e-mail problems**	B2.4 Describe how to archive e-mail messages, including attachments	**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 **Automate responses**: Rules, automatic replies, changing settings to deal with junk mail, out of office **Organise and store e-mail**: Folders, subfolders, delete unwanted messages, backup, address lists, move after sending, rules, archive folders; attachments, file compression **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
EML:C1 Use e-mail software tools and techniques to compose and send messages	C1.1 Select and use software tools to **compose and format e-mail** messages, including attachments C1.3 **Send e-mail** messages to individuals and groups C1.5 Use an **address book** to manage contact information	C1.2 Explain methods to improve **message transmission** C1.4 Explain why and how to **stay safe** and respect others when using e-mail	**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, schedules, 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

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Element	Performance Criteria	Knowledge	Examples of Content
The competent person will…	To demonstrate this competence they can…	To demonstrate this competence they will also …	The examples given are indicative of the learning content at each level and are not intended to form a prescriptive list for the purpose of assessment
EML:C2 Manage use of e-mail software effectively	C2.1 Develop and communicate **guidelines and procedures** for using e-mail effectively C2.2 Read and **respond appropriately** to e-mail messages and attachments C2.3 Use email software tools and techniques to **automate responses** C2.5 **Organise, store** and archive e-mail messages effectively C2.6 Customise e-mail software to make it easier to use C2.8 Respond appropriately to email problems	C2.4 Explain why, how and when to archive messages C2.7 Explain how to minimise **e-mail** problems	**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 **E-mail 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