ICAU1133A Send and retrieve information using web browsers and email

Unit Descriptor

This unit defines the competency required to complete basic internet search tasks as well as send and receive emails with attachments.

There may be benefit in concurrent learning of the following unit:

ICAU1128A Operate a personal computer

The following units are linked and form an appropriate cluster:

ICAS1193A Connect a workstation to the internet

ICAU1128A Operate a personal computer

ICAU1129A Operate a word processing application

ICAU1213A Conduct online transactions

ICAS2243A Detect and protect from spam and destructive software

Unit Sector

Use

ELEMENT	PERFORMANCE CRITERIA
1. Access the internet	1.1 Open an *internet browser* and set a home page 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 1.5 Enter a uniform resource locator (URL), in the address line of the *internet browser*
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 web page and save it in a bookmark folder 2.4 Modify the *internet browser* options for printing and print a web page 2.5 Close the internet browser
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* principles to be applied to email and newsgroup discussions 3.4 Check that these are consistent with organisational policies

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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 according to organisational guidelines 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

KEY COMPETENCIES

The seven Key Competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 at this level, the candidate is required to undertake tasks effectively

Performance Level 2 at this level, the candidate is required to manage tasks

Performance Level 3 at this level, the candidate is required to use concepts for evaluating and reshaping tasks

The following Key Competency levels have been considered within the structure of this unit's Performance Criteria.

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	-
Solving problems	1
Using technology	1

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RANGE STATEMENT

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Italicised wording in the Performance Criteria is detailed as follows.

Internet browser	May include but is not limited to Netscape Navigator, Internet Explorer, Mozilla, Opera, Galleon, Phoenix, Konqueror, Lynx
Internet options	Internet options include but are not limited to the configuring of the following options: home page, location of temporary files, privacy level, security level, type of connection and history.
Toolbar	Toolbars can contain buttons, menus or a combination of both.
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 newsgroups, 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 Text, WebCrawler, Go To Dot 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, pdf files, text files, pictures, music and email messages

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the assessment guidelines for this Training Package.

Critical aspects of evidence	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.

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Knowledge and skills

Knowledge includes:

- Makeup and structure of an internet addresses
- 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 assessing 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 (e.g. error messages, updates, need for installing plug-ins)

Skills include:

- 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 precise communication
- Ability to interpret user manuals
- Using a PC and peripherals
- Cultural understanding

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Assessment guidance

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 using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed 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 on 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.

In the case of this unit, it could be assessed in a holistic manner with:

- ICAS1193A Connect a workstation to the internet
- ICAU1128A Operate a personal computer
- ICAU1129A Operate a word processing application
- ICAU1213A Conduct on-line transactions

Resources

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

- Organisational style guide/policy
- Organisational policies on internet and email usage
- Personal computer with internet capability

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Role context

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.

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.

An individual demonstrating this competency would be able to:

- Demonstrate knowledge by recall in a narrow range of areas
- 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

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