



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Internet Skills

leading to

Level 3 FETAC Component: Internet Skills 3N0931

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 FETAC Certificate in General Learning 3M0874**
 - 2. Level 3 FETAC Certificate in Employability Skills 3M0935**
 - 3. Level 3 FETAC Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module a learner will achieve 10 credits towards the Level 3 FETAC Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 FETAC Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by FETAC. These outcomes are set by FETAC and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Internet Skills	2. Component Name and Code Level 3 Internet Skills 3N0931
3. Duration in Hours of Programme Module 100	4. Credit Value 10 Credits
5. Assessment Technique Collection of Work 60% Skills Demonstration 40%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to use internet applications to locate and access information, and to use an email account confidently.</p> 8. Objectives: <ul style="list-style-type: none"> • to introduce the learner to the key terms and considerations associated with using the internet • to learn about taking responsibility for one's own personal security and privacy when using the internet and email • to develop skills to search the internet quickly and competently to find information of interest to the learner • to use and manage an email account efficiently, to communicate with others. 	
9. Learning Outcomes of Level 3 Internet Skills 3N0931 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. outline the significance of internet tools in terms of their common uses and features including web browsers and web mail 2. explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning 3. outline the main information security, privacy, and applicable usage policy considerations associated using the internet 4. outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless connections, browsers, and internet service providers 5. use a range of search techniques within an internet search engine to locate information efficiently 6. use the browser print function to obtain a hardcopy of information from the internet 7. use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message 8. maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list 9. navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks 10. respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply. 	

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence outlined in section 9.

Unit 1: Internet

Introduction

- Explore with the learner:
 - the significance of using the internet in terms of the positive and negative aspects associated with it, for example,
 - positive aspects
 - extensive access to instant information
 - ability to communicate very fast with people throughout the world
 - source of entertainment
 - access to services and goods on-line
 - potential for getting better value for money for on-line goods and services
 - negative aspects
 - not all information on the internet is accurate
 - addiction to it
 - exposure to illegal products and services
 - cyber bullying
 - phishing
 - identity and financial theft
 - viruses and the damage they can do

Common uses of Internet tools

Learning Outcome 1: Outline the significance of internet tools in terms of their common uses and features including web browsers and web mail.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- discuss common uses of the internet, for example,
 - researching and searching for information using a search engine or a website address
 - shopping for goods and services (e-commerce)
 - on-line banking (e-commerce)
 - communicating through social networking sites and sharing information or ideas with others of a

similar interest, for example, Twitter, Facebook, Bebo etc.



- communicating messages to someone, or sending copies of files as attachments, via email
- sharing content such as videos on sites like youtube
- governments communicating with its citizens (e-government)
- studying (e-learning)
- blogging - sharing an on-line journal or diary. readers of a blog may be allowed contribute ideas, suggestions or comments on the entries of the blog.

Common features and terminology

Learning Outcome 1: Outline the significance of internet tools in terms of their common uses and features including web browsers and web mail.

Learning Outcome 2: Explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning.

*In order to help the learner achieve **Learning Outcomes 1 & 2** consider doing the following:*

- explore with the learner common features of the internet, for example,
 - the need for web browsers, for example, Microsoft Internet Explorer, Mozilla Firefox, Opera, Safari and Google Chrome, to retrieve, download and display information resources such as web pages, images, videos, music, or other pieces of content
 - each webpage has a unique URL (uniform resource locator) which identifies that page and allows a browser to find it (basically the URL is the address of the webpage)
 - use of search engines to find the information the user wants, for example, Google, ask.com, aol search, etc.
 - use of webmail to allow users to send, receive and store email messages on a webpage that is accessed through a website, for example, Google, yahoo, hotmail etc., as opposed to accessing the email messages through an email client such as Microsoft outlook
 - internet content, collectively referred to as the www (world wide web)
 - users can move from page to page on the internet by clicking on hyperlinks which are words, pictures, icons etc. that will cause the  icon to change to a  icon which means that the word, picture, icon etc. is clickable and once clicked will open another page or display further information
 - the first page of any website is called the home page

Most websites have a home page link (button) on additional pages to take the user back to the first (home) page. A computer user can also set which webpage they would like to open each time they log onto the internet. This is also called a home page
 - free speech generally reigns
 - it is interactive

- explore with the learner what they may have heard about social networking, e-commerce and e-learning and consider the positive and negative aspects of these internet applications:

Social networking:

a tool to facilitate people to communicate with others who have a similar interest, for example,

**Positive effects,** for example,

- it is free
- it is easy to make contact with friends
- meet new people
- promote yourself, a service or a business
- take on a new persona
- overcome shyness or timidity
- get feedback from others
- share points of view
- stay in touch from anywhere in the world
- be part of an on-line community.

Negative effects, for example,

- addiction to it
- lack of anonymity
- it can become time consuming
- personal information may be sold to spammers
- the true identify of a person you engage with may not be known
- on-line predators may take advantage of users
- invasion of privacy
- cyber bullying

e-commerce:

The buying and selling of goods and services and the transfer of funds over the internet, for example, booking a plane ticket on-line, buying a book or CD on-line, on-line banking, etc.

Positive effects, for example,

- ability to buy from or sell to anyone, at any time of the day or night, from anywhere in the world
- cost of goods and services can be lower than traditional means of buying and selling
- it is more likely that transactions will be error free
- very convenient
- more choice for the consumer

Negative effects, for example,

- it is impersonal
- have to trust that the seller is legitimate
- need confidence using the internet
- not suitable means of buying or selling for perishable commodities
- cost of postage and packaging can be high
- time delay in receiving the item purchased on-line
- have to disclose private and personal information during the transaction
- returning the product and getting a refund may be difficult, time consuming and costly

e-learning:

electronically facilitated and supported learning, for example, NALA's Write On programme, Hibernia College, etc.

Positive effects, for example,

- learning can occur at anytime and anywhere
- learning can be scheduled around the needs of the learner
- little or no travel costs
- learning can be paced to match the needs and abilities of the learner
- different learning styles and approaches may be facilitated
- may build self confidence

Negative effects, for example,

- little or no person to person interaction
- lack of social element to learning
- the learner must be self motivated to learn
- access to a fast and reliable internet connection may be a prerequisite of signing on to an e-course
- the learner have to have good I.T. skills to access the learning information and complete assignments, project work etc.

Internet Safety

Learning Outcome 3: Outline the main information security, privacy, and applicable usage policy considerations associated using the internet.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- explore with the learner the security considerations to be taken into account when using the internet, for example,
 - when accessing websites that require logging in, always keep information such as username and password secure and private, for example, for on-line banking
 - select No when asked by a website that requires logging in whether the user wishes the website to remember the user's password for the next time s/he logs in
 - don't ever share personal information with a third party over the internet, for example, when an email is received requesting personal information
 - give some consideration to the web sites being accessed and the content contained in them
 - only give credit/laser card details on secure, legitimate, well known websites
 - consider using Paypal as a means of transferring payment through the internet
 - when using self generated passwords, ensure that the learner uses a combination of lowercase, upper-case, and punctuation characters to make up the password
- discuss with the learner the privacy considerations to be taken into account when using the internet, for example,
 - don't make loads of private information public on the internet – exercise caution at all times
 - consider the websites where the learner is filling out forms or purchasing goods or services as the personal information given may be used to send spam or to advertise products or services
 - be cautious of photos or videos that the learner posts on websites such as Youtube and that have the potential to be viewed by people all over the world
 - be aware of the privacy settings the learner has applied on social networking sites
- discuss with the learner the applicable usage policy considerations to be taken into account when using the internet, for example,
 - if using the internet at work or in the centre/school, be aware of websites that should not be

accessed, such as those considered pornographic, immoral or unethical

- when writing or forwarding emails, consider the content of the emails and who will be receiving them, in line with the work or school policy
- ensure that any website or email content viewed or forwarded to others is not considered discriminatory on the grounds of race, gender, nationality, religion etc.

Getting connected and going on-line

Learning Outcome 4: Outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless connections, browsers, and internet service providers.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- examine what the learner would need in order to connect a computer to the internet, to include:

- an account with an Internet Service Provider (ISP)

An ISP a company that offers its users the opportunity to connect to the internet via the company's network for a fee

An ISP can be a company that provides only internet services or it may be a telecoms company that offers internet services in addition to telephone services. Examples of ISPs in Ireland are Eircom, Imag!ne, Irish Broadband, BT Ireland, O2, Vodafone, UPC, etc.

- an internet connection

There are many methods of establishing an internet connection between a computer and an ISP, for example dial-up and landline broadband which are examples of wired connections and Wi-Fi and satellite which are examples of wireless connections

- Wired connection – requires a cable to connect the computer to the internet
- Wireless connection – does not require a cable to establish a connection between a computer and the internet

- a computer with the necessary software

In order to view web pages on the internet, a computer must have software called a web browser loaded on to it. The browser application retrieves or fetches code from a web server, interprets this code, and displays it as a web page which can be viewed on the computer. Web pages may contain text, images, videos, music, or other pieces of content.

- examine with the learner the other devices that may be used to gain access to the internet, for example, smart phones such as iPhones, handheld mobile internet devices, personal digital assistants (PDA), etc.

Using the Internet to find information

Learning Outcome 5: Use a range of search techniques within an internet search engine to locate information efficiently.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- use a search engine of choice, for example, Google, Alta Vista, Ask Jeeves, Bing, to locate information of interest to the learner
- facilitate the learner to practice finding personally relevant information using different search techniques to see which results in finding the most accurate information, in the fastest time.






The following are examples of some techniques that may be useful for the learner:


- ask the search engine for the information in the same way as you would ask another person
- be as specific as possible, for example, rather than searching for the “weather forecast”, search for the “weather forecast in Munster”
- type the most important word of your search first
- spell correctly what you are looking for
- leave out common words such as “in”, “a”, “the”, “is”, “of”, etc.
- ask for the information in the same way as the answer may appear in a webpage, for example, rather than searching for “when was the euro first introduced”, search for “euro first introduced in”
- use words such as “AND”, “OR”, “NOT” to refine your search if there are a number of parameters to consider
- type what you are searching for between parentheses (“ ”)
- use the option to search pages from Ireland only if the information required is local to Ireland

Navigating the web

Learning Outcome 9: Navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- in viewing pages on the internet, use the following browser toolbar buttons to move from page to page:
 -  Back
 -  Forward
 -  Stop
 -  Home
 -  Refresh
- consider how the use of these buttons facilitates finding information faster and moving from page to page faster

- select three websites that are of particular interest to the learner and store the addresses of these pages to the  Favorites folder (also known as bookmarks).

Store the addresses of the web pages in an appropriate folder in Favourites.

Printing information from the Internet

Learning Outcome 6: Use the browser print function to obtain a hardcopy of information from the internet.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- facilitate the learner in printing the relevant information using the print function that is included in the web browser making sure to:
 - preview what the material will look like before printing.
 - modify the print settings to ensure that the material appears correctly on the page and select an appropriate printer

Unit 2: Using Email

Sending an email

Learning Outcome 7: Use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- create an email account for the learner using a web based email system such as gmail, yahoo, hotmail or other
 Create an appropriate username and access the email account once registered. Note the username for future reference. (For learners who already have an email account, they do not need to create a new account)
- demonstrate how to send an email to a friend asking how the person is and inviting them to a social outing. in composing the email, the learner should complete the following steps:
 - type the correct email address of the recipient of the email in the "To:" field
 - enter an appropriate subject in the "Subject:" field
 - compose the message with an appropriate salutation, message and closing
- facilitate the learner to send an email to a personal acquaintance
- facilitate the learner to send an email to a business/organisation to request information on something of interest to the learner, for example, a request for a prospectus, a brochure, the cost of something, or other.

In composing the email, the learner should complete the following steps:

- search the internet to find the email address of where to send the query/request
- type the email address into the “To:” field of the email
- enter an appropriate subject in the “Subject:” field
- compose the message

Responding to an email

Learning Outcome 10: Respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply.

*in order to help the learner achieve **learning outcome 10** in particular, consider doing the following:*

- facilitate the learner in responding to an email by firstly sending them an email with an attachment.

The learner will complete the following steps in dealing with this email:

- access the email account by logging in using the learner’s Username and Password
- compare how a previously read email and an unread email appear in the Inbox, for example, the read email may have an open envelope beside it, whereas a closed envelope may appear beside an unread email or an unread email may be listed in the Inbox in Bold font whereas the read email will not be Bold
- click on the unread email to open it and read the content of the mail
- open the attachment that was sent with the email and save it to an appropriate location, for example, a memory stick or to a desktop or a CD
- use the Reply function to compose an appropriate response to the content of the attachment and the email
- attach a file to the reply and send it

Maintaining an email account

Learning Outcome 8: Maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list.

*In order to help the learner achieve **Learning Outcome 8**, in particular, consider doing the following:*

- review with the learner the email management functions associated with the web mail application the learner is using, for example,
 - the storing of emails sent to the learner in the Inbox, the storing of emails sent by the learner in the Sent Items folder and the storing of emails not sent by the learner but started in the Drafts folder
 - the Delete function to remove unwanted emails or Spam from the account
 - the storing of contacts in the Contacts folder in the account to include storing the name of the person and their email address, at a minimum
 - the archiving function of the account where emails can be moved from the Inbox to another folder for future reference and then moved back to the Inbox folder when required
- facilitate the learner to access his/her email account by logging in using the learner’s Username and Password to use the following email account maintenance functions:

- deleting an unwanted email and restoring it back to its original folder
- archiving an old email and retrieving it back to the inbox
- storing contacts in the contacts folder
- organising group contact list.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	60%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include evidence that demonstrates the following:</p> <ul style="list-style-type: none"> ○ A understanding of the role played by the following elements in gaining internet access: <ul style="list-style-type: none"> ▪ Internet Service Provider ▪ Web browser ▪ Wired and Wireless internet connection ○ An understanding of some of the terminology, uses and features of the internet: <ul style="list-style-type: none"> ▪ Web mail ▪ Search engines ▪ URL ▪ Home page ▪ Hyperlinks ▪ Social networking ▪ Blogs ▪ E-commerce ▪ E-learning ○ An appreciation of: <ul style="list-style-type: none"> ▪ how to keep one's personal information private and secure when using the internet ○ Appropriate internet usage at work, in a school/centre or at home in terms of usage policy considerations 	

<ul style="list-style-type: none"> ○ Using a search engine to find information on a specific topic, to include: <ul style="list-style-type: none"> ▪ demonstrating an awareness of different search techniques (minimum of 3 techniques) ▪ identifying the technique(s) which yield the best results for him/her ▪ using the Back, Forward, Home, Refresh and Favourites buttons, as appropriate, to help in finding the required web pages ▪ printing the information for inclusion in the collection of work, having previewed it first to ensure it will be properly aligned on the page 	
Skills Demonstration	40%
<p>The learner should be allowed a minimum of 30 minutes to complete the demonstration. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.</p>	
<p>The learner will complete a Skills Demonstration requiring him/her to complete the following tasks:</p> <ul style="list-style-type: none"> ● composing an email of a business or personal nature to include: <ul style="list-style-type: none"> ○ addressing the email using the details of a contact saved in the Contacts folder ○ entering an appropriate subject title in the "Subject:" field ○ entering text to a minimum of 30 words ○ sending the message ● opening a previously unopened email to include: <ul style="list-style-type: none"> ○ reading the email ○ opening an attachment included with the email ○ composing an appropriate reply ○ attaching a file to the reply ○ sending the email ○ deleting the original message from the inbox ○ restoring the e-mail back to the inbox ○ archiving it to an appropriate folder 	

11.b Assessment - General Information – Internet Skills 3N0931.

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Outline the significance of internet tools in terms of their common uses and features including web browsers and web mail.	Collection of Work
2. Explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning.	Collection of Work
3. Outline the main information security, privacy, and applicable usage policy considerations associated using the internet.	Collection of Work
4. Outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless connections, browsers, and internet service providers.	Collection of Work
5. Use a range of search techniques within an internet search engine to locate information efficiently.	Collection of Work
6. Use the browser print function to obtain a hardcopy of information from the internet.	Collection of Work
7. Use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message.	Skills Demonstration
8. Maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list.	Skills Demonstration
9. Navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks.	Collection of Work
10. Respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply.	Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.







Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from FETAC.

Level 3 Internet Skills 3N0931**Learner Marking Sheet**

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. outline the significance of internet tools in terms of their common uses and features including web browsers and web mail	<ul style="list-style-type: none"> • outline the common uses of the internet • outline the common features of the internet including web mail • outline the significance a web browser plays in being able to use the internet 		
2. explain the rudimentary terminology associated with internet usage including uniform resource locator (URL), home page, hyperlinks, search engines, web mail, social networking, blogs, e-commerce, e-learning	<ul style="list-style-type: none"> • explain the following terms associated with using the internet: <ul style="list-style-type: none"> ○ URL ○ Home Page ○ Hyperlinks ○ Search Engines ○ Web mail ○ Social Networking ○ Blogs ○ E-commerce ○ E-learning 		
3. outline the main information security, privacy, and applicable usage policy considerations associated using the internet	<ul style="list-style-type: none"> • outline the main security issues when using the internet • outline the main privacy considerations when using the internet • outline the applicable usage policy considerations when using the internet 		
4. outline the basic requirements necessary to gain internet access including internet access devices, wired and wireless	<ul style="list-style-type: none"> • outline the role of the internet service provider in gaining internet access • outline the role of the internet browser in gaining internet access • outline the role of wired and wireless connections in gaining internet access 		

connections, browsers, and internet service providers			
5. use a range of search techniques within an internet search engine to locate information efficiently	<ul style="list-style-type: none"> • use a minimum of three search techniques within a search engine of your choice to find information efficiently 		
6. use the browser print function to obtain a hardcopy of information from the internet	<ul style="list-style-type: none"> • Print Preview the required information found on a website to ensure it is properly aligned • print the required information 		
7. use a web mail application to generate an email taking all required steps to address the email, enter a subject, enter text, and send the message	<ul style="list-style-type: none"> • send an email having completed the following steps: <ul style="list-style-type: none"> ○ address the email in the "To:" field ○ enter a subject in the "Subject:" field ○ enter a minimum of 30 words in the body of the email 		
8. maintain a personal email account by checking, deleting, archiving, removing and restoring emails, and managing contacts list	<ul style="list-style-type: none"> • manage an email account using the functions associated with the account: <ul style="list-style-type: none"> ○ checking whether an e-mail is open or unopened ○ deleting an e-mail ○ restoring the e-mail from the Trash back to the Inbox ○ archiving an e-mail to an appropriate location ○ using a the details of a contact saved in the Contacts folder 		
9. navigate the web using browser toolbar buttons including back, forward, stop, refresh, home, favourites, and bookmarks	<ul style="list-style-type: none"> • use the following buttons, where appropriate, to aid in finding information on the internet: <ul style="list-style-type: none"> ○  Back,  Forward,  Stop,  Refresh ○  Home,  Favorites Favourites 		
10. respond to a received email by taking all necessary steps to open the message, read an attached file, compose a response using appropriate format, attach a new file, and transmit the reply.	<ul style="list-style-type: none"> • respond to an email having completed the following steps: <ul style="list-style-type: none"> ○ open the message in the inbox ○ open the attachment and read it ○ compose an appropriate reply ○ attach a file to the reply ○ send the e-mail 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____