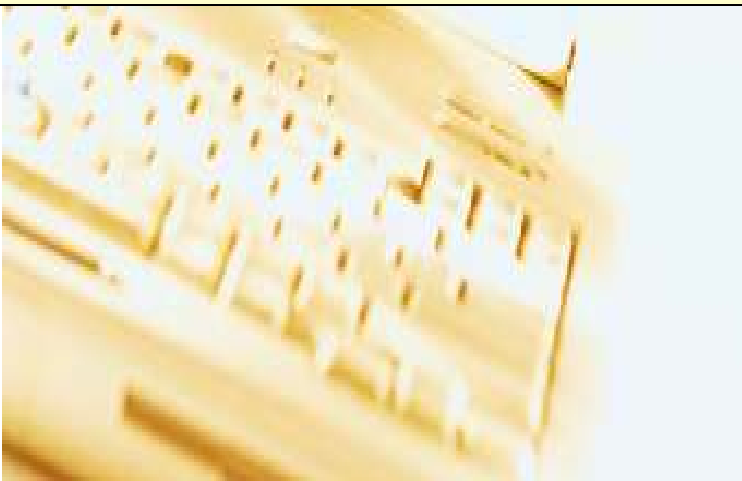ICA10105
Certificate I in Information Technology

ICAU1133B

Send and Retrieve Information Using

Web Browsers and Email

(20hrs)

ICAU1133B Send and Retrieve Information Using Web Browsers and Email

About:

This unit defines the competency required to correctly operate word processing applications and perform basic operations including the creation and formatting of documents, creating tables, printing labels and mail merge. The following units are linked, and form an appropriate cluster:

ICAU1128B Operate a Personal Computer

ICAU1130B Operate a Spreadsheet Application

ICAU1131B Operate a Database Application

ICAU1132B Operate a Presentation Package

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains employability skills.

Performance Criteria (the skills required to demonstrate your ability)

Element		Students must be able to:
1. Access the internet	1.1	Open an internet browser and set a **homepage** of personal choice by setting **internet options.**
	1.2	Adjust the display of the **internet browser** to suit personal requirements.
	1.3	Modify Toolbar to meet user and **internet browser** needs.
	1.4	Access a particular website, note privacy and other conditions of use and retrieve data.
2. Search the internet	2.1	Locate and select appropriate **search engine** and define search expressions based on the data required.
	2.2	Save search expression results and present them in a report according to the information requirements.
	2.3	Create a bookmark within the **internet browser** or a link for the required webpage and save it in a bookmark folder.
	2.4	Modify the **internet browser** options for printing and print a webpage.
	2.5	Close the internet browser.
	2.6	Open and switch between several documents.
3. Research and apply ' netiquette' principles	3.1	Select **search engine** and using key word search, research the concept of **netiquette** (or web etiquette).
	3.2	Review rules of good online manners from at least two **netiquette** sites.
	3.3	Develop a personal list of **netiquette** principals to be applied to email and newsgroup discussions.
	3.4	Check that these are consistent with organisational policies.
4. Send and organise messages	4.1	Open an email application package and create a new email message.
	4.2	Add addressee to the email message.
	4.3	Compose the text of an email message, using the attachment feature.
	4.4	Create and add an automatic signature for the user, so that it appears automatically in every new email message that the user creates.
	4.5	Attach files to the email message, using the attachment feature.
	4.6	Determine and set a priority for an email message and spell check and edit text as required.
	4.7	Send the email message.
	4.8	Reply to received messages and forward as appropriate, using the carbon copy and forward features.
	4.9	Open and save an attachment to the relevant folder.
	4.10	Search for an email message and set a priority setting or delete as necessary.

	4.11	Sort inbox according to sender's name and date received.
	4.12	Save email messages in a folder
	4.13	Compact folder to save space.
	4.14	Print an email message.
5. Create an address book	5.1	Manually add an email address to the email package address book.
	5.2	Update the address book by transferring the email address from a received message.
	5.3	Create a distribution list and send out email message.

Skills and Knowledge

SKILLS

- Ability to implement workstation adjustment according to OH&S guidelines
- Basic analysis in relation to a limited range of routine tasks
- Low-level decision making in relation to a limited range of routine tasks
- Problem solving skills in known areas during normal routine activities
- Reading and writing at a level where basic workplace documents are understood
- Clear and concise communication
- Ability to interpret user manuals
- Using a PC and peripherals
- Cultural understanding

KNOWLEDGE

- Makeup and structure of an internet address
- Basic technical terminology in relation to reading help files and prompts
- Log-on procedures for accessing a PC
- Modem speed, traffic loads in relation to times of accessing the internet
- Evaluating and accessing the authority, reliability and authenticity of information
- Organisational guidelines on internet and email usage (' web etiquette' or ' netiquette')
- Different types of search engines (eg. Google, Alta Vista, Infoseek)
- Different types of messages that occur (eg. Error messages, updates, need for installing plug-ins)

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold, italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Internet Browser (may include but is not limited to):

▪ Netscape Navigator	▪ Galleon
▪ Internet Explorer	▪ Phoenix
▪ Mozilla	▪ Konqueror
▪ Opera	▪ Lynx

Internet Options may include (bit is not limited to):

Configuring of the following options:

▪ Homepage	▪ Security Level
▪ Location of temporary files	▪ Type of connection and history
▪ Privacy Level	

Toolbar can contain:

▪ Buttons	▪ A combination of both
▪ Menus	

Netiquette:

Is sometimes referred to as web etiquette and is an informal code of manners governing online conduct which may include but is not limited to:

- the use of upper and lower case letters in messages
- not spamming other users
- not posting commercial messages to news groups
- learning to lurk before posting
- respect for other's time, privacy and bandwidth

Search Engine may include:

- Snap, Questfinder, Ask Jeeves, Google, Metacrawler, Alta Vista, Excite, Infoseek, Findlink, Northern Light, AOL Netfind, Hotbot, LookSmart, Yahoo, Netscape, Lycos, Open Txet, Webcrawler, Go To Dat Com, Beaucoup, Meta Search, Search.com, Go2Network, Savvy Search, Profusion, Dogpile, Metagopher

Organisational Guidelines may include but are not limited to:

- Personal use of emails and internet access

- Content of emails

- Downloading information and accessing particular websites

- Opening mail with attachments

- Virus risk (MS Windows, OS and Mac OS only)

Files may include but is not limited to:

• Html pages	• Pictures
• PDF files	• Music
• Text files	• Email messages

Evidence guides

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

(Critical aspects for assessment and evidence required to demonstrate)

Evidence of the following is essential:

- Assessment must confirm the ability to browse the internet, search for information, send and receive emails and organise the email client application on the computer.

To demonstrate competency in this unit the student will require access to:

- Organisation style guide/policy

- Organisational policies on internet and email usage

- Personal computer with internet capability
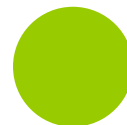
Context of, and Specific Resources for Assessment

This competency provides one of the fundamental foundation skills for interacting online. In this context, individuals must recognise their own responsibility in having access to the vast services, sites, systems and people provided by the internet.

The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities, many of which may be routine and predictable.

Assessment must ensure:

- Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Method of Assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed if using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed if either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning or underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance Information for Assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- ICAU1128B Operate a personal computer

- ICAU1130B Operate a spreadsheet application

- ICAU1131B Operate a database application

- ICAU1132B Operate a presentation package

An individual demonstrating this competency would be able to:

- Demonstrate knowledge by recall in a narrow range of ideas

- Demonstrate basic practical skills, such as the use of relevant tools

- Perform a sequence of routine tasks given clear direction

- Receive and pass on messages and information

Demonstration of these competencies would involve:

- Demonstrating basic word processing skills in a moderate range of areas

- Applying a defined range of skills to basic processing operations

- Applying known processing solutions to a limited range of predictable problems

- Performing a range of basic processing tasks where operating options are varied

- Assessing and recording information from varied sources

- Maintaining knowledge of industry products and services

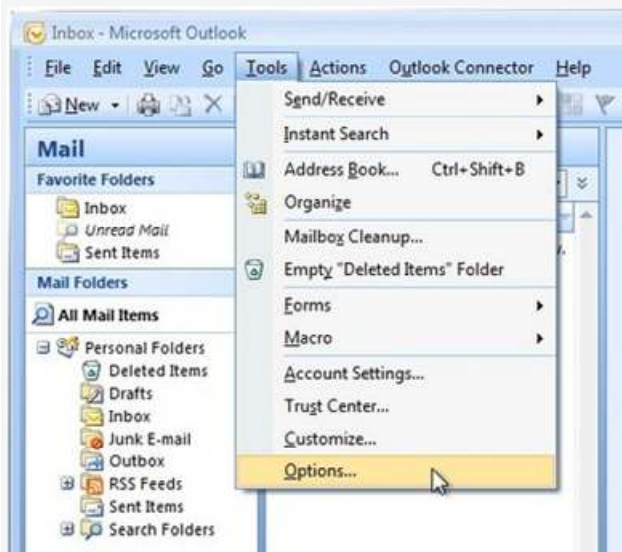ICAU113B – Send and Retrieve Information Using Web Browsers and Email

ACTIVITY:

Creating a Digital Signature in Outlook

Why Include a Signature With Every Email You Send?

These are but two good reasons to automate the addition of some essential text to every email you send. In <u>Outlook</u>, creating a signature comprised of this text is easy, even though you have to explore the depths of Outlook's settings a bit.

☐　　　Select "**Tools/Options**" from the menu in Outlook:

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ACTIVITY:

Create an Address Book

The Address Book is a collection of address books or address lists. You can use the Address Book to look up and select names, e-mail addresses, and distribution lists when you address messages. When you type a name in the **To**, **Cc**, or **Bcc** box of an e-mail message, Microsoft Outlook automatically checks to see if the name you typed matches a name in the Address Book. If there is a match, the name is resolved — the Display Name and e-mail address are filled in — allowing you to send the message. If there is no match, the **Check Names** dialog box prompts you for more information or you can create a contact by clicking **New Contact**. If more than one name contains the letters you typed, you can select a name from the list.

In addition to using the Address Book to address messages, you can look up names and other information, such as office locations and telephone numbers, by typing the name in the **Find a contact** box on the **Standard** toolbar.

When you first open the Address Book, the default address book (usually your Global Address List) is displayed. You can change the default address book and also set other Address Book preferences, such as which address book to check first when sending a message and the location to store personal addresses.

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ACTIVITY:

Creating Bookmarks/Favourites

Below is a listing of each of the major Internet browsers and how to create your own favourite/bookmark for that browser. See the troubleshooting section below for issues that may arise when bookmarking a page.

Internet Explorer

Creating a bookmark in Microsoft Internet Explorer can be done several different ways. Below is each of the different methods for creating a bookmark.

Right-click on a blank portion of the page and click Add to Favorites.

or

1.   Move to the page you wish to add to your Favorites.
2.   At the top of the browser window click Favorites.
3.   Click Add to Favorites.

Once one of the above steps has been completed an **Add Favorite** window will appear and allow you to add a favorite to your favorites list. If you encounter any problems with creating bookmarks see the troubleshooting section below.

Mozilla / Mozilla Firefox / Netscape

Creating a bookmark in Mozilla Firefox can be done several different ways. To follow are each of the different methods for creating a bookmark.

Netiquette

Communicating clearly in any form of written message without creating misunderstandings is a challenge. One problem is that you haven't any facial expressions, body language, or environment to help you express yourself. The internet and the mass of written information that is exchanged have multiplied the opportunities for misunderstandings with written communication.

Netiqette is good manners in online communication.

Be clear: Make sure the subject line (e-mail) or title (web page) reflects your content.
Remember: no one can guess your mood, see your facial expressions, etc.
All they have are your words, and your words can express the opposite of what you feel.

Use appropriate language: If your correspondence is emotive, meet the person face to face or send it "later" when you have had some time to reflect and be rational.

Abbreviations: Make sure you don't use abbreviations in business emails.

Email address: Don't use an obviously social email address for business correspondence. Eg worksux@hotmail.com is hardly going to assist you to get or keep a job.

Emoticons and symbols: Don't use emoticons in a business email.
Select neutral colours, such as blue or black, for a business email. Pink and purple don't convey the right image.

Don't use ALL **CAPITAL LETTERS**--it's equal to shouting or screaming
Be brief and concise.
If your message is short, people will be more likely to read it

Make a good impression: Your words and content represent you; review/edit your words and images before sending.

Be selective on what information you put in an e-mail or on a web site:
Information on the Internet is very public, and can seen by anyone in the world including criminals, future employers, and governments

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Peer Assessment for Send and Organise Messages

Name of candidate_____

Date _____

Name of peer assessor _____

Observe a demonstration of the sending and organising of email messages

Did the learner ....

- o Open the email package and create a new email message
- o Compose the text of a business email message
- o Create and add an automatic signature
- o Attach files to the email message
- o Set a priority for the email message
- o Spell check and edit text as required
- o Send the message
- o Reply to a received message
- o Forward a message using a carbon copy
- o Save an attachment to a folder
- o Print an email message
- o Add an email address to the address book
- o Transfer an email address from a received email to the address book
- o Create a distribution list and send out an email using it.