

<b>Training Package</b>	Tourism, Hospitality and Events (SIT07)/Business Services (BSB01)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Use and maintain electronic mail system</b>		
<b>Unit code</b>	<b>Competency field</b>	<b>Sector</b>	<b>HSC Indicative Hours</b>
<b>BSBEBUS302A</b>	Computer Operations and ICT Management	Cross-Sector	<b>10</b>

<b>Unit descriptor</b>	This unit covers the organisation and maintenance of electronic mail system. This unit is related to BSBEBUS402A Implement e correspondence policies. Consider co-assessment with BSBEBUS301A Search and assess online business information.
<b>Prerequisite units</b>	–
<b>Application of the unit</b>	–
<b>Employability skills</b>	–

### Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

<b>Critical Aspects of Evidence</b>	<b>Resource Implications</b>	<b>Consistency of Performance</b>	<b>Context/s of Assessment</b>
<ul style="list-style-type: none"> <li>• Integrated demonstration of all elements of competency and their performance criteria.</li> <li>• Knowledge of the organisation's policies and procedures relating to electronic mail.</li> <li>• Knowledge of service provider requirements.</li> </ul>	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.	<ul style="list-style-type: none"> <li>• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.</li> <li>• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.</li> <li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.</li> <li>• Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.</li> </ul>

## Evidence Guide cont/d

Underpinning knowledge*	Underpinning skills
<p>* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency</p> <ul style="list-style-type: none"> <li>• relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>• knowledge of the organisation's policies and procedures relating to electronic mail</li> <li>• knowledge of service provider requirements especially with regard to email attachments</li> <li>• naming protocols for email addresses</li> <li>• electronic file handling (saving, copying, moving, deleting)</li> <li>• Occupational Safety and Health requirements for working with computer technology.</li> </ul>	<ul style="list-style-type: none"> <li>• computer technology skills to use email</li> <li>• literacy skills to compose and check accuracy of messages, and follow policies and procedures</li> <li>• communication skills to refer information to supervisors or peers especially in dealing with suspicious or potentially dangerous electronic mail</li> <li>• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.</li> </ul>

<b>Key Competency Levels</b>						
<i>NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</i>						
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 1	Level 2	Level 1
<p>Three levels of performance denote level of competency required to perform a task.</p> <ol style="list-style-type: none"> <li>1. Perform</li> <li>2. Administer</li> <li>3. Design</li> </ol> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> – to receive and administer incoming mail and to dispatch outgoing electronic mail.</li> <li>• <b>Communicating ideas and information</b> – when initiating and responding to incoming mail and when composing and sending electronic mail.</li> <li>• <b>Planning and organising activities</b> – when dividing or compressing email attachments and for the administration and dispatch of electronic mail.</li> <li>• <b>Working with teams and others</b> – to deal with suspicious or potentially dangerous email and to administrate the electronic mail system.</li> <li>• <b>Using mathematical ideas and techniques</b> – to sort and record electronic mail.</li> <li>• <b>Solving problems</b> – in the administration of the system especially in dealing with returned mail and in dealing with suspicious or potentially dangerous email.</li> <li>• <b>Using technology</b> – to administrate the electronic mail system and to send and receive email.</li> </ul> <p><i>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</i></p>						

Element	Performance Criteria	Range Statement
1. Access and organise electronic mail.	1.1 Urgent mail is identified, prioritised and dealt with first in accordance with organisational requirements.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p><i>Legislation, codes and national standards relevant to the workplace</i> may include:</p> <ul style="list-style-type: none"> <li>• award and enterprise agreements</li> <li>• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety</li> <li>• industry codes of practice</li> </ul> <p>and <u>must</u> include:</p> <ul style="list-style-type: none"> <li>• copyright laws</li> <li>• defamation laws</li> <li>• privacy legislation</li> <li>• intellectual property, confidentiality requirements</li> <li>• legal and regulatory policies affecting e-business.</li> </ul>
	1.2 <i>Suspicious or potentially dangerous electronic mail</i> is identified and handled in accordance with organisational requirements and information/warnings/remedial action is conveyed to work team.	<p><i>Suspicious or potentially dangerous electronic mail</i> may include:</p> <ul style="list-style-type: none"> <li>• unsolicited mail containing viruses</li> <li>• spam (unsolicited commercial email or junk mail)</li> <li>• mail where sender is unknown and subject line is enticing and/or personal (eg urging the receiver to open immediately)</li> <li>• attachments</li> <li>• particular file extensions.</li> </ul>
	1.3 Electronic mail is checked for completeness, opened or forwarded in accordance with organisational policy and procedures relating to confidentiality or privacy.	
	1.4 <i>Returned email is dealt with</i> in accordance with organisational policy and procedures.	<p>Dealing with <i>returned</i> (bounced) <i>email</i> may include:</p> <ul style="list-style-type: none"> <li>• checking email address</li> <li>• checking size of attachment/s</li> <li>• re-sending</li> <li>• sending message by other means eg facsimile, post</li> <li>• telephoning addressee.</li> </ul>

Element	Performance Criteria	Range Statement
2. Initiate and respond to electronic mail.	2.1 Messages are prepared in accordance with <i>organisational protocols</i> for language, tone and format.	<p><i>Organisational protocols</i> may include:</p> <ul style="list-style-type: none"> <li>• net etiquette</li> <li>• net ethics</li> <li>• form of address</li> <li>• formality/informality of language, tone and structure</li> <li>• length of emails (ie short and to the point)</li> <li>• concise, relevant subject line</li> <li>• carbon copies or blind carbon copies</li> <li>• including original message in the reply</li> <li>• requesting read receipt</li> <li>• sender's name and address</li> <li>• electronic signature.</li> </ul> <p><i>Net etiquette</i> (netiquette) <u>refers to</u>:</p> <ul style="list-style-type: none"> <li>• codes of conduct or codes of practice such as those used by discussion groups</li> <li>• accepted (not mandated) rules for being a good net citizen (netizen)</li> <li>• remember you're dealing with real people not computers</li> <li>• if you wouldn't do it in real life don't do it in cyberspace</li> <li>• adjust to the style and tone of discussion groups</li> <li>• respect other's time and bandwidth</li> <li>• look good online (spelling, grammar, and something worth saying)</li> <li>• share expert knowledge</li> <li>• keep flames under control (flaming is making personal attacks on others)</li> <li>• respect other people's privacy</li> <li>• don't abuse your power</li> <li>• be forgiving of other's mistakes</li> </ul> <p>from Virginia Shea (1994) <i>Netiquette</i>, Albion Books San Francisco pp 32-33.</p>
	2.2 Content, structure and recipient address/es for electronic mail are checked for <i>accuracy</i> and any attachments identified and <i>prepared</i> in accordance with organisational and service provider requirements.	<p><i>Checking for accuracy</i> <u>should</u> include:</p> <ul style="list-style-type: none"> <li>• clarity of intended meaning</li> <li>• spelling</li> <li>• grammar</li> <li>• punctuation.</li> </ul> <p><i>Preparing attachments</i> may include:</p> <ul style="list-style-type: none"> <li>• dealing with large attachments especially picture files</li> <li>• considering the limitations when sending large files</li> <li>• checking that file size will negotiate the service provider's gateway</li> </ul>

Element	Performance Criteria	Range Statement
		<ul style="list-style-type: none"> <li>• separating large documents into a number of files</li> <li>• compressing files.</li> </ul>
	2.3 Electronic mail is <i>dispatched</i> in accordance with organisational requirements within required timeframes.	<p><b>Dispatching email</b> may include:</p> <ul style="list-style-type: none"> <li>• single receiver</li> <li>• group email</li> <li>• carbon copies</li> <li>• blind carbon copies</li> <li>• email bulletin board or discussion list.</li> </ul>
3. Maintain housekeeping system.	3.1 Electronic mail and/or attachments are copied or <i>stored</i> in accordance with organisational requirements.	<p><b>Storage</b> of electronic mail may include:</p> <ul style="list-style-type: none"> <li>• within electronic mail application software</li> <li>• specialised record keeping, spreadsheet or database software</li> <li>• paper-based filing system.</li> </ul>
	3.2 Electronic <i>mailing lists</i> are prepared and maintained in accordance with organisational requirements.	<p><b>Mailing lists</b> may include:</p> <ul style="list-style-type: none"> <li>• electronic address books</li> <li>• database or spreadsheet records</li> <li>• wordprocessing tables or data files.</li> </ul>
	3.3 Inboxes are emptied and electronic mail is archived or permanently deleted in accordance with organisational requirements.	