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| Title: | Using Email for Business Communication |
| Level: | Level 1 |
| Credit value: | 3 |
| GLH: | 27 |
| Unique Reference Number: | L/652/0540 |
| Sector Subject Area: | 14.1 Foundations for Learning and Life |
| Aim: | The aim of this unit is to develop the learner's knowledge and skills in using email for communication in a business environment. Learners will develop the ability to create, send and respond to business emails using appropriate language, structure and professional behaviour. |
| Assessment Type: | Assessment of this unit will be through an internally set and internally assessed portfolio of evidence. |
| Assessment Guidance: | <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Direct observation should form a primary source of evidence and be supported, where appropriate, by discussion, annotated screenshots or photographs, saved documents, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time to ensure consistency and independence of performance.</p> <p>Evidence must confirm that the learner can create, send, receive and manage emails appropriately in a business environment.</p> |

Learning outcomes

The learner will:

1. Understand the use of email in a business environment.

Delivery content:

The aim of this learning outcome is to develop the learner's understanding of how email is used in a business environment to communicate information.

The learner must demonstrate that they can:

- 1.1 Identify **purposes for using email in a business environment.**
- 1.2 Describe **features commonly used in email communication.**

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| <p>1.3 Explain the importance of using email appropriately in business situations.</p> |
| <p>2. Be able to create business emails.</p> |
| <p>Delivery content:</p> <p>The aim of this learning outcome is to develop the learner’s skills in creating emails for business communication.</p> <p>The learner must demonstrate that they can:</p> <ul style="list-style-type: none"> 2.1 Create an email for a business purpose. 2.2 Include appropriate subject lines and message content in emails. 2.3 Use appropriate language and tone in business emails. |
| <p>3. Be able to send and receive business emails.</p> |
| <p>Delivery content:</p> <p>The aim of this learning outcome is to develop the learner’s skills in sending and receiving emails within a workplace environment.</p> <p>The learner must demonstrate that they can:</p> <ul style="list-style-type: none"> 3.1 Send emails to appropriate recipients. 3.2 Open and read received emails. 3.3 Respond appropriately to received emails. |
| <p>4. Be able to manage email communication in a business environment.</p> |
| <p>Delivery content:</p> <p>The aim of this learning outcome is to develop the learner’s skills in managing email communication effectively in a workplace.</p> <p>The learner must demonstrate that they can:</p> <ul style="list-style-type: none"> 4.1 Organise emails within an email system. 4.2 Identify emails that require action or response. 4.3 Maintain appropriate email communication practices in a business environment. |

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| <p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p> | |
| <p>Requirements</p> | |
| <p>Purposes for using email in a business environment:</p> | <p>Definition:</p> <p>Reasons why email is used in workplaces to communicate information quickly and efficiently.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Learners must understand that email in a business environment may be used to: <ul style="list-style-type: none"> ○ Share information with colleagues or teams. ○ Send updates or instructions. ○ Communicate with customers or clients. ○ Confirm appointments or arrangements. • Learners should recognise that email is commonly used for both internal and external business communication. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Sharing documents or attachments. • Requesting information or clarification. • Confirming actions or decisions. • Communicating across different departments. |
| <p>Features commonly used in email communication:</p> | <p>Definition:</p> <p>Functions within email systems that support sending, receiving and organising email messages.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Learners must understand common features of email systems, such as: <ul style="list-style-type: none"> ○ Recipient address fields (To, CC, BCC). ○ Subject lines. ○ Message content areas. ○ Attachments. |

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| | <ul style="list-style-type: none"> Learners should recognise how these features support effective email communication. <p>Teaching could include:</p> <ul style="list-style-type: none"> Reply and reply all functions. Forwarding emails. Folders or labels for organising emails. Email signatures. |
| <p>Importance of using email appropriately in business situations:</p> | <p>Definition:</p> <p>Using email in a professional and responsible way to support clear and effective communication.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Learners must understand that appropriate email use involves: <ul style="list-style-type: none"> Using clear and professional language. Including relevant information. Ensuring messages are suitable for the intended recipient. Maintaining respectful and professional communication. Learners should recognise that appropriate email communication supports professional workplace behaviour. <p>Teaching could include:</p> <ul style="list-style-type: none"> Using appropriate tone and language. Checking email messages before sending. Recognising when email is the appropriate communication method. Maintaining professionalism in written communication. |
| <p>Create an email for a business purpose:</p> | <p>Definition:</p> <p>Writing and preparing email messages that communicate information clearly in a workplace setting.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Learners must be able to: <ul style="list-style-type: none"> Create emails that communicate information for workplace tasks. Write messages that relate to a business purpose. |

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| | <ul style="list-style-type: none"> ○ Include relevant information in email communication. ● Examples may include: <ul style="list-style-type: none"> ○ Sending updates to colleagues. ○ Requesting information or clarification. ○ Confirming arrangements or tasks. <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Sending emails to customers or clients. ● Communicating information about meetings or tasks. ● Providing short updates through email communication. |
| <p>Subject lines and message content in emails:</p> | <p>Definition: Key elements within an email that clearly communicate the topic and message.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> ● Learners must be able to: <ul style="list-style-type: none"> ○ Include clear and relevant subject lines in emails. ○ Organise email message content logically. ○ Provide information that is easy for the recipient to understand. ● Examples may include: <ul style="list-style-type: none"> ○ Subject lines that summarise the purpose of the email. ○ Structured messages with clear information. ○ Including key details within the email content. <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Including greetings and closing statements. ● Structuring emails using short paragraphs. ● Including relevant attachments or references. |
| <p>Appropriate language and tone in business emails:</p> | <p>Definition: Using professional and respectful language when communicating through email in a business environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> ● Learner must be able to: <ul style="list-style-type: none"> ○ Use professional language in email communication. ○ Maintain a respectful and appropriate tone. |

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| | <ul style="list-style-type: none"> ○ Write messages that are clear and suitable for the recipient. ● Example may include: <ul style="list-style-type: none"> ○ Polite greetings and closing phrases. ○ Respectful language when requesting information. ○ Clear and professional written communication. <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Adjusting tone depending on the recipient. ● Avoiding informal language where inappropriate. ● Maintaining professionalism in workplace communication. |
| <p>Send emails to appropriate recipients:</p> | <p>Definition: Sending email messages to the correct person or group in order to communicate information effectively.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> ● Learners must be able to: <ul style="list-style-type: none"> ○ Send email messages to appropriate recipients. ○ Ensure the correct email addresses are used. ○ Confirm that emails are sent to the intended recipient. ● Examples may include: <ul style="list-style-type: none"> ○ Sending emails to colleagues. ○ Sending emails to supervisors or managers. ○ Sending emails to customers or clients. <p>Teaching could include:</p> <ul style="list-style-type: none"> ● Using CC or BCC when appropriate. ● Checking recipient details before sending emails. ● Sending emails to groups or teams. |
| <p>Open and read received emails:</p> | <p>Definition: Accessing and reviewing email messages received from others in order to understand the information provided.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> ● Learners must be able to: <ul style="list-style-type: none"> ○ Open received email messages. ○ Read email content carefully. ○ Identify key information within email messages. |

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| | <ul style="list-style-type: none"> • Examples may include: <ul style="list-style-type: none"> ○ Reading instructions or requests. ○ Reviewing information shared by colleagues. ○ Identifying tasks or actions required from emails. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reviewing email attachments. • Identifying important information in email messages. • Recognising emails that require responses or actions. |
| <p>Respond appropriately to received emails:</p> | <p>Definition: Providing suitable replies to email messages received in a workplace.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> ○ Respond appropriately to email messages. ○ Provide clear and relevant information in responses. ○ Maintain professional language when replying to emails. • Examples may include: <ul style="list-style-type: none"> ○ Replying to requests for information. ○ Confirming receipt of messages. ○ Responding to questions or instructions. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Replying to multiple recipients when appropriate. • Providing additional information in responses. • Confirming actions or next steps through email replies. |
| <p>Organise emails within an email system:</p> | <p>Definition: Arranging and storing email messages in a structured way so they can be easily accessed and managed.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> ○ Organise emails within an email system. ○ Store emails in appropriate folders or categories. ○ Manage email messages so information can be easily located. |

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| | <ul style="list-style-type: none"> • Examples may include: <ul style="list-style-type: none"> ○ Organising emails into folders. ○ Grouping related emails together. ○ Keeping email inboxes organised. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Creating folders for different types of emails. • Archiving older emails. • Using labels or categories within email systems. |
| <p>Identify emails that require action or response:</p> | <p>Definition: Recognising email messages that require a reply, follow-up or action.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Learners must be able to: <ul style="list-style-type: none"> ○ Identify emails that require responses. ○ Recognise emails that contain instructions or tasks. ○ Prioritise emails that need action. • Examples may include: <ul style="list-style-type: none"> ○ Emails requesting information. ○ Emails providing instructions. ○ Emails requiring confirmation or follow-up. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Recognising urgent or important emails. • Identifying deadlines or required actions within email messages. • Prioritising responses to emails. |
| <p>Maintain appropriate email communication practices:</p> | <p>Definition: Following suitable and professional practices when communicating through email in a workplace.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Learners must include: <ul style="list-style-type: none"> ○ Maintain professional communication when using email. ○ Ensure emails are appropriate for workplace communication. |

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| | <ul style="list-style-type: none">○ Follow organisational expectations when communicating through email.● Examples may include:<ul style="list-style-type: none">○ Using professional language in email messages.○ Communicating respectfully with recipients.○ Checking emails before sending. <p>Teaching could include:</p> <ul style="list-style-type: none">● Following workplace guidelines for email communication.● Maintaining confidentiality where appropriate.● Ensuring email messages are clear and professional. |
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