

## CATALOGUE FOR NOVEMBER 2017

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|--|---|---|---|--|--|-------|---------|
| <b>ACHIEVEMENT STANDARDS - DIGITAL TECHNOLOGIES</b>        |   |   |   |  |  |       |         |
| Std#   | L | C | V | Title  |  | CDO   | CDUP    |
| 91071  | 1 | 4 | 3 | Implement basic procedures to produce a specified digital information outcome (Digital Technologies 1.41)  |  | \$399 | \$39    |
| 91072  | 1 | 3 | 3 | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)   |  | \$389 | \$39    |
| 91073  | 1 | 4 | 3 | Implement basic procedures to produce a specified digital media outcome (Digital Technologies 1.43)  |  | \$399 | \$39    |
| 91075  | 1 | 3 | 4 | Construct a plan for a Basic Computer Program for a specified task (Digital Technologies 1.45)*  |  | \$389 | \$89    |
| 91076-P  | 1 | 3 | 4 | Construct a basic computer program for a specified task [Python] (Digital Technologies 1.46)   |  | \$389 | \$89    |
| 91076-S  | 1 | 3 | 4 | Construct a basic computer program for a specified task [Scratch] (Digital Technologies 1.46)  |  | \$389 | \$89    |
| 91368  | 2 | 6 | 3 | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data (Digital Technologies 2.41)                  |  | \$439 | \$39    |
| 91369  | 2 | 4 | 3 | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)  |  | \$419 | \$39    |
| 91370  | 2 | 4 | 3 | Implement advanced procedures to produce a specified digital media outcome (Digital Technologies 2.43)   |  | \$419 | \$39    |
| 91372  | 2 | 3 | 3 | Construct a plan for an advanced computer program for a specified task (Digital Technologies 2.45)   |  | \$409 | \$39    |
| 91373  | 2 | 3 | 3 | Construct an advanced computer program for a specified task (Digital Technologies 2.46)  |  | \$409 | \$39    |
| 91633  | 3 | 6 | 1 | Implement complex procedures to develop a relational database embedded in a specified digital outcome (Digital Technologies 3.41)                          |  | \$449 | \$39    |
| 91635-WEB  | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [WIN or MAC]<br>- Available for Mac OS OR Windows OS |  | \$429 | \$284   |
| 91635-VID  | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [CC2015 or CS6]*<br>- Available for CC2015 OR CS6    |  | \$429 | \$284   |
| <b>ACHIEVEMENT STANDARDS - ENGLISH</b>                     |   |   |   |  |  |       |         |
| Std#   | L | C | V | Title  |  | CDO   | CDUP    |
| 90853  | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9)  |  | \$399 | \$39    |

## ACHIEVEMENT STANDARDS - GENERIC TECHNOLOGY

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
|   | 91044 | 1 | 4 | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)                               | \$399 | \$264 |
|   | 91045 | 1 | 4 | 3 | Use planning tools to guide the technological development of an outcome to address a brief (Generic Technology 1.2) | \$399 | \$264 |
|   | 91046 | 1 | 6 | 3 | Use design ideas to produce a conceptual design for an outcome to address a brief (Generic Technology 1.3)          | \$419 | \$284 |
|   | 91047 | 1 | 6 | 3 | Undertake development to make a prototype to address a brief (Generic Technology 1.4)                               | \$419 | \$284 |
|   | 91354 | 2 | 4 | 3 | Undertake brief development to address an issue (Generic Technologies 2.1)  | \$419 | \$279 |
|   | 91355 | 2 | 4 | 3 | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)                    | \$419 | \$279 |
| U | 91356 | 2 | 6 | 3 | Develop a conceptual design for an outcome (Generic Technologies 2.3)   | \$439 | \$299 |
|   | 91357 | 2 | 6 | 3 | Undertake effective development to make and trial a prototype (Generic Technologies 2.4)                            | \$439 | \$299 |
|   | 91608 | 3 | 4 | 2 | Undertake brief development to address an issue within a determined context   | \$429 | \$284 |
|   | 91609 | 3 | 4 | 2 | Undertake project management to support technological practice  | \$429 | \$284 |
|   | 91610 | 3 | 6 | 2 | Develop a conceptual design considering fitness for purpose in the broadest sense                                   | \$449 | \$304 |
|   | 91611 | 3 | 6 | 2 | Develop a prototype considering fitness for purpose in the broadest sense   | \$449 | \$304 |

## ACHIEVEMENT STANDARDS - HEALTH

|  | Std#  | L | C | V | Title  | CDO   | CDUP  |
|--|-------|---|---|---|--|-------|-------|
|  | 90971 | 1 | 3 | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)   | \$389 | \$254 |
|  | 90973 | 1 | 5 | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)                       | \$409 | \$274 |
|  | 91097 | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3) | \$399 | \$264 |
|  | 91236 | 2 | 5 | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)                                     | \$429 | \$289 |
|  | 91237 | 2 | 5 | 2 | Take action to enhance an aspect of people's well-being within the school or wider community (Health 2.3)          | \$429 | \$289 |
|  | 91239 | 2 | 5 | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)        | \$429 | \$289 |

## ACHIEVEMENT STANDARDS - HOME ECONOMICS

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
| U | 90956 | 1 | 5 | 3 | Demonstrate knowledge of an individual's nutritional needs (Home Economics 1.1)   | \$409 | \$274 |
| U | 90957 | 1 | 5 | 3 | Demonstrate understanding of societal influences on an individual's food choices and well-being (Home Economics 1.2)                | \$409 | \$274 |
|   | 90959 | 1 | 5 | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)                              | \$409 | \$274 |
| U | 91299 | 2 | 5 | 2 | Analyse issues related to the provision of food for people with specific food needs (Home Economics 2.1) Non QAAMed                 | \$429 | \$289 |
| U | 91301 | 2 | 5 | 2 | Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (Home Economics 2.3) Non QAAMed | \$429 | \$289 |
| U | 91302 | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed   | \$429 | \$289 |

## ACHIEVEMENT STANDARDS - MATHEMATICS AND STATISTICS

| Std#  | L | C | V | Title  | CDO   | CDUP |
|-------|---|---|---|--|-------|------|
| 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1) | \$399 | \$39 |
| 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)    | \$389 | \$39 |

## ACHIEVEMENT STANDARDS - SCIENCE

| Std#  | L | C | V | Title  | CDO   | CDUP |
|-------|---|---|---|--|-------|------|
| 90954 | 1 | 4 | 3 | Demonstrate understanding of the effects of astronomical cycles on planet Earth (Science 1.15) | \$399 | \$39 |

## ACHIEVEMENT STANDARDS - SOCIAL SCIENCE

| Std#  | L | C | V | Title                                    | CDO | CDUP |
|-------|---|---|---|--|-----|------|
| 91040 | 1 | 4 | 3 | Conduct a social inquiry - FREE RESOURCE | \$0 | n/a  |

## ADULT EDUCATION AND TRAINING

| Std# | L | C | V | Title   | CDO   | CDUP  |
|------|---|---|---|---|-------|-------|
| 4098 | 4 | 6 | 5 | Use standards to assess candidate performance (assessment only) | \$189 | \$144 |

## AGRICULTURE

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
| A | 19044 | 2 | 3 | 3 | Demonstrate knowledge of the legal requirements and hazards associated with tractor use               | \$354 | \$239 |
| A | 19145 | 2 | 4 | 2 | Describe hydration, nutrition, and sleep in relation to physical well-being of agriculture workers    | \$364 | \$244 |
| A | 23540 | 2 | 5 | 1 | Demonstrate knowledge of hazards, hazard control, and the consequences of injury in a rural workplace | \$374 | \$254 |
|   | 23542 | 3 | 4 | 1 | Identify factors, and describe how to manage factors, that contribute to injury in a rural workplace  | \$374 | \$254 |
|   | 24552 | 2 | 5 | 2 | Check and drive a basic wheel tractor with an attached implement on flat terrain                      | \$374 | \$254 |
|   | 24554 | 2 | 4 | 2 | Ride a quad bike on flat terrain in the workplace   | \$364 | \$244 |
|   | 24557 | 2 | 3 | 3 | Demonstrate knowledge of the safe operation of a quad bike  | \$354 | \$239 |
|   | 24559 | 3 | 4 | 2 | Ride a quad bike on hilly terrain   | \$374 | \$254 |
|   | 27602 | 1 | 3 | 1 | Ride a quad bike on flat terrain under close supervision  | \$339 | \$229 |
|   | 27608 | 1 | 3 | 1 | Drive a basic wheel tractor on flat terrain under close supervision                                   | \$339 | \$229 |

## BUSINESS ADMINISTRATION

|   | Std# | L | C | V | Title   | CDO   | CDUP  |
|---|------|---|---|---|---|-------|-------|
| A | 101  | 1 | 3 | 7 | Develop and use keyboarding skills to enter text [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$349 | \$239 |
|   | 102  | 1 | 3 | 7 | Consolidate keyboarding skills and produce accurate text based documents [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016                       | \$349 | \$239 |
|   | 103  | 2 | 3 | 6 | Use data entry skills to input data [Using MS Access 2003, 2007 and 2010]. (Last Date of Assessment 31st December 2017)   | \$364 | \$249 |
|   | 107  | 2 | 5 | 7 | Apply text processing skills to produce communications in a business or organisational context [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016 | \$384 | \$264 |
|   | 108  | 3 | 5 | 7 | Apply text processing skills to produce business documents [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016                                     | \$394 | \$269 |

## BUSINESS ADMINISTRATION

|   | Std#  | L | C  | V | Title   | CDO   | CDUP  |
|---|-------|---|----|---|---|-------|-------|
|   | 109   | 4 | 6  | 7 | Apply text processing skills to produce specialist documents [Uses MS Word]*<br>- Available for Ms Office 2013 OR Ms Office 2016  | \$414 | \$284 |
|   | 111   | 2 | 5  | 8 | Use a word processor to produce documents for a business or organisation [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$384 | \$264 |
|   | 112   | 3 | 5  | 7 | Produce business or organisational information using word processing functions [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$394 | \$269 |
|   | 113   | 4 | 10 | 7 | Produce business or organisational information using advanced word processing functions [For users of Office 2003/2007/2010]. (Last Date of Assessment 31st December 2017)                    | \$454 | \$304 |
|   | 121   | 2 | 5  | 7 | Demonstrate and apply knowledge of office equipment and administration processes [Uses MS Office]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$384 | \$264 |
| A | 122   | 3 | 5  | 7 | Provide office reception services [Uses Microsoft Office]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$394 | \$269 |
|   | 123   | 3 | 5  | 7 | Use office information, copying, and telecommunication systems  | \$394 | \$269 |
|   | 327   | 2 | 4  | 6 | Document business financial transactions for an entity (Last Date of Assessment 31st December 2017)   | \$149 | \$99  |
|   | 328   | 3 | 4  | 6 | Identify the requirements for a financial record system for an entity (Last Date of Assessment 31st December 2017)  | \$149 | \$99  |
|   | 329   | 2 | 4  | 6 | Process financial information for cash transactions for an entity (Last Date of Assessment 31st December 2017).   | \$149 | \$99  |
|   | 335   | 4 | 6  | 7 | Prepare computerised payroll and related administration records using payroll software (Uses MYOB). (Last Date of Assessment 31st December 2017)<br>- Available for Myob                      | \$199 | \$149 |
|   | 12883 | 1 | 4  | 7 | Enter and manage text for generic text and information management [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016  | \$359 | \$244 |
|   | 12884 | 2 | 3  | 7 | Create electronic documents and manage a file for generic text and information management [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016                                  | \$364 | \$249 |
|   | 12885 | 2 | 4  | 7 | Create and enhance electronic documents combining text and images for generic text and information management [Uses MS Word]<br>- Available for Ms Office 2013 OR Ms Office 2016              | \$374 | \$254 |
|   | 12886 | 3 | 6  | 7 | Customise software features and create document templates for generic text and information management<br>- Available for Ms Office 2013 OR Ms Office 2016                                     | \$404 | \$274 |
|   | 12887 | 3 | 6  | 7 | Integrate text and images and manage multiple files for generic text and information management [Uses MS Word, Excel, Access & Publisher]<br>- Available for Ms Office 2013 OR Ms Office 2016 | \$404 | \$274 |
|   | 16677 | 1 | 1  | 4 | Key in text at 15 words per minute (wpm)  | \$329 | \$224 |
|   | 16678 | 2 | 1  | 4 | Key in text at 25 words per minute (wpm)  | \$349 | \$239 |
|   | 16679 | 3 | 1  | 4 | Key in text at 35 words per minute (wpm)  | \$359 | \$249 |
|   | 16680 | 4 | 1  | 4 | Key in text at 50 words per minute (wpm) - Assessment Only  | \$164 | \$119 |
|   | 26768 | 3 | 7  | 1 | Use a computerised accounts receivable and payable system to produce financial information (Last Date of Assessment 31st Dec 2017)  | \$249 | \$149 |

## BUSINESS OPERATIONS AND DEVELOPMENT

|  | Std# | L | C | V | Title | CDO | CDUP |
|--|------|---|---|---|-------|-----|------|
|--|------|---|---|---|-------|-----|------|

## BUSINESS OPERATIONS AND DEVELOPMENT

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
|   | 18336 | 4 | 5 | 2 | Demonstrate and apply knowledge of team-building skills - Assessment Only | \$184 | \$139 |
| A | 27563 | 3 | 4 | 2 | Describe teams and team leadership  | \$384 | \$264 |

## BUSINESS STUDIES

|  | Std#  | L | C | V | Title  | CDO   | CDUP  |
|--|-------|---|---|---|--|-------|-------|
|  | 25424 | 3 | 4 | 3 | Demonstrate knowledge of factors that impact on businesses | \$384 | \$264 |

## COMMUNICATION SKILLS

|     | Std#  | L | C | V  | Title   | CDO   | CDUP  |
|-----|-------|---|---|----|---|-------|-------|
| AS  | 1273  | 1 | 4 | 7  | Express ideas in writing and write an original story*   | \$359 | \$244 |
| AS  | 1277  | 2 | 3 | 7  | Communicate information in a specified workplace*   | \$364 | \$249 |
| AUS | 1279  | 3 | 3 | 7  | Write in plain English*   | \$374 | \$259 |
| AUS | 1280  | 2 | 2 | 7  | Use graphics in communication*  | \$359 | \$244 |
| AUS | 1285  | 1 | 2 | 7  | Make enquiries and complete practical transactions*   | \$359 | \$244 |
| AUS | 1293  | 1 | 2 | 7  | Be interviewed in an informal, one-to-one, face-to-face interview*                                | \$349 | \$244 |
| AUS | 1294  | 2 | 2 | 7  | Be interviewed in a formal interview*   | \$349 | \$234 |
| AUS | 1296  | 3 | 3 | 7  | Interview in informal situations*   | \$374 | \$259 |
| AU  | 1297  | 4 | 5 | 7  | Conduct an interview in a formal situation*   | \$404 | \$279 |
| AUS | 1299  | 2 | 4 | 9  | Be assertive in a range of specified situations*  | \$374 | \$254 |
| AUS | 1304  | 3 | 2 | 9  | Communicate with people from other cultures*  | \$364 | \$254 |
| AUS | 1307  | 3 | 3 | 8  | Speak to a known audience in a predictable situation*   | \$374 | \$259 |
| AUS | 1312  | 3 | 3 | 7  | Give oral instructions in the workplace*  | \$374 | \$259 |
| AS  | 2970  | 1 | 3 | 6  | Independently read texts about life experiences which relate to a personal identified interest    | \$349 | \$239 |
| AS  | 2989  | 2 | 3 | 5  | Select, read, and assess texts to gain knowledge*   | \$364 | \$249 |
| AS  | 2990  | 3 | 4 | 6  | Read texts to research information*   | \$384 | \$264 |
| AUS | 3483  | 1 | 2 | 7  | Fill in a form*   | \$339 | \$234 |
| AUS | 3488  | 2 | 3 | 6  | Write business correspondence for a workplace*  | \$364 | \$249 |
| AUS | 3490  | 1 | 2 | 7  | Complete an incident report*  | \$339 | \$234 |
| AUS | 3491  | 3 | 4 | 7  | Write a report*   | \$384 | \$264 |
| AUS | 3492  | 2 | 3 | 7  | Write a short report*   | \$364 | \$249 |
| AUS | 3494  | 3 | 3 | 6  | Write minutes for a formal meeting*   | \$374 | \$259 |
| AUS | 3501  | 1 | 3 | 6  | Demonstrate knowledge of and apply listening techniques*  | \$349 | \$239 |
| AUS | 3503  | 1 | 2 | 6  | Communicate in a team or group to complete a routine task*  | \$339 | \$234 |
| AUS | 9677  | 2 | 3 | 10 | Communicate in a team or group which has an objective*  | \$364 | \$249 |
| AUS | 9680  | 2 | 3 | 6  | Communicate within a specified organisational context*  | \$364 | \$249 |
| AUS | 9681  | 3 | 3 | 7  | Contribute within a team or group which has an objective*   | \$374 | \$259 |
| AUS | 9694  | 3 | 4 | 8  | Demonstrate and apply knowledge of communication process theory*                                  | \$394 | \$269 |
| AUS | 9705  | 3 | 3 | 7  | Give feedback on performance in the workplace*  | \$374 | \$259 |
| AUS | 9707  | 1 | 5 | 7  | Demonstrate knowledge of workplace communication requirements (Requires a workplace assessment).* | \$364 | \$249 |
| AS  | 10790 | 1 | 2 | 4  | Converse with others*   | \$339 | \$234 |
| AUS | 10791 | 2 | 3 | 5  | Participate in an informal meeting*   | \$364 | \$249 |
| AS  | 10792 | 1 | 3 | 4  | Write formal personal correspondence*   | \$349 | \$239 |

## COMMUNICATION SKILLS

|     | Std#  | L | C | V | Title   | CDO   | CDUP  |
|-----|-------|---|---|---|---|-------|-------|
| AUS | 11095 | 3 | 3 | 7 | Write business correspondence to convey complex ideas and/or information* | \$384 | \$259 |
| AS  | 11097 | 3 | 3 | 4 | Listen actively to gain information in an interactive situation           | \$374 | \$259 |
| AU  | 11101 | 4 | 5 | 5 | Collaborate within a team which has an objective*                         | \$404 | \$279 |
| AS  | 25060 | 1 | 2 | 2 | Read texts for practical purposes*  | \$339 | \$234 |
| AUS | 25073 | 2 | 3 | 3 | Read texts to recognise differing points of view on a topic*              | \$364 | \$249 |

## COMPUTING

|  | Std# | L | C | V  | Title  | CDO   | CDUP  |
|--|------|---|---|----|--|-------|-------|
|  | 2780 | 1 | 3 | 8  | Demonstrate and apply knowledge of a personal computer system (suitable for all Microsoft operating systems)   | \$349 | \$239 |
|  | 2781 | 2 | 3 | 10 | Manage and protect data in a personal computer<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$364 | \$249 |
|  | 2783 | 2 | 3 | 8  | Demonstrate knowledge of the components of personal computer systems*  | \$364 | \$249 |
|  | 2784 | 2 | 3 | 8  | Create and use a computer spreadsheet to solve a problem [Uses MS Excel]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$364 | \$249 |
|  | 2785 | 3 | 5 | 9  | Create a computer spreadsheet to provide a solution for organisation use [Uses MS Excel]<br>- Available for Ms Office 2013 OR Ms Office 2016                                   | \$394 | \$269 |
|  | 2786 | 2 | 3 | 8  | Create and use a computer database to solve a problem [Uses MS Access]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$364 | \$249 |
|  | 2787 | 3 | 6 | 8  | Create and use a computer database to provide a solution for organisation use (Uses MS Access)<br>- Available for Ms Office 2013 OR Ms Office 2016                             | \$404 | \$274 |
|  | 2788 | 2 | 5 | 9  | Produce desktop published documents to meet a set brief (Uses MS Publisher)<br>- Available for Ms Office 2013 OR Ms Office 2016  | \$384 | \$264 |
|  | 2789 | 3 | 6 | 8  | Produce desktop published documents for organisation use (Uses MS Publisher)<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$404 | \$274 |
|  | 2790 | 2 | 3 | 9  | Use and maintain personal computer peripherals*<br>- Available for Pre Windows 10 OR Windows 10  | \$364 | \$249 |
|  | 2791 | 2 | 3 | 9  | Integrate spreadsheet and database data into word processed documents to meet a set brief [Uses MS Word, Excel and Access]<br>- Available for Ms Office 2013 OR Ms Office 2016 | \$364 | \$249 |
|  | 2792 | 1 | 2 | 8  | Produce simple desktop published documents using templates (Using MS Publisher)<br>- Available for Ms Office 2013 OR Ms Office 2016  | \$339 | \$234 |
|  | 2797 | 3 | 4 | 7  | Demonstrate knowledge of the principles of computer networks   | \$384 | \$99  |
|  | 5940 | 2 | 3 | 9  | Produce a presentation using a desktop presentation computer application (Using Powerpoint)<br>- Available for Ms Office 2013 OR Ms Office 2016                                | \$364 | \$249 |
|  | 5946 | 1 | 3 | 8  | Use computer technology to create and deliver a presentation from given content (Uses MS Powerpoint)<br>- Available for Ms Office 2013 OR Ms Office 2016                       | \$349 | \$239 |
|  | 5947 | 3 | 3 | 8  | Use computer technology to solve a specified problem   | \$374 | \$259 |
|  | 5953 | 3 | 3 | 8  | Create and monitor a project plan using a computer application (Uses MS Project 2007)  | \$374 | \$99  |
|  | 5954 | 3 | 5 | 8  | Automate processes in a computer application using a scripting language  | \$394 | \$269 |

## COMPUTING

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
|   | 5957  | 2 | 2 | 9 | Produce schematic diagrams using a computer application   | \$359 | \$244 |
|   | 5968  | 3 | 3 | 7 | Discuss the social implications of information technology   | \$374 | \$259 |
|   | 6743  | 2 | 2 | 8 | Demonstrate an understanding of ergonomic principles for computer workstations  | \$359 | \$244 |
|   | 18734 | 1 | 2 | 6 | Create a web page using a template*   | \$339 | \$234 |
|   | 18740 | 2 | 3 | 5 | Create a simple computer program to meet a set brief (uses Visual Basic in Visual Studio 2012 - compatible with previous versions of Visual Studio)<br>- Available for Visual Studio 2012 | \$364 | \$249 |
|   | 18741 | 3 | 6 | 5 | Create a computer program to provide a solution (Uses Visual Basic in Visual Studio 2012 - compatible with other versions of Visual Basic)<br>- Available for Visual Studio 2012          | \$404 | \$99  |
|   | 18742 | 4 | 8 | 6 | Produce a relational database solution for organisational use [Uses MS Access]<br>- Available for Ms Access 2010  | \$434 | \$294 |
|   | 18743 | 1 | 2 | 5 | Produce a spreadsheet from instructions using supplied data [Uses Microsoft Excel]<br>- Available for Ms Office 2013 OR Ms Office 2016  | \$339 | \$234 |
| A | 18758 | 1 | 2 | 4 | Find information using the Internet   | \$339 | \$234 |
|   | 20332 | 2 | 3 | 5 | Use the Internet for information retrieval in an organisation (Not suitable for assessment by simulation). [Windows 10]*  | \$364 | \$249 |
|   | 24872 | 3 | 3 | 4 | Produce documents for a workplace using a computer [Uses MS Office]<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$374 | \$259 |
|   | 25655 | 2 | 3 | 3 | Create a website using a dedicated web-authoring tool to meet a set brief [Uses BlueGriffon]  | \$364 | \$249 |
|   | 25656 | 2 | 3 | 4 | Create a website using a mark-up language to meet a set brief   | \$364 | \$249 |
|   | 25657 | 3 | 6 | 3 | Create a website for a stakeholder using a mark-up language - HTML5 and CSS3  | \$404 | \$274 |
|   | 25658 | 3 | 5 | 3 | Create a website for a stakeholder using a dedicated web-authoring tool (Uses BlueGriffon)*   | \$394 | \$269 |
|   | 25659 | 1 | 2 | 2 | Create a web page using a mark-up language with a text editor   | \$339 | \$234 |
|   | 25661 | 3 | 3 | 3 | Design and assemble an interactive media product without scripting (uses Microsoft Office Powerpoint)<br>- Available for Ms Office 2013 OR Ms Office 2016                                 | \$374 | \$259 |
|   | 25662 | 2 | 3 | 4 | Use digital communications technologies   | \$364 | \$249 |
|   | 25782 | 3 | 6 | 3 | Investigate the use of Information and Communications Technology in an organisation   | \$404 | \$274 |
| N | 29769 | 2 | 3 | 1 | Use the main features and functions of a word processing application for a purpose<br>- Available for Ms Office 2016  | \$364 | \$249 |
| N | 29770 | 2 | 3 | 1 | Use the main features and functions of a spreadsheet application for a purpose<br>- Available for Ms Office 2016  | \$364 | \$249 |
| N | 29772 | 2 | 2 | 1 | Manage files and folders using digital devices [Windows, Android and iOS]   | \$359 | \$244 |
| N | 29778 | 2 | 2 | 1 | Use the main features and functions of a schematic diagram application to create diagrams   | \$359 | \$244 |
|   | 29780 | 2 | 3 | 1 | Configure and use contemporary and emerging digital devices [Windows, Android, iOS]   | \$364 | \$249 |
|   | 29784 | 2 | 2 | 1 | Troubleshoot, fix and escalate simple or routine computing and connectivity problems<br>- Available for Windows 10  | \$359 | \$244 |

## COMPUTING

|   | Std#            | L | C  | V | Title   | CDO   | CDUP  |
|---|-----------------|---|----|---|---|-------|-------|
|   | 29785-6-7P<br>K | 3 | 10 | 1 | 29785-29786-29787 Combined Pack<br><br>- Available for Ms Office 2016   | \$934 | \$624 |
|   | 29785           | 3 | 4  | 1 | Use a word processing application to integrate images, spreadsheet and database data into documents<br>- Available for Ms Office 2016 | \$384 | \$264 |
|   | 29786           | 3 | 3  | 1 | Produce a spreadsheet for organisational use<br>- Available for Ms Office 2016  | \$374 | \$259 |
|   | 29787           | 3 | 3  | 1 | Produce and use a database to provide a solution for organisational use<br>- Available for Ms Office 2016                             | \$374 | \$259 |
| N | 29789           | 3 | 3  | 1 | Use a presentation application to produce an interactive multimedia presentation<br>- Available for Ms Office 2016                    | \$374 | \$259 |
| N | 29790           | 3 | 3  | 1 | Apply digital tools to create and monitor a project plan<br>- Available for Ms Office 2016  | \$374 | \$259 |
| N | 29792           | 3 | 4  | 1 | Use a desktop publishing application to produce documents<br>- Available for Ms Office 2016   | \$384 | \$264 |
| N | 29794           | 3 | 5  | 1 | Implement security solutions when using digital tools<br>- Available for Ms Office 2016   | \$394 | \$269 |
| N | 29795           | 3 | 5  | 1 | Apply ethical behaviour when using digital tools  | \$394 | \$269 |
| N | 29796           | 3 | 7  | 1 | Collaborate effectively with others in a digital environment  | \$414 | \$279 |
|   | 29797           | 3 | 2  | 1 | Synchronise data across digital devices and multiple platforms [Windows, iOS ]  | \$364 | \$254 |
|   | 29798           | 3 | 3  | 1 | Troubleshoot, fix and escalate a range of common hardware and software problems<br>- Available for Windows 10                         | \$374 | \$259 |

## CORE GENERIC - FINANCIAL CAPABILITY

|    | Std#  | L | C | V | Title  | CDO   | CDUP  |
|----|-------|---|---|---|--|-------|-------|
| AS | 24695 | 2 | 2 | 3 | Explain taxation and other deductions relating to personal income*                                     | \$359 | \$244 |
| AS | 24697 | 1 | 2 | 3 | Perform income-related calculations for personal financial capability*                                 | \$349 | \$244 |
| AS | 24699 | 2 | 2 | 3 | Make an informed decision relating to personal income and explain its impacts*                         | \$359 | \$244 |
| AS | 24705 | 1 | 2 | 3 | Interpret and confirm accuracy of financial documents for personal financial capability*               | \$339 | \$234 |
| AS | 24709 | 1 | 3 | 4 | Produce a balanced budget to manage personal finances*   | \$349 | \$239 |
| AU | 28087 | 1 | 3 | 3 | Demonstrate understanding of the effect of life stages on personal income*                             | \$349 | \$239 |
| AS | 28088 | 1 | 3 | 2 | Demonstrate understanding of credit and debt on personal finances*                                     | \$349 | \$239 |
| A  | 28089 | 1 | 3 | 3 | Demonstrate understanding of personal financial goal setting*  | \$349 | \$239 |
| A  | 28090 | 1 | 4 | 3 | Demonstrate knowledge of personal financial saving and investment options for given scenario(s)*       | \$359 | \$244 |
| AS | 28091 | 1 | 3 | 3 | Explain risks and risk management strategies for personal finances                                     | \$349 | \$239 |
| AS | 28092 | 2 | 3 | 3 | Analyse the effect of significant life events at different life stages on personal financial income*   | \$364 | \$249 |
| AS | 28093 | 2 | 3 | 3 | Describe the financial responsibilities and consequences of tertiary study funding options*            | \$364 | \$249 |
| AS | 28094 | 2 | 3 | 3 | Produce a balanced household budget and adjust the budget to reflect changing financial circumstances* | \$364 | \$249 |
| AS | 28095 | 2 | 3 | 3 | Analyse personal financial investment options  | \$364 | \$249 |



## CORE GENERIC - FINANCIAL CAPABILITY

|    | Std#  | L | C | V | Title  | CDO   | CDUP  |
|----|-------|---|---|---|--|-------|-------|
| AS | 28096 | 2 | 3 | 3 | Demonstrate understanding of insurance products for personal financial capability*         | \$364 | \$249 |
| AS | 28097 | 2 | 3 | 2 | Analyse and select banking products and services in relation to personal finances*         | \$364 | \$249 |
| A  | 28098 | 3 | 3 | 3 | Evaluate options to increase personal income*  | \$374 | \$259 |
| A  | 28099 | 3 | 3 | 2 | Analyse credit options and select strategies to manage personal finances*                  | \$374 | \$259 |
| AS | 28100 | 3 | 4 | 3 | Develop a plan to achieve a long-term personal financial goal(s)*                          | \$384 | \$264 |
| AS | 28101 | 3 | 4 | 3 | Create a long-term personal financial investment portfolio*                                | \$384 | \$264 |
| A  | 28102 | 3 | 4 | 3 | Demonstrate understanding of risk and return for a personal financial investment portfolio | \$384 | \$264 |
| AS | 28103 | 3 | 4 | 2 | Analyse and select personal financing options for purchasing a property*                   | \$384 | \$264 |
| AU | 28104 | 3 | 3 | 2 | Analyse the impact(s) of external factors on personal finances*                            | \$374 | \$259 |
| AN | 29558 | 1 | 2 | 1 | Demonstrate understanding of personal credit history                                       | \$339 | \$234 |

## CORE GENERIC - SELF MANAGEMENT

|    | Std#  | L | C | V | Title   | CDO   | CDUP  |
|----|-------|---|---|---|---|-------|-------|
| AS | 496   | 1 | 3 | 9 | Manage personal wellbeing*  | \$349 | \$239 |
| AS | 548   | 1 | 2 | 8 | Demonstrate knowledge of the impact of alcohol and other drugs*   | \$339 | \$234 |
| A  | 1827  | 2 | 2 | 8 | Identify support services and resources within the community*   | \$359 | \$244 |
| AS | 4255  | 2 | 4 | 5 | Demonstrate knowledge of personal insurance options*  | \$384 | \$264 |
| AS | 4258  | 2 | 2 | 6 | Describe ways of managing and coping with change*   | \$349 | \$234 |
| AS | 7123  | 2 | 2 | 6 | Apply a problem solving method to a problem*  | \$359 | \$244 |
| AS | 7127  | 2 | 2 | 6 | Exercise informed choice in deciding on a major goods or service purchase*                                      | \$359 | \$244 |
| AS | 8548  | 1 | 2 | 5 | Demonstrate knowledge of accessing legal assistance*  | \$339 | \$234 |
| AS | 12348 | 1 | 2 | 4 | Demonstrate knowledge of anger and options for dealing with anger issues*                                       | \$339 | \$234 |
| AS | 12349 | 2 | 3 | 5 | Demonstrate knowledge of time management*   | \$364 | \$249 |
| AS | 12352 | 2 | 3 | 6 | Describe aspects of one's own lineage, heritage, and cultural identity*   | \$364 | \$249 |
| AS | 12354 | 2 | 4 | 4 | Describe legal implications of living in rented accommodation and means to prevent or resolve related problems* | \$374 | \$254 |
| AS | 12355 | 2 | 3 | 5 | Describe stress and ways of dealing with it*  | \$364 | \$249 |
| AS | 12358 | 1 | 3 | 4 | Demonstrate knowledge of purchasing household consumables*  | \$349 | \$239 |
| AS | 12359 | 2 | 3 | 4 | Describe household conservation strategies  | \$364 | \$249 |

## CORE GENERIC - SOCIAL AND COOPERATIVE SKILLS

|    | Std# | L | C | V | Title  | CDO   | CDUP  |
|----|------|---|---|---|--|-------|-------|
| AS | 525  | 1 | 2 | 9 | Recognise sexual harassment and describe ways of responding to it*                             | \$339 | \$234 |
| AS | 526  | 1 | 2 | 6 | Describe community services*   | \$339 | \$234 |
| AS | 542  | 1 | 2 | 6 | Describe discrimination under the Human Rights Act 1993 and describe ways of responding to it* | \$339 | \$234 |
| AS | 4247 | 2 | 2 | 5 | Describe general characteristics of peoples in New Zealand*                                    | \$359 | \$244 |
| AS | 4259 | 2 | 2 | 5 | Describe the role of the New Zealand Police and the services it provides in the community*     | \$359 | \$244 |
| AS | 4260 | 2 | 3 | 6 | Describe and identify the application of road usage law  | \$364 | \$249 |

## CORE GENERIC - SOCIAL AND COOPERATIVE SKILLS

|    | Std#  | L | C | V | Title   | CDO   | CDUP  |
|----|-------|---|---|---|---|-------|-------|
| AS | 4261  | 2 | 3 | 5 | Identify legal rights and obligations in relation to registering and operating a private motor vehicle* | \$364 | \$249 |
| AS | 7124  | 2 | 2 | 5 | Demonstrate knowledge of one-to-one negotiation*  | \$359 | \$244 |
|    | 7125  | 4 | 3 | 5 | Negotiate on own behalf*  | \$384 | \$269 |
| AS | 7126  | 3 | 2 | 5 | Respond to oral one-to-one complaints*  | \$364 | \$254 |
| AS | 12350 | 1 | 2 | 4 | Demonstrate knowledge of law enforcement*   | \$339 | \$234 |
| AS | 12356 | 1 | 2 | 5 | Demonstrate knowledge of consumer problems and ways to resolve them*                                    | \$339 | \$234 |
| S  | 18862 | 3 | 4 | 4 | Facilitate the Peer Support programme in schools - Assessment Only                                      | \$169 | \$124 |

## CORE GENERIC - WORK AND STUDY SKILLS

|    | Std#      | L | C  | V | Title  | CDO   | CDUP  |
|----|-----------|---|----|---|--|-------|-------|
| A  | 56        | 1 | 2  | 8 | Attend to customer enquiries face-to-face and on the telephone*  | \$339 | \$234 |
| AU | 64        | 1 | 2  | 7 | Perform calculations for the workplace*  | \$339 | \$234 |
| AS | 377       | 2 | 2  | 7 | Demonstrate knowledge of diversity in the workplace*   | \$359 | \$244 |
| AS | 504       | 1 | 2  | 7 | Produce a CV (curriculum vitae)*   | \$339 | \$234 |
| AS | 543       | 1 | 3  | 7 | Work in a new workplace*   | \$349 | \$239 |
| AS | 1978      | 1 | 3  | 8 | Identify and describe basic employment rights and responsibilities, and sources of information and assistance* | \$349 | \$239 |
| AS | 1979      | 2 | 3  | 9 | Describe employment relationships and agreements*  | \$364 | \$249 |
| AS | 1980      | 3 | 2  | 8 | Describe, from an employee perspective, ways of dealing with employment relationship problems*                 | \$364 | \$254 |
| AS | 1982      | 3 | 2  | 8 | Demonstrate knowledge of collective employment agreement negotiation processes*                                | \$364 | \$254 |
|    | 2662x-Lit | 1 | 10 | 3 | 26622, 26624, 26625 - Combined pack of 3 Literacy Unit Standards   | \$399 | \$239 |
|    | 2662x-Num | 1 | 10 | 3 | 26623, 26626, 26627 Combined pack of 3 Numeracy Unit Standards   | \$399 | \$239 |
| AS | 4248      | 1 | 3  | 5 | Describe requirements and expectations faced by employees within the workplace*                                | \$349 | \$239 |
| AS | 4249      | 1 | 3  | 7 | Describe care and timeliness as an employee*   | \$349 | \$239 |
| AS | 4251      | 3 | 2  | 7 | Plan a career pathway*   | \$364 | \$264 |
| AS | 4252      | 2 | 2  | 7 | Produce a personal targeted CV (curriculum vitae)*   | \$369 | \$244 |
| AS | 4253      | 2 | 3  | 6 | Demonstrate knowledge of job search skills*  | \$364 | \$249 |
| AS | 7117      | 2 | 2  | 5 | Produce a plan to enhance own learning*  | \$359 | \$244 |
| AS | 7118      | 2 | 3  | 5 | Manage own learning programme*   | \$364 | \$249 |
| A  | 7119      | 2 | 1  | 5 | Describe memory processes and demonstrate a memory technique   | \$349 | \$239 |
| AS | 7120      | 1 | 2  | 5 | Demonstrate knowledge of note taking*  | \$339 | \$234 |
| AS | 7121      | 1 | 2  | 5 | Demonstrate skills to search, access, and select information*  | \$339 | \$234 |
| AS | 8824      | 2 | 3  | 6 | Research a topic using oral, visual and written sources, and evaluate the research process                     | \$364 | \$249 |
| AS | 10780     | 2 | 3  | 4 | Complete a work experience placement*  | \$364 | \$249 |
| AS | 10781     | 2 | 3  | 5 | Produce a plan for own future directions*  | \$364 | \$249 |
| AS | 11827     | 3 | 2  | 4 | Demonstrate knowledge of, and prepare to participate in, organisational change                                 | \$364 | \$254 |
| AS | 12360     | 3 | 3  | 4 | Describe and explain emerging patterns of work*  | \$374 | \$259 |
| AS | 12382     | 2 | 2  | 4 | Describe the significance of one's work within an employing organisation*                                      | \$359 | \$234 |
| AS | 12383     | 2 | 3  | 6 | Explore career options and their implications*   | \$364 | \$249 |

## CORE GENERIC - WORK AND STUDY SKILLS

|    | Std#  | L | C | V | Title  | CDO   | CDUP  |
|----|-------|---|---|---|--|-------|-------|
| A  | 12384 | 3 | 2 | 4 | Demonstrate knowledge of analytical and global thinking styles                   | \$364 | \$254 |
| A  | 16688 | 2 | 2 | 5 | Describe the effects of shift work and strategies to manage them*                | \$359 | \$244 |
| A  | 20587 | 3 | 3 | 3 | Apply knowledge of the Neuro-Linguistic Programming (NLP) model of metacognition | \$374 | \$259 |
| AS | 20588 | 3 | 2 | 5 | Demonstrate knowledge of the Left Brain/Right Brain model of metacognition       | \$364 | \$254 |
| AS | 24871 | 2 | 2 | 3 | Complete workplace forms*  | \$359 | \$244 |
|    | 26622 | 1 | 4 | 3 | Write to communicate ideas for a purpose and audience                            | \$149 | \$89  |
|    | 26623 | 1 | 4 | 3 | Use number to solve problems   | \$149 | \$89  |
|    | 26624 | 1 | 3 | 3 | Read texts with understanding  | \$149 | \$89  |
|    | 26625 | 1 | 3 | 4 | Actively participate in spoken interactions                                      | \$149 | \$89  |
|    | 26626 | 1 | 3 | 3 | Interpret statistical information for a purpose                                  | \$149 | \$89  |
|    | 26627 | 1 | 3 | 3 | Use measurement to solve problems  | \$149 | \$89  |

## DRIVING

|  | Std# | L | C | V | Title  | CDO   | CDUP  |
|--|------|---|---|---|--|-------|-------|
|  | 3462 | 2 | 3 | 6 | Demonstrate knowledge of traffic law for the purpose of safe driving*                              | \$364 | \$249 |
|  | 3464 | 2 | 3 | 5 | Describe human risk factors in terms of a self-management strategy for a driver - Assessment Only* | \$154 | \$109 |

## EARLY CHILDHOOD EDUCATION AND CARE

|     | Std#  | L | C | V | Title  | CDO   | CDUP  |
|-----|-------|---|---|---|--|-------|-------|
| AUS | 10013 | 3 | 2 | 6 | Explain the relevance of the New Zealand Early Childhood Curriculum Te Whariki as a framework for programme development* | \$364 | \$249 |
| AS  | 10019 | 3 | 4 | 5 | Describe and contribute to safe practices and a safe environment for a child in an ECE service*                          | \$384 | \$264 |
| AS  | 10020 | 2 | 2 | 5 | Describe personal and environmental hygiene and safety practices in an ECE service*                                      | \$359 | \$244 |
| AS  | 10021 | 2 | 3 | 5 | Describe the basic needs of children in an ECE service*  | \$364 | \$249 |
| AS  | 10022 | 2 | 3 | 5 | Demonstrate knowledge of attachment patterns and short-term separation in an ECE service*                                | \$364 | \$249 |
| AS  | 10023 | 2 | 2 | 5 | Describe transition situations in an ECE service*  | \$359 | \$244 |
| AS  | 10024 | 2 | 3 | 5 | Demonstrate knowledge of promoting the health and wellbeing of children in an ECE service*                               | \$364 | \$249 |
| AUS | 10026 | 3 | 5 | 6 | Demonstrate knowledge of children's development and learning and their relevance to an ECE service*                      | \$394 | \$269 |
| AS  | 10032 | 2 | 2 | 5 | Demonstrate knowledge of ethics in an ECE service*   | \$359 | \$244 |
| AS  | 20406 | 3 | 4 | 4 | Demonstrate knowledge of, and apply, effective communication with diverse whanau/families in an ECE service*             | \$384 | \$264 |
| AS  | 20407 | 3 | 4 | 4 | Demonstrate knowledge of cultural diversity in an ECE service*   | \$384 | \$264 |
| AUS | 26707 | 3 | 4 | 4 | Describe the value of play and create resources for children's development and learning in an ECE service*               | \$404 | \$274 |
| AS  | 26708 | 3 | 5 | 3 | Develop reciprocal and responsive relationships with a child in an ECE service*  | \$394 | \$269 |
| AS  | 26709 | 3 | 3 | 3 | Conduct an observation of a child in an ECE service*   | \$374 | \$259 |
| AS  | 26712 | 2 | 4 | 3 | Demonstrate knowledge of, and apply, age-related nutrition needs in providing food for a child in an ECE service*        | \$374 | \$254 |

## EARLY CHILDHOOD EDUCATION AND CARE

|    | Std#  | L | C | V | Title  | CDO   | CDUP  |
|----|-------|---|---|---|--|-------|-------|
| AS | 26715 | 2 | 3 | 3 | Describe professional image and demonstrate professional behaviours required of an early childhood educator* | \$364 | \$249 |
| AS | 27145 | 3 | 4 | 3 | Develop, implement, and evaluate a learning plan for children in an ECE service*                             | \$384 | \$264 |
| AS | 27146 | 3 | 4 | 3 | Demonstrate knowledge of organisations relevant to ECE services in Aotearoa/New Zealand*                     | \$384 | \$264 |

## ENGLISH

|  | Std#  | L | C | V | Title   | CDO   | CDUP |
|--|-------|---|---|---|---|-------|------|
|  | 90853 | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9) | \$399 | \$39 |

## ESOL

|   | Std#  | L | C | V | Title  | CDO   | CDUP  |
|---|-------|---|---|---|--|-------|-------|
| U | 27983 | 2 | 8 | 2 | Read and understand simple texts on familiar topics (EL) | \$394 | \$269 |

## ESOL - ASSESSMENT ONLY

|  | Std#  | L | C  | V | Title   | CDO   | CDUP  |
|--|-------|---|----|---|---|-------|-------|
|  | 27979 | 1 | 5  | 2 | Begin to read and understand numbers, words and phrases in familiar everyday contexts (EL Foundation) | \$154 | \$109 |
|  | 27980 | 1 | 10 | 2 | Begin to read and understand very simple sentences (EL Foundation)                                    | \$179 | \$134 |
|  | 27981 | 1 | 7  | 2 | Read and understand basic texts for practical purposes (EL)   | \$164 | \$119 |
|  | 27982 | 1 | 8  | 2 | Read and understand basic texts on very familiar topics (EL)  | \$169 | \$124 |
|  | 27984 | 2 | 7  | 1 | Read and understand simple texts for practical purposes (EL)  | \$174 | \$129 |
|  | 27985 | 1 | 12 | 2 | Participate in very basic everyday spoken transactions (EL Foundation)                                | \$189 | \$144 |
|  | 27986 | 1 | 10 | 2 | Participate in very basic spoken personal exchanges (EL Foundation)                                   | \$179 | \$134 |
|  | 27987 | 1 | 8  | 2 | Respond to very basic spoken instructions (EL Foundation)   | \$169 | \$124 |
|  | 27988 | 1 | 10 | 2 | Participate in basic spoken personal exchanges (EL)   | \$179 | \$134 |
|  | 27989 | 1 | 10 | 2 | Participate in basic everyday spoken transactions (EL)  | \$179 | \$134 |
|  | 27990 | 1 | 10 | 2 | Participate in basic spoken instructional interactions (EL)   | \$179 | \$134 |
|  | 27991 | 2 | 10 | 1 | Participate in simple spoken exchanges on personal and familiar topics (EL)                           | \$189 | \$144 |
|  | 27992 | 2 | 10 | 1 | Participate in simple spoken routine transactions (EL)  | \$189 | \$144 |
|  | 27993 | 2 | 5  | 1 | Participate in simple spoken instructional interactions (EL)  | \$164 | \$119 |
|  | 27994 | 1 | 5  | 2 | Copy letters and numbers (EL Foundation)  | \$154 | \$109 |
|  | 27995 | 1 | 10 | 2 | Write numbers, phrases and very simple sentences (EL Foundation)                                      | \$179 | \$134 |
|  | 27996 | 1 | 8  | 2 | Write basic texts on very familiar topics (EL)  | \$169 | \$124 |
|  | 27997 | 1 | 7  | 2 | Write basic texts for practical purposes (EL)   | \$164 | \$119 |
|  | 27998 | 1 | 4  | 2 | Complete basic forms on familiar topics (EL)  | \$149 | \$104 |
|  | 27999 | 2 | 8  | 1 | Write simple texts on familiar topics (EL)  | \$179 | \$134 |
|  | 28000 | 2 | 7  | 1 | Write simple texts for practical purposes (EL)  | \$174 | \$129 |
|  | 28001 | 2 | 5  | 1 | Complete simple forms (EL)  | \$164 | \$119 |
|  | 28022 | 2 | 5  | 1 | Demonstrate understanding of simple spoken information on familiar topics (EL)                        | \$164 | \$119 |

## HEALTH AND PHYSICAL EDUCATION

|   | Std# | L | C | V | Title  | CDO   | CDUP  |
|---|------|---|---|---|--|-------|-------|
| A | 505  | 1 | 3 | 6 | Manage personal physical fitness with guidance             | \$339 | \$229 |
| A | 6400 | 3 | 2 | 6 | Manage first aid in emergency situations - Assessment Only | \$184 | \$129 |

## HEALTH AND PHYSICAL EDUCATION

| Std#  | L | C  | V | Title   | CDO   | CDUP  |
|-------|---|----|---|---|-------|-------|
| 6401  | 2 | 1  | 6 | Provide first aid - Assessment Only   | \$159 | \$119 |
| 6402  | 1 | 1  | 8 | Provide basic life support - Assessment Only  | \$209 | \$164 |
| 22265 | 3 | 7  | 1 | Demonstrate knowledge of exercise prescription - Assessment Only  | \$184 | \$139 |
| 22266 | 3 | 10 | 1 | Demonstrate knowledge of exercise physiology and human anatomy - Fitness domain - Assessment Only   | \$199 | \$154 |
| 22771 | 3 | 4  | 2 | Plan a beginner level coaching session for sport participants - Assessment Only   | \$169 | \$124 |
| 22880 | 3 | 4  | 1 | Tour a potential member through a fitness enterprise and gain commitment to act - Assessment Only   | \$169 | \$124 |
| 26551 | 2 | 1  | 2 | Provide first aid for life threatening conditions (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only                               | \$144 | \$99  |
| 26552 | 2 | 1  | 3 | Demonstrate knowledge of common first aid conditions and how to respond to them (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only | \$144 | \$99  |
| 90971 | 1 | 3  | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)  | \$389 | \$254 |
| 90973 | 1 | 5  | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)  | \$409 | \$274 |
| 91097 | 1 | 4  | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)  | \$399 | \$264 |
| 91236 | 2 | 5  | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)  | \$429 | \$289 |
| 91237 | 2 | 5  | 2 | Take action to enhance an aspect of people's well-being within the school or wider community (Health 2.3)   | \$429 | \$289 |
| 91239 | 2 | 5  | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)   | \$429 | \$289 |

## HOME AND LIFE SCIENCES

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
| U | 90956 | 1 | 5 | 3 | Demonstrate knowledge of an individual's nutritional needs (Home Economics 1.1)   | \$409 | \$274 |
| U | 90957 | 1 | 5 | 3 | Demonstrate understanding of societal influences on an individual's food choices and well-being (Home Economics 1.2)                | \$409 | \$274 |
|   | 90959 | 1 | 5 | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)                              | \$409 | \$274 |
| U | 91299 | 2 | 5 | 2 | Analyse issues related to the provision of food for people with specific food needs (Home Economics 2.1) Non QAAMed                 | \$429 | \$289 |
| U | 91301 | 2 | 5 | 2 | Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (Home Economics 2.3) Non QAAMed | \$429 | \$289 |
| U | 91302 | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed   | \$429 | \$289 |

## HORTICULTURE

| Std#  | L | C | V | Title   | CDO   | CDUP |
|-------|---|---|---|---|-------|------|
| 23782 | 1 | 2 | 1 | Identify containers, materials, plants, and tools used in plant propagation - Assessment Only | \$139 | \$94 |

## HOSPITALITY

| Std# | L | C | V | Title | CDO | CDUP |
|------|---|---|---|-------|-----|------|
|------|---|---|---|-------|-----|------|

## HOSPITALITY

| Std# | L | C | V | Title   | CDO   | CDUP  |
|------|---|---|---|---|-------|-------|
| 168  | 3 | 4 | 5 | Demonstrate knowledge of food contamination hazards, and control methods used in a food business [Last date for Assessment 31st Dec 2017] . | \$374 | \$254 |

## INSTANT QUALIFICATION MODULES [NOT NZQA STANDARDS]

| Std#   | L | C | V | Title   | CDO   | CDUP  |
|--------|---|---|---|---|-------|-------|
| IES763 | 1 | 4 | 1 | Interact with individuals and groups in work and community based settings - Instant Qualification Module [not a registered NZQA Standard]     | \$349 | \$239 |
| IES762 | 1 | 2 | 1 | Describe methods of managing and organising own regular activities - Instant Qualification Module [not a registered NZQA Standard]            | \$339 | \$234 |
| IES764 | 2 | 3 | 1 | Reflect on progress towards personal and career goals - Instant Qualification Module [not a registered NZQA Standard]                         | \$364 | \$249 |
| IES765 | 2 | 1 | 1 | Reflect on own participation in individual and group communication situations - Instant Qualification Module [not a registered NZQA Standard] | \$349 | \$239 |
| IES750 | 3 | 3 | 1 | Troubleshoot and resolve common problems in a digital environment - Instant Qualification Module [not a registered NZQA Standard]             | \$374 | \$259 |
| IES745 | 2 | 2 | 1 | Troubleshoot routine computer and connectivity problems - Instant Qualification Module [not a registered NZQA Standard]                       | \$359 | \$244 |
| IES746 | 2 | 4 | 1 | Accepted conventions and practices for digital communications technologies - Instant Qualification Module [not a registered NZQA Standard]    | \$374 | \$254 |

## LEGAL STUDIES

| Std# | L     | C | V | Title | CDO  | CDUP  |       |
|------|-------|---|---|-------|--|-------|-------|
| A    | 8545  | 2 | 3 | 5     | Describe factors contributing to, and consequences of, crime                                     | \$364 | \$249 |
| AU   | 8551  | 2 | 3 | 5     | Describe the application of New Zealand law to marriage, civil union, and de-facto relationships | \$364 | \$249 |
| AU   | 8552  | 2 | 3 | 5     | Describe legal consequences and protections relating to domestic violence and child abuse        | \$359 | \$244 |
| AU   | 8555  | 2 | 3 | 5     | Describe the objectives and application of consumer law  | \$364 | \$249 |
| A    | 10337 | 2 | 3 | 5     | Describe the legal rights and personal responsibilities of secondary school students*            | \$364 | \$249 |
| AU   | 10347 | 3 | 5 | 6     | Demonstrate knowledge of the development of the New Zealand legal system*                        | \$404 | \$269 |
| A    | 27835 | 1 | 4 | 1     | Demonstrate understanding of concepts of democracy and government*                               | \$359 | \$244 |
| A    | 27836 | 2 | 4 | 1     | Explain concepts of democracy and government in a New Zealand context*                           | \$374 | \$254 |
| A    | 27837 | 3 | 4 | 1     | Evaluate a concept of democracy and government in relation to restraint on state power*          | \$384 | \$264 |
| A    | 27838 | 1 | 4 | 1     | Demonstrate understanding of foundational concepts of justice*                                   | \$359 | \$244 |
| A    | 27839 | 2 | 4 | 1     | Explain concepts of justice*   | \$374 | \$254 |
| A    | 27840 | 3 | 4 | 1     | Evaluate a concept of justice in relation to a specific situation*                               | \$384 | \$264 |
| A    | 27841 | 1 | 4 | 1     | Demonstrate understanding of concepts of law*  | \$359 | \$244 |
| A    | 27842 | 2 | 4 | 1     | Explain concepts of law*   | \$374 | \$254 |
| A    | 27843 | 3 | 4 | 1     | Evaluate a concept of law in relation to a specific situation*                                   | \$384 | \$264 |
| A    | 27844 | 1 | 4 | 1     | Demonstrate understanding of litigation and dispute resolution processes in New Zealand*         | \$359 | \$244 |
| A    | 27845 | 2 | 4 | 1     | Explain litigation and dispute resolution processes*   | \$374 | \$254 |
| A    | 27846 | 3 | 4 | 1     | Evaluate litigation and dispute resolution processes in relation to challenging state power*     | \$384 | \$264 |

## LEGAL STUDIES

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
| A | 27847 | 1 | 4 | 1 | Demonstrate understanding of law making processes   | \$359 | \$244 |
| A | 27848 | 2 | 4 | 1 | Explain a law making process*   | \$374 | \$254 |
| A | 27849 | 3 | 4 | 1 | Evaluate a law making process in relation to a significant legal issue*                         | \$384 | \$264 |
| A | 27850 | 1 | 4 | 1 | Demonstrate understanding of New Zealand's system of government and its formation and operation | \$359 | \$244 |
| A | 27851 | 2 | 4 | 1 | Explain systems of government and their formation and operation in a New Zealand context*       | \$374 | \$254 |
| A | 27852 | 3 | 4 | 1 | Evaluate systems of government and their formation*   | \$384 | \$264 |

## LITERACY AND NUMERACY

|  | Std#    | L | C | V | Title   | CDO  | CDUP |
|--|---------|---|---|---|---|------|------|
|  | 100NCES | 1 | 0 | 1 | Literacy Toolkit - A Practical Tool for tutors to assist learners with their literacy needs   | \$19 | \$19 |
|  | 266LW   | 1 | 0 | 1 | Literacy Workbook - available in printed workbook only \$10.00 per student - please ring 0800 864 863 to order or email orders@instant.org.nz | \$0  | n/a  |
|  | 266NW   | 1 | 0 | 1 | Numeracy Workbook - available in printed workbook only \$10.00 per student - please ring 0800 864 863 to order or email orders@instant.org.nz | \$0  | n/a  |

## LITERACY TOOLKITS

|  | Std#  | L | C | V | Title   | CDO | CDUP |
|--|-------|---|---|---|---|-----|------|
|  | 266LW | 1 | 0 | 1 | Literacy Workbook - available in printed workbook only \$10.00 per student - please ring 0800 864 863 to order or email orders@instant.org.nz | \$0 | n/a  |

## MATHEMATICS

|  | Std#  | L | C | V | Title  | CDO   | CDUP |
|--|-------|---|---|---|--|-------|------|
|  | 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1) | \$399 | \$39 |
|  | 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)    | \$389 | \$39 |

## NCEA L1 LITERACY COMPONENT

|   | Std#      | L | C  | V | Title  | CDO   | CDUP  |
|---|-----------|---|----|---|--|-------|-------|
|   | 2662x-Lit | 1 | 10 | 3 | 26622, 26624, 26625 - Combined pack of 3 Literacy Unit Standards   | \$399 | \$239 |
|   | 26622     | 1 | 4  | 3 | Write to communicate ideas for a purpose and audience  | \$149 | \$89  |
|   | 26624     | 1 | 3  | 3 | Read texts with understanding  | \$149 | \$89  |
|   | 26625     | 1 | 3  | 4 | Actively participate in spoken interactions  | \$149 | \$89  |
|   | 90853     | 1 | 4  | 2 | Use information literacy skills to form conclusion(s) (English 1.9)  | \$399 | \$39  |
|   | 90954     | 1 | 4  | 3 | Demonstrate understanding of the effects of astronomical cycles on planet Earth (Science 1.15)                       | \$399 | \$39  |
| U | 90957     | 1 | 5  | 3 | Demonstrate understanding of societal influences on an individual's food choices and well-being (Home Economics 1.2) | \$409 | \$274 |
|   | 90959     | 1 | 5  | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)               | \$409 | \$274 |
|   | 90971     | 1 | 3  | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)   | \$389 | \$254 |
|   | 90973     | 1 | 5  | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)                         | \$409 | \$274 |
|   | 91044     | 1 | 4  | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)                                | \$399 | \$264 |
|   | 91072     | 1 | 3  | 3 | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)                             | \$389 | \$39  |

## NCEA L1 LITERACY COMPONENT

|   | Std#      | L | C | V | Title  | CDO   | CDUP  |
|---|-----------|---|---|---|--|-------|-------|
|   | 91097     | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)   | \$399 | \$264 |
|   | 91236     | 2 | 5 | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)   | \$429 | \$289 |
|   | 91237     | 2 | 5 | 2 | Take action to enhance an aspect of people's well-being within the school or wider community (Health 2.3)  | \$429 | \$289 |
|   | 91239     | 2 | 5 | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)  | \$429 | \$289 |
| U | 91299     | 2 | 5 | 2 | Analyse issues related to the provision of food for people with specific food needs (Home Economics 2.1) Non QAAMed  | \$429 | \$289 |
| U | 91301     | 2 | 5 | 2 | Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (Home Economics 2.3) Non QAAMed                        | \$429 | \$289 |
| U | 91302     | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed  | \$429 | \$289 |
|   | 91354     | 2 | 4 | 3 | Undertake brief development to address an issue (Generic Technologies 2.1)   | \$419 | \$279 |
|   | 91369     | 2 | 4 | 3 | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)  | \$419 | \$39  |
|   | 91608     | 3 | 4 | 2 | Undertake brief development to address an issue within a determined context  | \$429 | \$284 |
|   | 91609     | 3 | 4 | 2 | Undertake project management to support technological practice   | \$429 | \$284 |
|   | 91610     | 3 | 6 | 2 | Develop a conceptual design considering fitness for purpose in the broadest sense  | \$449 | \$304 |
|   | 91611     | 3 | 6 | 2 | Develop a prototype considering fitness for purpose in the broadest sense  | \$449 | \$304 |
|   | 91633     | 3 | 6 | 1 | Implement complex procedures to develop a relational database embedded in a specified digital outcome (Digital Technologies 3.41)                          | \$449 | \$39  |
|   | 91635-WEB | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [WIN or MAC]<br>- Available for Mac OS OR Windows OS | \$429 | \$284 |
|   | 91635-VID | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [CC2015 or CS6]*<br>- Available for CC2015 OR CS6    | \$429 | \$284 |

## NCEA L1 NUMERACY COMPONENT

|  | Std#      | L | C  | V | Title   | CDO   | CDUP  |
|--|-----------|---|----|---|---|-------|-------|
|  | 2662x-Num | 1 | 10 | 3 | 26623, 26626, 26627 Combined pack of 3 Numeracy Unit Standards  | \$399 | \$239 |
|  | 26623     | 1 | 4  | 3 | Use number to solve problems  | \$149 | \$89  |
|  | 26626     | 1 | 3  | 3 | Interpret statistical information for a purpose   | \$149 | \$89  |
|  | 26627     | 1 | 3  | 3 | Use measurement to solve problems   | \$149 | \$89  |
|  | 91026     | 1 | 4  | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|  | 91029     | 1 | 3  | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|  | 91633     | 3 | 6  | 1 | Implement complex procedures to develop a relational database embedded in a specified digital outcome (Digital Technologies 3.41) | \$449 | \$39  |

## NUMERACY AND LITERACY

|  | Std#    | L | C | V | Title   | CDO  | CDUP |
|--|---------|---|---|---|---|------|------|
|  | 100NCES | 1 | 0 | 1 | Literacy Toolkit - A Practical Tool for tutors to assist learners with their literacy needs | \$19 | \$19 |



## NUMERACY AND LITERACY

| Std#  | L | C | V | Title   | CDO | CDUP |
|-------|---|---|---|---|-----|------|
| 266LW | 1 | 0 | 1 | Literacy Workbook - available in printed workbook only \$10.00 per student - please ring 0800 864 863 to order or email orders@instant.org.nz | \$0 | n/a  |
| 266NW | 1 | 0 | 1 | Numeracy Workbook - available in printed workbook only \$10.00 per student - please ring 0800 864 863 to order or email orders@instant.org.nz | \$0 | n/a  |

## OCCUPATIONAL HEALTH AND SAFETY

| Std# | L     | C | V | Title | CDO   | CDUP  |       |
|------|-------|---|---|-------|---|-------|-------|
| AS   | 497   | 1 | 3 | 8     | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| AS   | 17593 | 2 | 4 | 4     | Apply safe work practices in the workplace*   | \$374 | \$254 |
|      | 25046 | 2 | 2 | 2     | Describe hazard identification and control, and apply risk assessment procedures under supervision in the workplace - Assessment Only | \$149 | \$104 |

## RETAIL, DISTRIBUTION, AND SALES

| Std# | L     | C | V | Title | CDO   | CDUP  |       |
|------|-------|---|---|-------|---|-------|-------|
| AN   | 402   | 2 | 2 | 6     | Demonstrate knowledge of the retail sector in New Zealand   | \$359 | \$244 |
| AN   | 405   | 2 | 3 | 8     | Demonstrate knowledge of consumerism  | \$364 | \$249 |
| A    | 422   | 3 | 3 | 2     | Create in-store displays in a retail or distribution environment  | \$374 | \$259 |
| A    | 11817 | 3 | 4 | 7     | Serve customers face to face in a wide range of contexts  | \$384 | \$264 |
| A    | 11831 | 3 | 6 | 6     | Apply skills and qualities of a salesperson in a retail or distribution environment                                   | \$404 | \$274 |
| AU   | 11941 | 2 | 2 | 7     | Establish and maintain positive customer service interactions in a retail environment*                                | \$359 | \$244 |
| A    | 11968 | 2 | 4 | 8     | Demonstrate and apply knowledge of legislation applicable to sale of goods and services*                              | \$374 | \$254 |
| A    | 11971 | 2 | 3 | 7     | Use safe work practices in a retail environment under supervision*  | \$364 | \$249 |
| A    | 19583 | 2 | 4 | 4     | Demonstrate knowledge of products in a retail or distribution environment [Last date for Assessment 31 December 2017] | \$184 | \$124 |
| A    | 24996 | 3 | 3 | 2     | Explain the legal definitions and consequences of theft and fraud in a retail or distribution environment*            | \$374 | \$259 |
| A    | 24997 | 2 | 5 | 1     | Demonstrate knowledge of theft and fraud in a retail or distribution environment                                      | \$384 | \$264 |
| A    | 27229 | 3 | 4 | 4     | Respond to customer complaints in a retail or distribution environment during customer interactions                   | \$384 | \$264 |
| N    | 28295 | 2 | 5 | 2     | Demonstrate knowledge of serving customers in a retail environment  | \$384 | \$264 |
| AN   | 28298 | 2 | 3 | 2     | Demonstrate knowledge of cash handling in a retail environment  | \$364 | \$249 |
| N    | 28301 | 2 | 5 | 2     | Demonstrate knowledge of products and product information in a retail environment                                     | \$384 | \$264 |

## SCIENCE: CORE

| Std#  | L | C | V | Title  | CDO   | CDUP |
|-------|---|---|---|--|-------|------|
| 90954 | 1 | 4 | 3 | Demonstrate understanding of the effects of astronomical cycles on planet Earth (Science 1.15) | \$399 | \$39 |

## SERVICE SECTOR SKILLS

| Std# | L   | C | V | Title | CDO   | CDUP  |       |
|------|-----|---|---|-------|---|-------|-------|
| AS   | 57  | 2 | 2 | 9     | Provide customer service*   | \$359 | \$244 |
| AS   | 62  | 2 | 3 | 9     | Maintain personal presentation and a positive attitude in a workplace involving customer contact* | \$364 | \$249 |
| AS   | 376 | 3 | 2 | 8     | Employ customer service techniques to accommodate customer behavioural styles in a workplace*     | \$364 | \$264 |

## SERVICE SECTOR SKILLS

|    | Std#  | L | C | V | Title   | CDO   | CDUP  |
|----|-------|---|---|---|---|-------|-------|
| AS | 378   | 3 | 3 | 8 | Provide customer service for international visitors*                    | \$374 | \$259 |
| AS | 11815 | 3 | 3 | 6 | Answer customer enquiries on the telephone in a wide range of contexts* | \$374 | \$259 |
| AS | 11816 | 3 | 4 | 6 | Respond to customer enquiries by writing in a range of contexts*        | \$384 | \$264 |
| AS | 11818 | 3 | 2 | 6 | Demonstrate and apply product and/or service knowledge*                 | \$364 | \$254 |

## SOCIAL SCIENCE STUDIES

|  | Std#  | L | C | V | Title                                    | CDO | CDUP |
|--|-------|---|---|---|--|-----|------|
|  | 91040 | 1 | 4 | 3 | Conduct a social inquiry - FREE RESOURCE | \$0 | n/a  |

## SUPPORTED LEARNING

|   | Std#  | L | C | V | Title  | CDO   | CDUP  |
|---|-------|---|---|---|--|-------|-------|
| A | 11861 | 1 | 3 | 5 | Demonstrate knowledge of personal hygiene, in a supported learning context*  | \$339 | \$229 |
| A | 11866 | 1 | 3 | 4 | Travel on public transport, in a supported learning context  | \$339 | \$229 |
| A | 11867 | 1 | 2 | 4 | Answer a phone call and refer a phone call, in a supported learning context  | \$329 | \$224 |
| A | 11869 | 1 | 1 | 4 | Make phone calls, in a supported learning context  | \$319 | \$214 |
| A | 11871 | 1 | 4 | 4 | Identify effective work relationships and practices, in a supported learning context*                                  | \$349 | \$234 |
| A | 11874 | 1 | 1 | 4 | Set goals, and identify and explore pathways to achieve them, in a supported learning context                          | \$319 | \$214 |
| A | 11877 | 1 | 1 | 4 | Select and wear clothes for different occasions and identify need to care for clothes, in a supported learning context | \$319 | \$214 |
| A | 11879 | 1 | 2 | 4 | Grow and care for plants, in a supported learning context  | \$329 | \$224 |
| A | 11880 | 1 | 3 | 4 | Use safe hygiene practices with food, in a supported learning context  | \$339 | \$229 |
| A | 11881 | 1 | 3 | 4 | Eat out at a public food outlet, in a supported learning context   | \$339 | \$229 |
| A | 11882 | 1 | 4 | 4 | Prepare and serve a light meal, in a supported learning context  | \$349 | \$234 |
| A | 11883 | 1 | 3 | 4 | Participate in the preparation and serving of food, in a supported learning context                                    | \$329 | \$224 |
| A | 11888 | 1 | 3 | 4 | Handle money, in a supported learning context  | \$339 | \$229 |
| A | 11890 | 1 | 2 | 4 | Use a calculator to assist with functional numeracy, in a supported learning context                                   | \$329 | \$224 |
| A | 11891 | 1 | 3 | 4 | Demonstrate functional knowledge of measuring length, in a supported learning context                                  | \$339 | \$229 |
| A | 11892 | 1 | 3 | 4 | Demonstrate functional knowledge of measuring volume, in a supported learning context                                  | \$339 | \$229 |
| A | 11893 | 1 | 3 | 4 | Demonstrate functional knowledge of measuring weight, in a supported learning context                                  | \$339 | \$229 |
| A | 11894 | 1 | 4 | 4 | Demonstrate functional knowledge of measuring time, in a supported learning context                                    | \$349 | \$234 |
| A | 11897 | 1 | 2 | 4 | Identify and use numbers one to ten in everyday life, in a supported learning context                                  | \$329 | \$224 |
| A | 11898 | 1 | 3 | 4 | Identify and use numbers ten to one hundred in everyday life, in a supported learning context                          | \$339 | \$229 |
| A | 11899 | 1 | 3 | 4 | Participate in a leisure activity, in a supported learning context   | \$339 | \$229 |
| A | 11900 | 1 | 4 | 4 | Produce, save, and print a text document on a computer, in a supported learning context                                | \$349 | \$234 |
| A | 11902 | 1 | 2 | 5 | Identify situations that trigger anger and the symptoms it may create, in a supported learning context                 | \$329 | \$224 |

## SUPPORTED LEARNING

|    | Std#  | L | C | V | Title  | CDO   | CDUP  |
|----|-------|---|---|---|--|-------|-------|
| A  | 11904 | 1 | 2 | 3 | Identify situations that trigger grief and the symptoms it may create  | \$329 | \$224 |
| A  | 11907 | 1 | 2 | 5 | Identify and interact with people from a culture different from own, in a supported learning context                                     | \$329 | \$224 |
| A  | 11917 | 1 | 1 | 5 | Make requests, in a supported learning context   | \$319 | \$214 |
| A  | 11918 | 1 | 2 | 4 | Clarify and follow received instructions, in a supported learning context  | \$329 | \$224 |
| A  | 11921 | 1 | 2 | 5 | Identify traditional occasions in own family, in a supported learning context  | \$329 | \$224 |
| A  | 20075 | 1 | 3 | 4 | Demonstrate knowledge of friendships or relationships, in a supported learning context. This unit standard replaces unit standard 11906. | \$339 | \$229 |
| A  | 29298 | 1 | 8 | 1 | Maintain routines and commitments  | \$394 | \$264 |
| AS | 29299 | 1 | 4 | 1 | Access and use facilities and services in the community  | \$359 | \$244 |
| A  | 29300 | 1 | 4 | 1 | Maintain hauora - personal health and well-being   | \$359 | \$244 |
| A  | 29301 | 1 | 4 | 1 | Demonstrate strategies to ensure personal safety   | \$359 | \$244 |
| A  | 29302 | 1 | 4 | 1 | Demonstrate interpersonal skills in familiar contexts  | \$359 | \$244 |
| A  | 29303 | 1 | 4 | 1 | Demonstrate behaviours appropriate to different types of relationships and contexts  | \$359 | \$244 |
| A  | 29304 | 1 | 4 | 1 | Describe elements of own culture, basic rights and responsibilities of being a citizen of Aotearoa                                       | \$359 | \$244 |
| A  | 29305 | 1 | 4 | 1 | Carry out a plan to achieve personal goals   | \$359 | \$244 |
| A  | 29306 | 1 | 5 | 1 | Apply problem solving strategies to resolve day to day issues  | \$364 | \$249 |
| A  | 29307 | 1 | 5 | 1 | Apply literacy skills in a range of day to day contexts  | \$364 | \$249 |
| AS | 29308 | 1 | 5 | 1 | Apply numeracy skills in a range of day to day contexts  | \$364 | \$249 |
| A  | 29309 | 1 | 4 | 1 | Plan a personal work pathway   | \$359 | \$244 |
| A  | 29310 | 1 | 8 | 1 | Apply basic skills and practices in a work place context   | \$394 | \$264 |
| A  | 29311 | 1 | 8 | 1 | Act in accordance with the basic rights and responsibilities needed for work   | \$394 | \$264 |

## TECHNOLOGY

|  | Std#    | L | C | V | Title   | CDO   | CDUP  |
|--|---------|---|---|---|---|-------|-------|
|  | 91044   | 1 | 4 | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)                               | \$399 | \$264 |
|  | 91045   | 1 | 4 | 3 | Use planning tools to guide the technological development of an outcome to address a brief (Generic Technology 1.2) | \$399 | \$264 |
|  | 91046   | 1 | 6 | 3 | Use design ideas to produce a conceptual design for an outcome to address a brief (Generic Technology 1.3)          | \$419 | \$284 |
|  | 91047   | 1 | 6 | 3 | Undertake development to make a prototype to address a brief (Generic Technology 1.4)                               | \$419 | \$284 |
|  | 91071   | 1 | 4 | 3 | Implement basic procedures to produce a specified digital information outcome (Digital Technologies 1.41)           | \$399 | \$39  |
|  | 91072   | 1 | 3 | 3 | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)                            | \$389 | \$39  |
|  | 91073   | 1 | 4 | 3 | Implement basic procedures to produce a specified digital media outcome (Digital Technologies 1.43)                 | \$399 | \$39  |
|  | 91075   | 1 | 3 | 4 | Construct a plan for a Basic Computer Program for a specified task (Digital Technologies 1.45)*                     | \$389 | \$89  |
|  | 91076-P | 1 | 3 | 4 | Construct a basic computer program for a specified task [Python] (Digital Technologies 1.46)                        | \$389 | \$89  |
|  | 91076-S | 1 | 3 | 4 | Construct a basic computer program for a specified task [Scratch] (Digital Technologies 1.46)                       | \$389 | \$89  |

## TECHNOLOGY

|   | Std#      | L | C | V | Title  | CDO   | CDUP  |
|---|-----------|---|---|---|--|-------|-------|
|   | 91354     | 2 | 4 | 3 | Undertake brief development to address an issue (Generic Technologies 2.1)   | \$419 | \$279 |
|   | 91355     | 2 | 4 | 3 | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)   | \$419 | \$279 |
| U | 91356     | 2 | 6 | 3 | Develop a conceptual design for an outcome (Generic Technologies 2.3)  | \$439 | \$299 |
|   | 91357     | 2 | 6 | 3 | Undertake effective development to make and trial a prototype (Generic Technologies 2.4)   | \$439 | \$299 |
|   | 91368     | 2 | 6 | 3 | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data (Digital Technologies 2.41)                  | \$439 | \$39  |
|   | 91369     | 2 | 4 | 3 | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)  | \$419 | \$39  |
|   | 91370     | 2 | 4 | 3 | Implement advanced procedures to produce a specified digital media outcome (Digital Technologies 2.43)   | \$419 | \$39  |
|   | 91372     | 2 | 3 | 3 | Construct a plan for an advanced computer program for a specified task (Digital Technologies 2.45)   | \$409 | \$39  |
|   | 91373     | 2 | 3 | 3 | Construct an advanced computer program for a specified task (Digital Technologies 2.46)  | \$409 | \$39  |
|   | 91608     | 3 | 4 | 2 | Undertake brief development to address an issue within a determined context  | \$429 | \$284 |
|   | 91609     | 3 | 4 | 2 | Undertake project management to support technological practice   | \$429 | \$284 |
|   | 91610     | 3 | 6 | 2 | Develop a conceptual design considering fitness for purpose in the broadest sense  | \$449 | \$304 |
|   | 91611     | 3 | 6 | 2 | Develop a prototype considering fitness for purpose in the broadest sense  | \$449 | \$304 |
|   | 91633     | 3 | 6 | 1 | Implement complex procedures to develop a relational database embedded in a specified digital outcome (Digital Technologies 3.41)                          | \$449 | \$39  |
|   | 91635-WEB | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [WIN or MAC]<br>- Available for Mac OS OR Windows OS | \$429 | \$284 |
|   | 91635-VID | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [CC2015 or CS6]*<br>- Available for CC2015 OR CS6    | \$429 | \$284 |

## UNIVERSITY ENTRANCE - LITERACY

|   | Std#  | L | C | V | Title  | CDO   | CDUP  |
|---|-------|---|---|---|--|-------|-------|
|   | 90853 | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9)  | \$399 | \$39  |
|   | 90954 | 1 | 4 | 3 | Demonstrate understanding of the effects of astronomical cycles on planet Earth (Science 1.15)                       | \$399 | \$39  |
| U | 90957 | 1 | 5 | 3 | Demonstrate understanding of societal influences on an individual's food choices and well-being (Home Economics 1.2) | \$409 | \$274 |
|   | 90959 | 1 | 5 | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)               | \$409 | \$274 |
|   | 90971 | 1 | 3 | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)   | \$389 | \$254 |
|   | 90973 | 1 | 5 | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)                         | \$409 | \$274 |
|   | 91044 | 1 | 4 | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)                                | \$399 | \$264 |
|   | 91072 | 1 | 3 | 3 | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)                             | \$389 | \$39  |

## UNIVERSITY ENTRANCE - LITERACY

|   | Std#      | L | C | V | Title  | CDO   | CDUP  |
|---|-----------|---|---|---|--|-------|-------|
|   | 91097     | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)   | \$399 | \$264 |
|   | 91236     | 2 | 5 | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)   | \$429 | \$289 |
|   | 91237     | 2 | 5 | 2 | Take action to enhance an aspect of people's well-being within the school or wider community (Health 2.3)  | \$429 | \$289 |
|   | 91239     | 2 | 5 | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)  | \$429 | \$289 |
| U | 91299     | 2 | 5 | 2 | Analyse issues related to the provision of food for people with specific food needs (Home Economics 2.1) Non QAAMed  | \$429 | \$289 |
| U | 91301     | 2 | 5 | 2 | Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (Home Economics 2.3) Non QAAMed                        | \$429 | \$289 |
| U | 91302     | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed  | \$429 | \$289 |
|   | 91354     | 2 | 4 | 3 | Undertake brief development to address an issue (Generic Technologies 2.1)   | \$419 | \$279 |
|   | 91369     | 2 | 4 | 3 | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)  | \$419 | \$39  |
|   | 91608     | 3 | 4 | 2 | Undertake brief development to address an issue within a determined context  | \$429 | \$284 |
|   | 91609     | 3 | 4 | 2 | Undertake project management to support technological practice   | \$429 | \$284 |
|   | 91610     | 3 | 6 | 2 | Develop a conceptual design considering fitness for purpose in the broadest sense  | \$449 | \$304 |
|   | 91611     | 3 | 6 | 2 | Develop a prototype considering fitness for purpose in the broadest sense  | \$449 | \$304 |
|   | 91633     | 3 | 6 | 1 | Implement complex procedures to develop a relational database embedded in a specified digital outcome (Digital Technologies 3.41)                          | \$449 | \$39  |
|   | 91635-WEB | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [WIN or MAC]<br>- Available for Mac OS OR Windows OS | \$429 | \$284 |
|   | 91635-VID | 3 | 4 | 2 | Implement complex procedures to produce a specified digital media outcome (Digital Technologies 3.43) [CC2015 or CS6]*<br>- Available for CC2015 OR CS6    | \$429 | \$284 |

## UNIVERSITY ENTRANCE - NUMERACY

|  | Std#  | L | C | V | Title   | CDO   | CDUP |
|--|-------|---|---|---|---|-------|------|
|  | 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39 |
|  | 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39 |
|  | 91633 | 3 | 6 | 1 | Implement complex procedures to develop a relational database embedded in a specified digital outcome (Digital Technologies 3.41) | \$449 | \$39 |

## VP REFINED - CONSTRUCTION AND INFRASTRUCTURE 2017+

|     | Std#  | L | C | V  | Title   | CDO   | CDUP  |
|-----|-------|---|---|----|---|-------|-------|
| AS  | 497   | 1 | 3 | 8  | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| AUS | 9677  | 2 | 3 | 10 | Communicate in a team or group which has an objective*              | \$364 | \$249 |
| AS  | 12349 | 2 | 3 | 5  | Demonstrate knowledge of time management*                           | \$364 | \$249 |
| AS  | 17593 | 2 | 4 | 4  | Apply safe work practices in the workplace*                         | \$374 | \$254 |
|     | 90853 | 1 | 4 | 2  | Use information literacy skills to form conclusion(s) (English 1.9) | \$399 | \$39  |

## VP REFINED - CONSTRUCTION AND INFRASTRUCTURE 2017+

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
|   | 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|   | 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|   | 91044 | 1 | 4 | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)                               | \$399 | \$264 |
|   | 91045 | 1 | 4 | 3 | Use planning tools to guide the technological development of an outcome to address a brief (Generic Technology 1.2) | \$399 | \$264 |
|   | 91046 | 1 | 6 | 3 | Use design ideas to produce a conceptual design for an outcome to address a brief (Generic Technology 1.3)          | \$419 | \$284 |
|   | 91047 | 1 | 6 | 3 | Undertake development to make a prototype to address a brief (Generic Technology 1.4)                               | \$419 | \$284 |
|   | 91355 | 2 | 4 | 3 | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)                    | \$419 | \$279 |
| U | 91356 | 2 | 6 | 3 | Develop a conceptual design for an outcome (Generic Technologies 2.3)   | \$439 | \$299 |
|   | 91357 | 2 | 6 | 3 | Undertake effective development to make and trial a prototype (Generic Technologies 2.4)                            | \$439 | \$299 |

## VP REFINED - CREATIVE INDUSTRIES 2017+

|    | Std#  | L | C | V  | Title   | CDO   | CDUP  |
|----|-------|---|---|----|---|-------|-------|
|    | 327   | 2 | 4 | 6  | Document business financial transactions for an entity (Last Date of Assessment 31st December 2017)   | \$149 | \$99  |
|    | 329   | 2 | 4 | 6  | Process financial information for cash transactions for an entity (Last Date of Assessment 31st December 2017).   | \$149 | \$99  |
| AS | 497   | 1 | 3 | 8  | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| AS | 1273  | 1 | 4 | 7  | Express ideas in writing and write an original story*   | \$359 | \$244 |
|    | 2781  | 2 | 3 | 10 | Manage and protect data in a personal computer<br>- Available for Ms Office 2013 OR Ms Office 2016  | \$364 | \$249 |
|    | 2788  | 2 | 5 | 9  | Produce desktop published documents to meet a set brief (Uses MS Publisher)<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$384 | \$264 |
|    | 2792  | 1 | 2 | 8  | Produce simple desktop published documents using templates (Using MS Publisher)<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$339 | \$234 |
|    | 5940  | 2 | 3 | 9  | Produce a presentation using a desktop presentation computer application (Using Powerpoint)<br>- Available for Ms Office 2013 OR Ms Office 2016   | \$364 | \$249 |
|    | 5946  | 1 | 3 | 8  | Use computer technology to create and deliver a presentation from given content (Uses MS Powerpoint)<br>- Available for Ms Office 2013 OR Ms Office 2016                                  | \$349 | \$239 |
|    | 5957  | 2 | 2 | 9  | Produce schematic diagrams using a computer application   | \$359 | \$244 |
|    | 6402  | 1 | 1 | 8  | Provide basic life support - Assessment Only  | \$209 | \$164 |
| AS | 12352 | 2 | 3 | 6  | Describe aspects of one's own lineage, heritage, and cultural identity*   | \$364 | \$249 |
| AS | 17593 | 2 | 4 | 4  | Apply safe work practices in the workplace*   | \$374 | \$254 |
|    | 18734 | 1 | 2 | 6  | Create a web page using a template*   | \$339 | \$234 |
|    | 18740 | 2 | 3 | 5  | Create a simple computer program to meet a set brief (uses Visual Basic in Visual Studio 2012 - compatible with previous versions of Visual Studio)<br>- Available for Visual Studio 2012 | \$364 | \$249 |
| A  | 18758 | 1 | 2 | 4  | Find information using the Internet   | \$339 | \$234 |

**VP REFINED - CREATIVE INDUSTRIES 2017+**

|   | Std#    | L | C | V | Title   | CDO   | CDUP  |
|---|---------|---|---|---|---|-------|-------|
|   | 25655   | 2 | 3 | 3 | Create a website using a dedicated web-authoring tool to meet a set brief [Uses BlueGriffon]  | \$364 | \$249 |
|   | 25656   | 2 | 3 | 4 | Create a website using a mark-up language to meet a set brief   | \$364 | \$249 |
|   | 25659   | 1 | 2 | 2 | Create a web page using a mark-up language with a text editor   | \$339 | \$234 |
|   | 25662   | 2 | 3 | 4 | Use digital communications technologies   | \$364 | \$249 |
|   | 90853   | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9)   | \$399 | \$39  |
|   | 90954   | 1 | 4 | 3 | Demonstrate understanding of the effects of astronomical cycles on planet Earth (Science 1.15)  | \$399 | \$39  |
|   | 90971   | 1 | 3 | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)  | \$389 | \$254 |
|   | 91026   | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|   | 91029   | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|   | 91040   | 1 | 4 | 3 | Conduct a social inquiry - FREE RESOURCE  | \$0   | n/a   |
|   | 91044   | 1 | 4 | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)   | \$399 | \$264 |
|   | 91045   | 1 | 4 | 3 | Use planning tools to guide the technological development of an outcome to address a brief (Generic Technology 1.2)                       | \$399 | \$264 |
|   | 91046   | 1 | 6 | 3 | Use design ideas to produce a conceptual design for an outcome to address a brief (Generic Technology 1.3)                                | \$419 | \$284 |
|   | 91047   | 1 | 6 | 3 | Undertake development to make a prototype to address a brief (Generic Technology 1.4)   | \$419 | \$284 |
|   | 91071   | 1 | 4 | 3 | Implement basic procedures to produce a specified digital information outcome (Digital Technologies 1.41)                                 | \$399 | \$39  |
|   | 91072   | 1 | 3 | 3 | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)  | \$389 | \$39  |
|   | 91073   | 1 | 4 | 3 | Implement basic procedures to produce a specified digital media outcome (Digital Technologies 1.43)                                       | \$399 | \$39  |
|   | 91075   | 1 | 3 | 4 | Construct a plan for a Basic Computer Program for a specified task (Digital Technologies 1.45)*   | \$389 | \$89  |
|   | 91076-P | 1 | 3 | 4 | Construct a basic computer program for a specified task [Python] (Digital Technologies 1.46)  | \$389 | \$89  |
|   | 91076-S | 1 | 3 | 4 | Construct a basic computer program for a specified task [Scratch] (Digital Technologies 1.46)   | \$389 | \$89  |
|   | 91097   | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)                        | \$399 | \$264 |
|   | 91355   | 2 | 4 | 3 | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)  | \$419 | \$279 |
| U | 91356   | 2 | 6 | 3 | Develop a conceptual design for an outcome (Generic Technologies 2.3)   | \$439 | \$299 |
|   | 91357   | 2 | 6 | 3 | Undertake effective development to make and trial a prototype (Generic Technologies 2.4)  | \$439 | \$299 |
|   | 91368   | 2 | 6 | 3 | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data (Digital Technologies 2.41) | \$439 | \$39  |
|   | 91369   | 2 | 4 | 3 | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)   | \$419 | \$39  |
|   | 91370   | 2 | 4 | 3 | Implement advanced procedures to produce a specified digital media outcome (Digital Technologies 2.43)                                    | \$419 | \$39  |
|   | 91372   | 2 | 3 | 3 | Construct a plan for an advanced computer program for a specified task (Digital Technologies 2.45)  | \$409 | \$39  |

## VP REFINED - CREATIVE INDUSTRIES 2017+

| Std#  | L | C | V | Title   | CDO   | CDUP |
|-------|---|---|---|---|-------|------|
| 91373 | 2 | 3 | 3 | Construct an advanced computer program for a specified task (Digital Technologies 2.46) | \$409 | \$39 |

## VP REFINED - MANUFACTURING AND TECHNOLOGY 2017+

| Std# | L       | C | V | Title | CDO   | CDUP  |       |
|------|---------|---|---|-------|---|-------|-------|
| AS   | 497     | 1 | 3 | 8     | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| AS   | 17593   | 2 | 4 | 4     | Apply safe work practices in the workplace*   | \$374 | \$254 |
|      | 18740   | 2 | 3 | 5     | Create a simple computer program to meet a set brief (uses Visual Basic in Visual Studio 2012 - compatible with previous versions of Visual Studio)<br>- Available for Visual Studio 2012 | \$364 | \$249 |
|      | 90853   | 1 | 4 | 2     | Use information literacy skills to form conclusion(s) (English 1.9)   | \$399 | \$39  |
|      | 91026   | 1 | 4 | 3     | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|      | 91029   | 1 | 3 | 3     | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|      | 91044   | 1 | 4 | 3     | Undertake brief development to address a need or opportunity (Generic Technology 1.1)   | \$399 | \$264 |
|      | 91045   | 1 | 4 | 3     | Use planning tools to guide the technological development of an outcome to address a brief (Generic Technology 1.2)   | \$399 | \$264 |
|      | 91046   | 1 | 6 | 3     | Use design ideas to produce a conceptual design for an outcome to address a brief (Generic Technology 1.3)  | \$419 | \$284 |
|      | 91047   | 1 | 6 | 3     | Undertake development to make a prototype to address a brief (Generic Technology 1.4)   | \$419 | \$284 |
|      | 91071   | 1 | 4 | 3     | Implement basic procedures to produce a specified digital information outcome (Digital Technologies 1.41)   | \$399 | \$39  |
|      | 91072   | 1 | 3 | 3     | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)  | \$389 | \$39  |
|      | 91073   | 1 | 4 | 3     | Implement basic procedures to produce a specified digital media outcome (Digital Technologies 1.43)   | \$399 | \$39  |
|      | 91075   | 1 | 3 | 4     | Construct a plan for a Basic Computer Program for a specified task (Digital Technologies 1.45)*   | \$389 | \$89  |
|      | 91076-P | 1 | 3 | 4     | Construct a basic computer program for a specified task [Python] (Digital Technologies 1.46)  | \$389 | \$89  |
|      | 91076-S | 1 | 3 | 4     | Construct a basic computer program for a specified task [Scratch] (Digital Technologies 1.46)   | \$389 | \$89  |
|      | 91355   | 2 | 4 | 3     | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)  | \$419 | \$279 |
| U    | 91356   | 2 | 6 | 3     | Develop a conceptual design for an outcome (Generic Technologies 2.3)   | \$439 | \$299 |
|      | 91357   | 2 | 6 | 3     | Undertake effective development to make and trial a prototype (Generic Technologies 2.4)  | \$439 | \$299 |
|      | 91368   | 2 | 6 | 3     | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data (Digital Technologies 2.41)   | \$439 | \$39  |
|      | 91369   | 2 | 4 | 3     | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)   | \$419 | \$39  |
|      | 91370   | 2 | 4 | 3     | Implement advanced procedures to produce a specified digital media outcome (Digital Technologies 2.43)  | \$419 | \$39  |
|      | 91372   | 2 | 3 | 3     | Construct a plan for an advanced computer program for a specified task (Digital Technologies 2.45)  | \$409 | \$39  |
|      | 91373   | 2 | 3 | 3     | Construct an advanced computer program for a specified task (Digital Technologies 2.46)   | \$409 | \$39  |



**VP REFINED - PRIMARY INDUSTRIES 2017+**

|     | Std#  | L | C | V | Title   | CDO   | CDUP  |
|-----|-------|---|---|---|---|-------|-------|
| AS  | 57    | 2 | 2 | 9 | Provide customer service*   | \$359 | \$244 |
| AS  | 62    | 2 | 3 | 9 | Maintain personal presentation and a positive attitude in a workplace involving customer contact*   | \$364 | \$249 |
| AS  | 497   | 1 | 3 | 8 | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| AS  | 548   | 1 | 2 | 8 | Demonstrate knowledge of the impact of alcohol and other drugs*   | \$339 | \$234 |
| AS  | 2970  | 1 | 3 | 6 | Independently read texts about life experiences which relate to a personal identified interest  | \$349 | \$239 |
| AS  | 2989  | 2 | 3 | 5 | Select, read, and assess texts to gain knowledge*   | \$364 | \$249 |
|     | 6401  | 2 | 1 | 6 | Provide first aid - Assessment Only   | \$159 | \$119 |
|     | 6402  | 1 | 1 | 8 | Provide basic life support - Assessment Only  | \$209 | \$164 |
| AS  | 17593 | 2 | 4 | 4 | Apply safe work practices in the workplace*   | \$374 | \$254 |
| A   | 19044 | 2 | 3 | 3 | Demonstrate knowledge of the legal requirements and hazards associated with tractor use   | \$354 | \$239 |
| A   | 19145 | 2 | 4 | 2 | Describe hydration, nutrition, and sleep in relation to physical well-being of agriculture workers  | \$364 | \$244 |
| A   | 23540 | 2 | 5 | 1 | Demonstrate knowledge of hazards, hazard control, and the consequences of injury in a rural workplace   | \$374 | \$254 |
|     | 23782 | 1 | 2 | 1 | Identify containers, materials, plants, and tools used in plant propagation - Assessment Only   | \$139 | \$94  |
|     | 24552 | 2 | 5 | 2 | Check and drive a basic wheel tractor with an attached implement on flat terrain  | \$374 | \$254 |
|     | 24554 | 2 | 4 | 2 | Ride a quad bike on flat terrain in the workplace   | \$364 | \$244 |
|     | 24557 | 2 | 3 | 3 | Demonstrate knowledge of the safe operation of a quad bike  | \$354 | \$239 |
| AS  | 25060 | 1 | 2 | 2 | Read texts for practical purposes*  | \$339 | \$234 |
| AUS | 25073 | 2 | 3 | 3 | Read texts to recognise differing points of view on a topic*  | \$364 | \$249 |
|     | 26551 | 2 | 1 | 2 | Provide first aid for life threatening conditions (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only                               | \$144 | \$99  |
|     | 26552 | 2 | 1 | 3 | Demonstrate knowledge of common first aid conditions and how to respond to them (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only | \$144 | \$99  |
|     | 27602 | 1 | 3 | 1 | Ride a quad bike on flat terrain under close supervision  | \$339 | \$229 |
|     | 27608 | 1 | 3 | 1 | Drive a basic wheel tractor on flat terrain under close supervision   | \$339 | \$229 |
|     | 90853 | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9)   | \$399 | \$39  |
|     | 90954 | 1 | 4 | 3 | Demonstrate understanding of the effects of astronomical cycles on planet Earth (Science 1.15)  | \$399 | \$39  |
| U   | 90956 | 1 | 5 | 3 | Demonstrate knowledge of an individual's nutritional needs (Home Economics 1.1)   | \$409 | \$274 |
|     | 90959 | 1 | 5 | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)  | \$409 | \$274 |
|     | 90971 | 1 | 3 | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)  | \$389 | \$254 |
|     | 90973 | 1 | 5 | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)  | \$409 | \$274 |
|     | 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|     | 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|     | 91040 | 1 | 4 | 3 | Conduct a social inquiry - FREE RESOURCE  | \$0   | n/a   |

## VP REFINED - PRIMARY INDUSTRIES 2017+

|   | Std#  | L | C | V | Title   | CDO   | CDUP  |
|---|-------|---|---|---|---|-------|-------|
|   | 91044 | 1 | 4 | 3 | Undertake brief development to address a need or opportunity (Generic Technology 1.1)                               | \$399 | \$264 |
|   | 91045 | 1 | 4 | 3 | Use planning tools to guide the technological development of an outcome to address a brief (Generic Technology 1.2) | \$399 | \$264 |
|   | 91046 | 1 | 6 | 3 | Use design ideas to produce a conceptual design for an outcome to address a brief (Generic Technology 1.3)          | \$419 | \$284 |
|   | 91047 | 1 | 6 | 3 | Undertake development to make a prototype to address a brief (Generic Technology 1.4)                               | \$419 | \$284 |
|   | 91071 | 1 | 4 | 3 | Implement basic procedures to produce a specified digital information outcome (Digital Technologies 1.41)           | \$399 | \$39  |
|   | 91072 | 1 | 3 | 3 | Demonstrate understanding of basic concepts of digital media (Digital Technologies 1.42)                            | \$389 | \$39  |
|   | 91073 | 1 | 4 | 3 | Implement basic procedures to produce a specified digital media outcome (Digital Technologies 1.43)                 | \$399 | \$39  |
|   | 91097 | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)  | \$399 | \$264 |
|   | 91236 | 2 | 5 | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)                                      | \$429 | \$289 |
|   | 91239 | 2 | 5 | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)         | \$429 | \$289 |
| U | 91302 | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed   | \$429 | \$289 |
|   | 91354 | 2 | 4 | 3 | Undertake brief development to address an issue (Generic Technologies 2.1)  | \$419 | \$279 |
|   | 91355 | 2 | 4 | 3 | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)                    | \$419 | \$279 |
| U | 91356 | 2 | 6 | 3 | Develop a conceptual design for an outcome (Generic Technologies 2.3)   | \$439 | \$299 |
|   | 91357 | 2 | 6 | 3 | Undertake effective development to make and trial a prototype (Generic Technologies 2.4)                            | \$439 | \$299 |

## VP REFINED - SERVICE INDUSTRIES 2017+

|     | Std#  | L | C | V | Title   | CDO   | CDUP  |
|-----|-------|---|---|---|---|-------|-------|
| A   | 56    | 1 | 2 | 8 | Attend to customer enquiries face-to-face and on the telephone*   | \$339 | \$234 |
| AU  | 64    | 1 | 2 | 7 | Perform calculations for the workplace*   | \$339 | \$234 |
|     | 121   | 2 | 5 | 7 | Demonstrate and apply knowledge of office equipment and administration processes [Uses MS Office]<br>- Available for Ms Office 2013 OR Ms Office 2016 | \$384 | \$264 |
|     | 329   | 2 | 4 | 6 | Process financial information for cash transactions for an entity (Last Date of Assessment 31st December 2017).                                       | \$149 | \$99  |
| AN  | 402   | 2 | 2 | 6 | Demonstrate knowledge of the retail sector in New Zealand   | \$359 | \$244 |
| AN  | 405   | 2 | 3 | 8 | Demonstrate knowledge of consumerism  | \$364 | \$249 |
| AS  | 497   | 1 | 3 | 8 | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| A   | 505   | 1 | 3 | 6 | Manage personal physical fitness with guidance  | \$339 | \$229 |
| AUS | 1285  | 1 | 2 | 7 | Make enquiries and complete practical transactions*   | \$359 | \$244 |
|     | 6401  | 2 | 1 | 6 | Provide first aid - Assessment Only   | \$159 | \$119 |
|     | 6402  | 1 | 1 | 8 | Provide basic life support - Assessment Only  | \$209 | \$164 |
| AU  | 11941 | 2 | 2 | 7 | Establish and maintain positive customer service interactions in a retail environment*  | \$359 | \$244 |

**VP REFINED - SERVICE INDUSTRIES 2017+**

|    | Std#  | L | C | V | Title   | CDO   | CDUP  |
|----|-------|---|---|---|---|-------|-------|
| A  | 11968 | 2 | 4 | 8 | Demonstrate and apply knowledge of legislation applicable to sale of goods and services*  | \$374 | \$254 |
| A  | 11971 | 2 | 3 | 7 | Use safe work practices in a retail environment under supervision*  | \$364 | \$249 |
| AS | 17593 | 2 | 4 | 4 | Apply safe work practices in the workplace*   | \$374 | \$254 |
| A  | 19583 | 2 | 4 | 4 | Demonstrate knowledge of products in a retail or distribution environment [Last date for Assessment 31 December 2017]   | \$184 | \$124 |
| A  | 24997 | 2 | 5 | 1 | Demonstrate knowledge of theft and fraud in a retail or distribution environment  | \$384 | \$264 |
|    | 26551 | 2 | 1 | 2 | Provide first aid for life threatening conditions (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only                               | \$144 | \$99  |
|    | 26552 | 2 | 1 | 3 | Demonstrate knowledge of common first aid conditions and how to respond to them (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only | \$144 | \$99  |
| AS | 28095 | 2 | 3 | 3 | Analyse personal financial investment options   | \$364 | \$249 |
| AS | 28096 | 2 | 3 | 3 | Demonstrate understanding of insurance products for personal financial capability*  | \$364 | \$249 |
| AS | 28097 | 2 | 3 | 2 | Analyse and select banking products and services in relation to personal finances*  | \$364 | \$249 |
|    | 90853 | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9)   | \$399 | \$39  |
| U  | 90956 | 1 | 5 | 3 | Demonstrate knowledge of an individual's nutritional needs (Home Economics 1.1)   | \$409 | \$274 |
| U  | 90957 | 1 | 5 | 3 | Demonstrate understanding of societal influences on an individual's food choices and well-being (Home Economics 1.2)  | \$409 | \$274 |
|    | 90959 | 1 | 5 | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)  | \$409 | \$274 |
|    | 90971 | 1 | 3 | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)  | \$389 | \$254 |
|    | 90973 | 1 | 5 | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)  | \$409 | \$274 |
|    | 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|    | 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|    | 91097 | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)  | \$399 | \$264 |
|    | 91236 | 2 | 5 | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)  | \$429 | \$289 |
|    | 91237 | 2 | 5 | 2 | Take action to enhance an aspect of people's well-being within the school or wider community (Health 2.3)   | \$429 | \$289 |
|    | 91239 | 2 | 5 | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)   | \$429 | \$289 |
| U  | 91299 | 2 | 5 | 2 | Analyse issues related to the provision of food for people with specific food needs (Home Economics 2.1) Non QAAMed   | \$429 | \$289 |
| U  | 91301 | 2 | 5 | 2 | Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (Home Economics 2.3) Non QAAMed                                 | \$429 | \$289 |
| U  | 91302 | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed   | \$429 | \$289 |
|    | 91355 | 2 | 4 | 3 | Select and use planning tools to manage the development of an outcome (Generic Technologies 2.2)  | \$419 | \$279 |

## VP REFINED - SERVICE INDUSTRIES 2017+

| Std#  | L | C | V | Title   | CDO   | CDUP |
|-------|---|---|---|---|-------|------|
| 91368 | 2 | 6 | 3 | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data (Digital Technologies 2.41) | \$439 | \$39 |
| 91369 | 2 | 4 | 3 | Demonstrate understanding of advanced concepts of digital media (Digital Technologies 2.42)   | \$419 | \$39 |
| 91370 | 2 | 4 | 3 | Implement advanced procedures to produce a specified digital media outcome (Digital Technologies 2.43)                                    | \$419 | \$39 |

## VP REFINED - SOCIAL AND COMMUNITY INDUSTRIES 2017+

|     | Std#  | L | C | V | Title   | CDO   | CDUP  |
|-----|-------|---|---|---|---|-------|-------|
| AS  | 62    | 2 | 3 | 9 | Maintain personal presentation and a positive attitude in a workplace involving customer contact*                                     | \$364 | \$249 |
| AS  | 496   | 1 | 3 | 9 | Manage personal wellbeing*  | \$349 | \$239 |
| AS  | 497   | 1 | 3 | 8 | Demonstrate knowledge of workplace health and safety requirements*  | \$349 | \$239 |
| A   | 505   | 1 | 3 | 6 | Manage personal physical fitness with guidance  | \$339 | \$229 |
| AS  | 526   | 1 | 2 | 6 | Describe community services*  | \$339 | \$234 |
| AS  | 548   | 1 | 2 | 8 | Demonstrate knowledge of the impact of alcohol and other drugs*   | \$339 | \$234 |
| AS  | 1277  | 2 | 3 | 7 | Communicate information in a specified workplace*   | \$364 | \$249 |
| AUS | 1299  | 2 | 4 | 9 | Be assertive in a range of specified situations*  | \$374 | \$254 |
| A   | 1827  | 2 | 2 | 8 | Identify support services and resources within the community*   | \$359 | \$244 |
| AS  | 4259  | 2 | 2 | 5 | Describe the role of the New Zealand Police and the services it provides in the community*  | \$359 | \$244 |
|     | 6401  | 2 | 1 | 6 | Provide first aid - Assessment Only   | \$159 | \$119 |
|     | 6402  | 1 | 1 | 8 | Provide basic life support - Assessment Only  | \$209 | \$164 |
| A   | 8545  | 2 | 3 | 5 | Describe factors contributing to, and consequences of, crime  | \$364 | \$249 |
| AS  | 8548  | 1 | 2 | 5 | Demonstrate knowledge of accessing legal assistance*  | \$339 | \$234 |
| AU  | 8551  | 2 | 3 | 5 | Describe the application of New Zealand law to marriage, civil union, and de-facto relationships                                      | \$364 | \$249 |
| AU  | 8552  | 2 | 3 | 5 | Describe legal consequences and protections relating to domestic violence and child abuse   | \$359 | \$244 |
| AS  | 10020 | 2 | 2 | 5 | Describe personal and environmental hygiene and safety practices in an ECE service*   | \$359 | \$244 |
| AS  | 10021 | 2 | 3 | 5 | Describe the basic needs of children in an ECE service*   | \$364 | \$249 |
| AS  | 10022 | 2 | 3 | 5 | Demonstrate knowledge of attachment patterns and short-term separation in an ECE service*   | \$364 | \$249 |
| AS  | 10023 | 2 | 2 | 5 | Describe transition situations in an ECE service*   | \$359 | \$244 |
| AS  | 10024 | 2 | 3 | 5 | Demonstrate knowledge of promoting the health and wellbeing of children in an ECE service*  | \$364 | \$249 |
| AS  | 10032 | 2 | 2 | 5 | Demonstrate knowledge of ethics in an ECE service*  | \$359 | \$244 |
| AUS | 10791 | 2 | 3 | 5 | Participate in an informal meeting*   | \$364 | \$249 |
| AS  | 12348 | 1 | 2 | 4 | Demonstrate knowledge of anger and options for dealing with anger issues*   | \$339 | \$234 |
| AS  | 17593 | 2 | 4 | 4 | Apply safe work practices in the workplace*   | \$374 | \$254 |
| AS  | 24709 | 1 | 3 | 4 | Produce a balanced budget to manage personal finances*  | \$349 | \$239 |
|     | 26551 | 2 | 1 | 2 | Provide first aid for life threatening conditions (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only | \$144 | \$99  |

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|    | Std#  | L | C | V | Title   | CDO   | CDUP  |
|----|-------|---|---|---|---|-------|-------|
|    | 26552 | 2 | 1 | 3 | Demonstrate knowledge of common first aid conditions and how to respond to them (suitable for use with Red Cross and St John's First Aid Manuals) - Assessment Only | \$144 | \$99  |
| AS | 26712 | 2 | 4 | 3 | Demonstrate knowledge of, and apply, age-related nutrition needs in providing food for a child in an ECE service*   | \$374 | \$254 |
| AS | 26715 | 2 | 3 | 3 | Describe professional image and demonstrate professional behaviours required of an early childhood educator*  | \$364 | \$249 |
| A  | 27839 | 2 | 4 | 1 | Explain concepts of justice*  | \$374 | \$254 |
| A  | 27845 | 2 | 4 | 1 | Explain litigation and dispute resolution processes*  | \$374 | \$254 |
|    | 90853 | 1 | 4 | 2 | Use information literacy skills to form conclusion(s) (English 1.9)   | \$399 | \$39  |
| U  | 90956 | 1 | 5 | 3 | Demonstrate knowledge of an individual's nutritional needs (Home Economics 1.1)   | \$409 | \$274 |
| U  | 90957 | 1 | 5 | 3 | Demonstrate understanding of societal influences on an individual's food choices and well-being (Home Economics 1.2)  | \$409 | \$274 |
|    | 90959 | 1 | 5 | 3 | Demonstrate knowledge of practices and strategies to address food handling issues (Home Economics 1.4)  | \$409 | \$274 |
|    | 90971 | 1 | 3 | 3 | Take action to enhance an aspect of personal well-being (Health 1.1)  | \$389 | \$254 |
|    | 90973 | 1 | 5 | 3 | Demonstrate understanding of interpersonal skills used to enhance relationships (Health 1.4)  | \$409 | \$274 |
|    | 91026 | 1 | 4 | 3 | Apply numeric reasoning in solving problems (Mathematics and Statistics 1.1)  | \$399 | \$39  |
|    | 91029 | 1 | 3 | 3 | Apply linear algebra in solving problems (Mathematics and Statistics 1.4)   | \$389 | \$39  |
|    | 91040 | 1 | 4 | 3 | Conduct a social inquiry - FREE RESOURCE  | \$0   | n/a   |
|    | 91071 | 1 | 4 | 3 | Implement basic procedures to produce a specified digital information outcome (Digital Technologies 1.41)   | \$399 | \$39  |
|    | 91097 | 1 | 4 | 3 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being (Health 1.3)  | \$399 | \$264 |
|    | 91236 | 2 | 5 | 2 | Evaluate factors that influence people's ability to manage change (Health 2.2)  | \$429 | \$289 |
|    | 91237 | 2 | 5 | 2 | Take action to enhance an aspect of people's well-being within the school or wider community (Health 2.3)   | \$429 | \$289 |
|    | 91239 | 2 | 5 | 2 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues (Health 2.5)   | \$429 | \$289 |
| U  | 91299 | 2 | 5 | 2 | Analyse issues related to the provision of food for people with specific food needs (Home Economics 2.1) Non QAAMed   | \$429 | \$289 |
| U  | 91301 | 2 | 5 | 2 | Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (Home Economics 2.3) Non QAAMed                                 | \$429 | \$289 |
| U  | 91302 | 2 | 5 | 2 | Evaluate sustainable food related practices (Home Economics 2.4) Non QAAMed   | \$429 | \$289 |

# LICENSING TERMS AND CONDITIONS

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EDUCATION SOLUTIONS

## 1. Overview

The following terms and conditions apply to the sale and use of all Delivery Packages for all licence holders.

- 1.1. Any breach of these terms and conditions by the Licensee shall cause them to forfeit their rights to access and use Delivery Packages in any form and to any extent whatsoever. In such an event the Licensee shall not be entitled to any refund, reimbursement, or compensation for loss arising from the breach or the forfeiture of their rights to use Delivery Packages.
- 1.2. Instant Education Solutions (hereafter, 'IES') reserves the right to recover any relevant damages and to seek prosecution of the offending party or parties at its sole discretion.

## 2. Acceptance of Licence Terms and Conditions

Either the receipt of, use of, or payment for, a Delivery Package is evidence of acceptance of these terms and conditions, whichever occurs earliest.

- 2.1. Downloading or accessing a Delivery Package from the online website library, via email, logging onto the Switch e-learning platform, or the non-return of physical resources pursuant to the Right of Return, both constitute use.

## 3. Usage

- 3.1. The following applies to all licences:
  - a. No Delivery Packages may be used with non-domestic learners. Delivery Packages are to be used for domestic learners only.
  - b. The licence holder must purchase any new Delivery Packages, upgrades or version changes under the conditions and pricing plan of their selected licence. Failure to do so may mean that the licence reverts back to a standard licence or is cancelled (refer clause 1.1).
  - c. Licence pricing is dependent upon the total number of students enrolled in an organisation and any other factors that may impact upon the number of students accessing Delivery Packages. The total number of students may be determined using a variety of means including NZQA External Evaluation and Review (EER) reports, NZQA/MOE statistics, or signed documentation by the organisation. Instant may seek clarification at any stage regarding the number of students and any other relevant factors to determine price.
  - d. IES reserves the right to change the price of any licences (excluding Annual licences) at any time. Annual licence fees will only be altered upon extension of a licence term.

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## Terms and Conditions

### 3.2. SECONDARY SCHOOLS WITH A STANDARD LICENCE

- a. The licensee may use any Delivery Packages purchased under the licence agreement at up to four separate sites owned and operated by the licensee. The Delivery Packages may only be used with learners enrolled with the organisation.
- b. The licensee may upload any Delivery Package onto the school's secure online learning system provided that only learners enrolled at the sites owned and operated by the licensee have access to the Delivery Packages.
- c. Customise specific computing, technology and business administration Delivery Packages  
(Refer to Appendix 1 for additional terms and conditions)

### 3.3. SECONDARY SCHOOLS WITH AN ANNUAL LICENCE

- a. The licensee may use any Delivery Packages accessed under the licence agreement at up to four separate sites owned and operated by the licensee. The Delivery Packages may only be used with learners enrolled with the organisation.
- b. The licensee may upload any Delivery Package onto the school's secure online learning system provided that only learners enrolled at the sites owned and operated by the licensee have access to the Delivery Packages.
- c. Access up to an agreed amount of Delivery Packages for an annual fee.  
(Refer to Appendix 2 for additional terms and conditions)

### 3.4. TRAINING ESTABLISHMENT STANDARD LICENCE

- a. The licensee may use any Delivery Packages purchased under the licence agreement at all sites owned and operated by the licensee. The Delivery Packages may only be used with learners enrolled with the organisation.
- b. The licensee may upload any Delivery Package onto the organisation's secure online learning system provided that only learners enrolled at the sites owned and operated by the licensee have access to the Delivery Packages.
- c. Customisation under this licence is prohibited unless agreed on in writing between the training establishment and IES. Additional fees may apply for customisation rights.

### 3.5. TRAINING ESTABLISHMENT NATIONAL LICENCE

- a. The licensee may use any Delivery Packages purchased under the licence agreement at any sites owned and operated by the licensee. The Delivery Packages may only be used with learners enrolled with the organisation.

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## Terms and Conditions

- b. The licensee may upload any Delivery Packages onto the organisation's secure online learning system provided that only learners enrolled at the sites owned and operated by the licensee have access to the Delivery Packages.
- c. Customisation under this licence is prohibited unless agreed on in writing between the training establishment and IES. Additional fees may apply for customisation rights.

### 3.6. TRAINING ESTABLISHMENT NATIONAL LICENCE WITH CUSTOMISATION RIGHTS

- a. The licensee may use any Delivery Packages accessed under the licence agreement at any sites owned and operated by the licensee. The Delivery Packages may only be used with learners enrolled with the organisation.
- b. The licensee may upload any Delivery Packages onto the organisation's secure online learning system provided that only learners enrolled at the sites owned and operated by the licensee have access to the Delivery Packages.
- c. The Licensee may alter the format and content of Delivery packages in accordance with Instant's customisation allowance  
(Refer to Appendix 3 for additional terms and conditions)

### 3.7. TRAINING ESTABLISHMENT ANNUAL NATIONAL LICENCE WITH CUSTOMISATION RIGHTS

- a. The licensee may use any Delivery Packages accessed under the licence agreement at all sites owned and operated by the licensee. The Delivery Packages may only be used with learners enrolled with the organisation.
- b. The licensee may upload any Delivery Package onto the organisation's secure online learning system provided that only learners enrolled at the sites owned and operated by the licensee have access to the Delivery Packages.
- c. Access to up to an agreed amount of Delivery Packages for an annual fee (see licence options).
- d. The Licensee may alter the format and content of Delivery Packages in accordance with Instant's customisation allowance.  
(Refer to Appendix 4 for additional terms and conditions)

### 3.8. TRAINING ESTABLISHMENT CONTRACTOR'S LICENCE

- a. The licensee may use any Delivery Packages accessed under the licence agreement with an agreed number of learners at an agreed number of sites (enrolled or not enrolled at the licensee's organisation). This is subject to specific terms and conditions to be agreed in writing between both parties.



## Terms and Conditions

- b. Only those employed by the Contractor's organisation are permitted to teach the materials to non-enrolled learners.
- c. Customisation under this licence is prohibited unless agreed on in writing between the training establishment and IES. Additional fees may apply for customisation rights.
- d. Uploading any Delivery Packages on the organisation's on line learning system is prohibited unless agreed in writing between the training establishment and IES.

### 3.9. ADD-ON: SWITCH E-LEARNING RESOURCE

- a. The Switch e-learning resource (accessed through the Switch e-learning platform) is a pay-per student resource, which is an optional add-on for select licences.
- b. The terms in these terms and conditions, as well as the Switch Framework Subscription Agreement, apply to all users of the Switch e-learning resource.

### 3.10. ADD-ON: INDIVIDUAL STUDENT PACKS

- a. Individual student packs are a pay-per student hard-copy resource, which is an optional add-on for select licences.
- b. Individual student packs, including supporting teaching, learning, and assessment material, are for one-time usage only and must not be reproduced in any way.

### 3.11. ADD-ON: INTERACTIVE PDF RESOURCE

- a. Interactive PDF resources are a an optional add-on for select licences.

## 4. Terms of Payment

**4.1.** For the purchase of individual Delivery Packages, payment in full must be made by the 20th of the month following the date on which the goods are invoiced by IES.

- a. The Licensee shall be liable to meet the full cost of all additional freight charges and all government levies or taxes due on the product.

**4.2.** For the purchase of Annual Licences, refer to Appendix 2 for payment terms for Secondary Schools and Appendix 4 for payment terms for Training Establishments.

**4.3.** Instant Education Solutions may charge the Customer interest on any overdue amount (payable by the Customer immediately on demand) at the rate of 1.5 per cent per month, or the maximum rate permitted by relevant Laws, whichever is

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lower. Such interest shall accrue on a daily basis from the Due Date until the date of actual payment of the overdue amount, whether before or after judgment. The Customer shall pay the interest together with the overdue amount.

- 4.4.** All Licensees shall be liable to pay in full the costs associated with debt collection, including (but not limited to) debt collection agency fees and tribunal or court costs, in the event that the invoice is unpaid and is made the subject of a formal debt collection process by IES.

## 5. Right of Return

- 5.1.** Delivery Packages sold in hard-copy and CD-ROM format are sold with a fourteen day right of return provided that the Delivery Package is returned in full and in a reusable condition. The Delivery Package may not be copied, stored or otherwise reproduced or distributed in any form by the Licensee if the fourteen day right of return is to be exercised.

- 5.2.** Delivery Packages downloaded from the on-line library, shipped via email, or accessed via the Switch e-learning platform, may not be returned or refunded. In exceptional situations where a refund is given, the Delivery Package must be deleted from all storage mediums and may not be used, copied, stored, or otherwise reproduced or distributed by the licensee.

## 6. Free Upgrades

- 6.1.** Free upgrades are offered at the sole discretion of IES. We are in no way obliged to provide or continue to provide free upgrades of Delivery Packages to licensees.
- 6.2.** Any free additional or subsequent upgrades must be downloaded from the Instant website and will not be provided in either hard-copy or CD-ROM format. If the Licensee wishes to purchase a hard-copy CD-ROM format of the upgrade (of the same NZQA version) then an additional standard cost will apply.
- 6.3.** This free upgrade offer does not apply to any add-ons, including the Switch e-learning resource, individual student packs, and interactive PDF resources.

### **6.4. Additional requirements for free upgrades for Standard, National and Contractor Licensees:**

The Licensee shall be entitled to an upgrade of a specific Delivery Package, free of charge, if:

- a. NZQA publish a new version of the specific Unit Standard or Achievement Standard within twelve months of the date of purchase of the Delivery Package and
- b. IES, at their sole discretion, upgrades the specific Delivery Package to the new NZQA version within that twelve months and

## Terms and Conditions

c. The licensee redeems the free upgrade within twelve months of the date of the initial purchase of the specific Delivery Package.

**6.5.** All other upgrades, including those outside this twelve months post-purchase period, will incur the relevant cost for the upgrade which may be altered from time to time by IES at their sole discretion.

**6.6.** IES may, at its sole discretion, enable a paid-up client who is registered on the website to download additional or subsequent upgrades of a Delivery Package for the same NZQA version via its on-line library for a period of up to twenty-four months from the date on which a new or upgraded Delivery Package has been purchased by that client. All other upgrades, including those outside this twelve months post-purchase period, will incur the relevant cost for the upgrade which may be altered from time to time by IES at their sole discretion.

**6.7. Additional requirements for free upgrades for Annual Licensees**

The Licensee will have access to any upgrades published by IES at their sole discretion due to NZQA changes, moderation or internal quality control, provided that their licence is current.

## 7. Product Quality

Our Delivery Packages are designed to support teaching and formal assessment.

**7.1.** IES warrants that reasonable efforts have been made to ensure that the Delivery Packages are of a suitable quality for commercial sale.

This warranty is the sole warranty provided by IES and the Licensee's sole remedy and replaces all other warranties or conditions, expressed or implied, including but not limited to any implied warranties or conditions for fitness for a particular purpose, to the extent permitted by law.

In particular, it is explicitly stated that NO guarantee is given that the materials will pass moderation by external standard setting or moderation monitoring authorities on every occasion.

**7.2. Moderation Guarantee**

In the event that assessment materials purchased by the Licensee fail to comply with the requirements of relevant external standard setting or moderation monitoring authorities, IES will modify and replace the Delivery Package free of charge, provided that:

- a. the Licensee, when using these materials, has internal moderation and quality control systems in place that comply with the requirements of the NZQA accreditation that the institution holds to teach and assess the materials in the jurisdiction where they are delivered;
- b. the Delivery Package is for the current version of the assessment standard

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authorised by the external standard setting or moderation monitoring authorities;

- c. no alterations have been made to the assessment materials. IES may ask the licensee for confirmation that no alterations have been made to the assessment prior to fulfilling our requirements under the moderation guarantee;
- d. the Licensee supplies IES with an electronic copy of the report from the external standard setting or moderation monitoring authorities that notifies the failure of the materials to meet the standard and specifies the areas that require remedial attention;
- e. the Licensee supplies IES with an electronic copy of the assessment materials sent for moderation.

**7.3.** Only a download from the online website library (or access via the Switch e-learning platform in some situations) will be made available free of charge. If the Licensee wishes to purchase a hard-copy of CD-ROM format of the upgrade (of the same NZQA version) then an additional standard cost will apply.

### **7.4. Additional moderation guarantee requirements for all Licensees**

The licensee must download the modified Delivery Package described in this section within one month of it being published by IES to be eligible to receive the modified Delivery Package at no cost.

## **8. Copyright**

- 8.1.** The material contained in all Delivery Packages, in its published format or altered by the licensee, is owned by IES and ownership of the copyright is NOT transferred as part of the purchase of any Delivery Package or accessed as part of any agreement.
- 8.2.** All Delivery Packages must not be altered in any way unless specific written permission is given to the licence holder by IES, or the licensee is using specific products that allow for variation as stated within these terms and conditions, or an unlock password has been provided by IES.
- 8.3.** All copyright statements and brand identification tags must be retained in the material at all times unless specific permission has been given to the licence holder. This applies irrespective of whether the material was supplied as hard-copy, electronic or web based course content.

## **9. Distribution of Delivery Packages**

- 9.1.** The Delivery Package may not be copied or on-sold or distributed or gifted or emailed or duplicated or scanned or shared or otherwise made available by any means to any other person or organisation or party other than the Licensee

## Terms and Conditions

without the express written permission of the Manager of IES, except in accordance with the terms of this licence. This restriction includes invoicing IES products to third-party users.

- 9.2.** No Licensee is permitted to make the contents of a Delivery Package, in full or in part, available to any other person or organisation other than that of the Licensee.
- 9.3.** Potential Licensees who are unable to comply with these licence terms, or may be reasonably expected to have foreseen that they could not have done so, must request a variation to their licence conditions. Such agreements will be priced on a case-by-case basis, and there is no obligation on IES to agree to any such arrangement. All such agreements must be documented in writing and have appropriate proof of authorisation by the Manager of IES.
- 9.4.** All licensees, regardless of licence type, may only use their Delivery Packages with learners who are:
- a. Resident in New Zealand (including New Zealand citizens, permanent residents, or others who are legally entitled to reside or study in New Zealand)
  - b. New Zealand citizens who are living overseas
  - c. enrolled in the organisation

Licensees who wish to use their materials with learners (including online learning materials) who do not meet this criteria must obtain approval in writing from the Manager of IES.

- 9.5.** Any other distribution arrangement not covered in this agreement must be agreed upon by both parties in writing and a customised licence agreement put in place.

## 10. No Assignment

- 10.1.** The Licensee may not subcontract or otherwise assign their rights, obligations and responsibilities under this Agreement to any other party.

## 11. Continuity

- 11.1.** IES agrees not to assign its rights under the Annual Licence without first securing a covenant from the Assignee as to the continuity of the terms of this agreement for the remainder of the Licensee's Annual Licence term.

## 12. Contractors

- 12.1.** All contractors, who teach learners who are not formally enrolled in their organisation, must obtain a signed contractors licence (or an exemption agreement signed by the IES manager) for each specific Delivery Package they teach to non-enrolled learners.

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## Terms and Conditions

### 13. Disclaimer and Limitation to Liability

**13.1.** IES does not make any warranty or assume any legal liability or responsibility for the accuracy, currency, or completeness of any information contained in any Delivery Package.

**13.2.** IES is not liable to a Licensee for any loss or damage whatsoever or howsoever caused arising directly or indirectly in connection with these conditions, the Delivery Package, its use, and other application. In particular, IES excludes liability for any consequential loss or damage which may arise in respect of the Delivery Package or its use or for loss of profit, data, business revenue, goodwill, or anticipated savings.

These exclusions of liability apply to all liability whether in contract and/or tort (including negligence) or otherwise. If notwithstanding these provisions, IES becomes liable for loss or damage that would otherwise have been excluded, the parties agree that such liability is limited to the amount of the licence fee paid by the Licensee for the Delivery Package.

### 14. NZQA Copyright

Some Delivery Packages may include documents from NZQA. These are copyright to the New Zealand Qualifications Authority and have been reproduced with permission.

### 15. Consent to Receive Electronic Messages

**15.1.** As a term of this licence the Licensee hereby explicitly grants permission to IES to contact them, or their employees, by means of the use of electronic messages for the purpose of providing services which form a part of this licence including general after-sales services. These services include, but are not limited to, providing information on:

- quotations
- updates to the products and services
- new products or services
- the client's web library
- the activities of customer representatives in your region that are intended to maintain contact with clients and keep clients informed of the relevant developments.

**15.2.** The Licensee, excluding Licensees who have bought under Annual Licences and Switch subscribers, may unsubscribe from the electronic messaging services at any time by e-mailing IES at [instant@instant.org.nz](mailto:instant@instant.org.nz) and clearly stating each of the email address(es) that they wish to be unsubscribed from the electronic message services. Address(es) so specified will be removed within five working days.

## Terms and Conditions

- 15.3.** A choice to unsubscribe from the electronic message services will not affect the Licensee's continued entitlement to use any products or services for which they hold a valid and current licence. A choice to unsubscribe from the electronic messaging services will remove any obligation from IES to provide any information to the Licensee in any other form, or by any other means of transmittal, whether bought as a component of this licence or not, or to provide the Licensee or their employees, with access to any web library or electronic file download facilities.
- 15.4.** IES shall not be liable for any consequential issues arising from the decision of the Licensee to unsubscribe from the electronic messaging service, including, but without limitation, any issues arising from the use of products or services that are out of date with respect to moderation or academic requirements.
- 15.5.** Licensees who have bought under an Annual Licence must receive electronic messages for the duration of the licence agreement to allow access to information related to Delivery Package version status and usage.

## 16. Uncontrollable Events

- 16.1.** Neither IES nor the Licensee will be in default under this agreement if an obligation cannot be performed because of an uncontrollable event.
- 16.2.** Where IES or the Licensee is affected by an uncontrollable event they must:
- 16.2.1.** notify the other party of:
- a. the nature of the circumstances giving rise to the uncontrollable event;
  - b. the extent of that party's inability to perform; and
  - c. the likely duration of that non-performance
- 16.2.2.** take all reasonable steps to remedy, or reduce the impact of, the uncontrollable event as soon as possible.
- 16.3.** If IES or the Licensee is unable to perform an obligation under this agreement for 20 business days or more because of an uncontrollable event, both parties must seek to agree to what extent, if any, the obligation in question can be varied and or continued by the affected party.
- 16.4.** Failing agreement, IES or the Licensee may terminate this agreement after giving the other at least 20 business days prior written notice. In such cases, reimbursement, if any, will be negotiated on a case by case basis.

## 17. Dispute Resolution

- 17.1.** No party in this agreement will commence any court or arbitration proceedings relating to any dispute arising out of or related to this agreement, unless the party has first complied with this Dispute Resolution clause.

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## Terms and Conditions

- 17.2.** Any dispute arising during the course of this agreement will be dealt with between the Manager of IES and the School or Training Establishment Administrator (or another person selected by the School or Training Establishment to deal with the dispute).
- 17.3.** The party that claims a dispute has arisen must give written notice to the other party specifying the nature of the dispute. The party receiving details of the dispute must then reply to the other party in writing. All reasonable effort must be made to resolve the dispute between the parties.
- 17.4.** If the dispute is not resolved between the parties, either party may refer this dispute to mediation. The mediation will be conducted in accordance with the terms of the LEADR New Zealand Incorporated Standard Mediation Agreement. The mediation fee will be shared equally between the parties.
- 17.5.** If mediation is unsuccessful, the party who raised the dispute may choose how to further proceed with the dispute.

## 18. Definitions

'CONTENT' includes but is not limited to text, definitions, questions, audio, video, electronic books, diagrams, formatting, computer files (such as MS Excel or MS Access files), images, interactive content, or any other material supplied in a Delivery Package by IES.

'CONTRACTOR' means a person or organisation [NZQA accredited on non-accredited] that uses, or intends to use, Instant Delivery Packages with learners who are not enrolled in their own organisation.

'DELIVERY PACKAGE' (also referred to as Delivery Packs) means the content and format and container for the materials supplied under this Agreement. Delivery packages may consist of an individual assessment, teaching or learning material, interactive pdf electronic files, online resources, supplementary materials, or any combination or permutation of the above. Materials can be supplied in secure electronic PDF format and/or e-learning format and/or hard copy format and/or any other educational format dependent upon the product or service purchased, and Licence agreement entered into. Materials supplied may or may not relate to NZQA Unit Standards and/or NZQA Achievement Standards.

'DOMESTIC LEARNER' means any learner who is legitimately studying in New Zealand, or any New Zealander who is studying overseas.

'INSTANT EDUCATION SOLUTIONS' is a trading name of Apostolic Training Centres Limited, a private charitable company registered with the New Zealand Companies Office, [913506], and also registered in New Zealand as a Private Training Establishment by the New Zealand Qualifications Authority pursuant to the Education Amendment Act 1990. ATC New Zealand, Apostolic Training Centres and ATC have a similar meaning.



## Terms and Conditions

'LICENSEE' is any organisation or person who purchases any Delivery Package(s) under either a Standard, National, National Customisation, Annual, or Contractor user licence.

Any person buying on behalf of an organisation is deemed to be acting as a representative of the organisation unless agreed in writing with IES. As a result, the organisation owns the rights to use the Delivery Package, not the person.

'ONLINE LEARNING SYSTEM' refers to any internet based system used for the purposes of storing, accessing, distributing, and teaching of Instant Education Solutions Delivery Packages in electronic form (excluding the Switch e-learning platform). This includes but is not limited to Intranet systems, MOOCs, Google Drive, Google Classrooms, use on Apple, Android, on any other mobile devices, Moodle, Moodle docs, Wikispaces or any other web based learning technologies. The definition of Online Learning System does not include the Switch e-learning platform.

'OWNED AND OPERATED' - A delivery site is deemed to be owned and operated by an organisation if the delivery site is registered by NZQA as a:

- a) Main office (with a registered Education Organisation Number) OR
- b) Delivery site (with a registered Location and Number)

All learning centres that are not at the same location as the main office must be listed as an additional delivery site on the NZQA website (with a registered Location and Number). This includes teen parenting units, trade academies, and alternative education centres. Exceptions may be made to this requirement upon agreement in writing by the organisation and the manager of IES.

'SECONDARY SCHOOL' means any school offering classes from Year 9 to Year 13. It also includes Area Schools, Composite Schools (Yr 1-15) and any special character schools or charter schools registered with NZQA.

'UNCONTROLLABLE EVENT' means an unpredictable event that is beyond the reasonable control of the party affected by the event (including where the Licensee has failed to make due payment because of an unpredictable event beyond their reasonable control). An uncontrollable event does not include any risk or event that the party claiming could have prevented or overcome by taking reasonable care.

'UPGRADE' means any changes to a Delivery Package due to an NZQA version change, NZQA moderation feedback, or any internal changes made by IES.

'USE' means use of the content of the Delivery Package by learners enrolled in the educational institution, and teachers employed by that institution, provided that such use is in the format permitted by that type of licence, and the nature and extent of distribution is in accordance with the terms of that type of licence.

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## Appendix 1: Additional Conditions for a Standard Licence for Secondary Schools

### 1. Customisation of Technology and Computing Delivery Packages

1.1. This section applies to selected Delivery Packages in the following domains only:

- Business Administration (Unit Standard)
- Computing (Unit Standard)
- Technology (Achievement Standard)

1.2. Licensees may customise any delivery package mentioned in 1.1 upon provision of an unlock password supplied by IES. This password will be supplied, upon agreement to these conditions, prior to the Delivery Packages being downloaded. Any customisation is at the own cost and capability of the licensee.

Only the following customisations may be made:

- 1.2.1. alterations for the purposes of uploading material on a secure online learning system
- 1.2.2. rearranging, editing, adding, or removing content in order to make it suitable for the organisation's learning needs

The following customisations are prohibited unless authorised by IES in writing:

- 1.2.3. deleting any references to IES
- 1.2.4. adding any organisational logos or references
- 1.2.5. changing content by more than 20% total.

1.3. The following notice must be inserted into any altered teaching or learning material:

This learning material is based on content provided by Instant Education Solutions and is copyrighted by Instant Education Solutions. Parts of this material have been altered by the licensee's organisation in order to make it more suitable for the organisation's specific learning needs. Instant Education Solutions does not take any responsibility for the accuracy and legitimacy of any information contained within this learning material.

1.4. Any alterations to assessments will automatically void the moderation guarantee. IES will ask the licensee for confirmation that the assessment has not been altered before fulfilling our requirements under the moderation guarantee.

1.4.1. If an achievement standard assessment has been altered, the licensee **must** remove the NZQA QAAM approval from the assessment (unless the specific alteration is permitted in the assessment). This is a condition of the QAAM approval process.

1.4.2. In situations where the assessment has been altered, the licensee must insert the following into all altered assessment documents:

## Appendix 1: Additional Conditions for a Standard Licence

This assessment is based on content provided by Instant Education Solutions and is copyrighted by Instant Education Solutions. As this assessment has been altered, Instant Education Solutions provides no guarantee that it meets moderation requirements either through independent moderation or through the NZQA QAAM approval process.

- 1.5.** The reproduction of content in any alternative form, including the alteration of layout and graphics, shall not void the copyright held by IES in the materials or derivatives of them. Under no circumstances may the licensee use, sell, or give original or altered Delivery Packages to any person or organisation other than those specified in the licence agreement.

## Appendix 2: Additional Conditions for Secondary Schools with a Annual Licence

### 1. Purpose of Licence

This agreement allows an NZQA registered secondary school to access the full library of Instant Delivery Packages (including all unit standards and achievement standards, hereafter called the 'IES Library') up to the number of standards specified in this agreement. Variations to this licence agreement may be made at any stage, in writing, as agreed between both parties.

### 2. Terms of Licence and Payment of Fees

- 2.1. The annual license minimum term is 36 (thirty six) months from the date of signing this license agreement. This licence may be extended after 36 months after both parties have agreed in writing on any altered terms, fees, and other relevant conditions.
- 2.2. The annual fee is calculated based on the number of Delivery Packages the licensee has been granted access to according to the details specified in this agreement.
- 2.3. The license fee is to be paid annually. The date of payment will be based on the date the license agreement commenced and its subsequent anniversaries.
- 2.4. The Licensee may only reduce the number of Delivery Packages accessed in their Member's Library on the anniversary date of this agreement and must be agreed in writing between both parties before any reduction takes place.
- 2.5. The Licensee may increase the number of delivery packages accessed under their license agreement at any time for an additional cost. Any revised agreement must be confirmed in writing by the Licensee and IES. By signing a revised agreement in writing, the Licensee agrees to the new annual fee based on the date the revised license agreement commenced.
- 2.6. All annual licence fees must be paid in full by the Licensee by the 20th of the following month of the invoice date.

### 3. Determination of Annual Fee

The annual fee is calculated based on the type of Secondary School, the number of learners enrolled at the Licensee's Secondary School, and the total number of Delivery Packages the Licensee wants access to.

In particular, the Licensee is required to provide the following information as required by IES each year before the anniversary date of the agreement so that the annual fee can be calculated:

- 3.1. Whether a Licensee is deemed a Secondary Area School or a Secondary School by the Ministry of Education and the New Zealand Qualifications Authority.

## Appendix 2: Additional Conditions for Secondary Schools with a Annual Licence

- 3.2.** The total number of students (full-time or otherwise) enrolled at the Licensee's school as of the renewal date of the licence.
- a. For schools that have large fluctuations in their student enrolments in any one year the license fee may be negotiated in writing between both parties.
- 3.3.** All revised annual fees must be paid in full by the Licensee by the 20th of the following month of the invoice date.

### 4. Transfer of all Delivery Packages

Any existing Instant Delivery Packages purchased by the Licensee under any other licence is rescinded upon the signing of this agreement (this means that your rights of usage and ownership are permanently withdrawn). These Delivery Packages must be deleted from all storage mediums and may not be used, stored, or redistributed by the licensee.

- 4.1.** Any Delivery Packages that the Licensee previously purchased and still wishes to use must be reordered under the terms of the Annual License.
- a. A discount may be applied to the price of the initial first year of a License Agreement on a case by case basis. The discount will be considered based on the number of current Delivery Packages previously purchased by the Licensee prior to signing the agreement. Current Delivery Packages exclude Delivery Packages that require the Licensee to upgrade due to an NZQA version change or internal IES upgrades.

### 5. Delivery Packages

The Licensee is permitted to have access to the number of Delivery Packages from the IES Library as specified in the Annual License Agreement.

- 5.1.** Delivery Packages may be added to Licensee's Member's Library by the Licensee at any time during the licence year. Once a Delivery Package is added it is deemed 'added' to the total number of Delivery Packages licensed to the school.
- 5.2.** Delivery Packages can only be removed from the Licensee's Member's Library by the Licensee at the anniversary date of signing this agreement. Once a Delivery Package has been removed, the Licensee has no rights to use the Delivery Package in any manner. Any hard-copies or electronic forms of the material must also be removed from circulation or deleted. The number of Delivery Packages that can be removed at any one time will be stipulated in writing and agreed by both parties.
- 5.3.** Access to additional Delivery Packages, beyond the total number specified in the Annual License Agreement, may be granted based on an agreement in writing between both parties. This agreement will be deemed as a variation to the current

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## Appendix 2: Additional Conditions for Secondary Schools with a Annual Licence

license agreement.

- 5.4. Any NZQA or internal version changes of Delivery Packages will be provided free of charge to the Licensee once published by IES, provided that the Licence Agreement is current. Access to version changes will be available by the School Administrator downloading the free upgrade from the Licensee's Member's Library.
- 5.5. IES reserves the right to remove any Delivery Packages from its IES Library at any time.
- 5.6. IES reserves the right to add or not add any Delivery Packages to the IES Library as it sees necessary. Requests for certain Delivery Packages to be added to the IES Library will not necessarily be granted.
- 5.7. IES reserves the right to provide Delivery Packages that contain assessment material only or teaching material only. Provision of Delivery Packages that contain assessments and teaching material will be provided at the sole discretion of IES.
- 5.8. Some teaching resources provided by IES may constitute more value than one Delivery Package. In this case, these resources will be identified as such and adding these to the library will result in the equivalent of two or more Delivery Packages being added to the Licensee's library.
- 5.9 Any Delivery Package that expires (due to the NZQA version no longer being valid for assessment and reporting) will still be deemed 'added' to the total number of Delivery Packages licensed to the licensee. Any changes to the licensee's Member's Library must be implemented according to clause 5.2. It is the licensee's responsibility to ensure that their library is updated on each anniversary date.

### 6. Access to Delivery Packages

- 6.1. A Licensee may only have access to Delivery Packages by accessing them through their Member's Library stored on the IES website. Any teacher that is registered with the Licensee may create a user's account within the website and access the Delivery Packages that have been added by the School Administrator(s).
- 6.2. Hard-copies of folders and workbooks may be purchased individually at an additional cost outside this licence. Any registered user within the Licensee's school may purchase these. Any hard-copies sold under an Annual License may only be used in accordance with the terms and conditions of this agreement.

### 7. Customisation of Technology and Computing Delivery Packages

This section applies to selected Delivery Packages in the following domains only:

- Business Administration (Unit Standard)
- Computing (Unit Standard)

## Appendix 2: Additional Conditions for Secondary Schools with a Annual Licence

- Technology (Achievement Standard)
  - 7.2. Licensees may customise any delivery package mentioned in 7.1 upon provision of a PDF password supplied by IES. This password will be supplied, upon agreement to these conditions, prior to the delivery package being downloaded. Only the follow customisations may be made:
    - 7.2.1. alterations for the purposes of uploading material on a local intranet (with no public access)
    - 7.2.2. rearranging, editing, adding, or removing content in order to make it suitable for the organisation's learning needs
  - 7.3. The following notice must be inserted into any altered teaching or learning material:
 

This learning material is based on content provided by Instant Education Solutions and copyrighted to Instant Education Solutions. Parts of this material have been altered by the licensee's organisation in order to make it more suitable for the organisation's specific learning needs. IES does not take any responsibility for the accuracy and legitimacy of any information contained within this learning material.
  - 7.4. Any alterations to assessments will automatically void the moderation guarantee. IES will ask the licensee for confirmation that the assessment has **not** been altered before fulfilling our requirements under the moderation guarantee.
    - 7.4.1. If an achievement standard assessment has been altered, the licensee **must** remove the NZQA QAAM approval from the assessment (unless the specific alteration is permitted in the assessment). This is a condition of the QAAM approval process.
    - 7.4.2. In situations where the assessment has been altered, the licensee must insert the following into all altered assessment documents:
 

This assessment is based on content provided by Instant Education Solutions and is copyrighted to Instant Education Solutions. As this assessment has been altered, Instant Education Solutions provides no guarantee that it meets moderation requirements either through independent moderation or through the NZQA QAAM approval process.
  - 7.5. The reproduction of content in any alternative form, including the alteration of layout and graphics, shall not void the copyright held by IES in the materials or derivatives of them. Under no circumstances may the licensee use, sell, or give original or altered Delivery Packages to any person or organisation other than those specified in the licence agreement.

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## Appendix 2: Additional Conditions for Secondary Schools with a Annual Licence

### 8. School Administrator

Once an Annual License agreement has been signed, the Licensee will inform IES of their designated School Administrator(s). The School Administrator is granted access by IES to add, on behalf of the Licensee, the Delivery Packages to be accessed during the term of the agreement.

### 9. Termination

**9.1. Termination by Licensee:** Termination of this License agreement may only be made at the end of the initial 36 (thirty-six) month licence period. (Refer to 2.1 for licence extension information.)

**9.2.** If the Licensee does not give notice of termination until after their licence period has ended or wants to extend their licence for a limited period of time, they will be charged a pro-rata daily rate for the use of their annual licence until written notification of termination is received by IES from the Licensee. The price of the pro rata charge will be that of the standard annual licence price at the time of termination, not the price that the Licensee agreed to at the start of the licence term.

**9.3. Termination by IES:**

- a. IES reserves the right to terminate this agreement upon notice if the Licensee breaches any terms of this license agreement. Any breach of this agreement shall cause the Licensee to forfeit their rights to have access to and use any Delivery Packages accessed under this license in any form and to any extent whatsoever. In such an event the Licensee shall not be entitled to a refund, reimbursement, or compensation for loss arising from the breach or the forfeiture of their rights under this license agreement.
- b. IES reserves the right to alter or terminate this agreement due to any compliance notice or legislation that could reasonably prevent IES from providing services to the Licensee as agreed upon in this agreement. In such cases, reimbursement, if any, will be negotiated on a case by case basis.

**9.4.** Once this license is terminated, regardless of the reason why it was terminated, all rights of usage of the Licensee are terminated and all electronic copies of Delivery Packages (including altered Delivery Packages) must be destroyed unless agreed in writing by both parties. Any paper copies of Delivery Packages must be returned to IES or destroyed. IES may ask for written notification that this has occurred.

**9.5.** If the Licensee does not give notice of termination until after their licence period has ended, they will be charged a pro-rata daily rate for the delay in notification until written notification is received by IES . The price of the pro rata charge will be that of the annual licence price at the time of termination, not the price that they had at the start of the licence.



## Appendix 3: Additional Conditions for National Licence with Customisation Rights

### 1. Customisation of Delivery Packages

**1.1.** The licensee is permitted to make alterations to any Delivery Package according to the following conditions. Sections 8.2 and 8.3 of the Terms and Conditions of Sale and Use are rescinded and replaced with the conditions in this agreement.

#### 1.2. Formatting

The licensee is permitted to present the Delivery Package in formatting of their choice. Instant Education Solutions must be acknowledged in each Delivery Package that has had its formatting altered by inserting the following.

This learning material is based on content provided and copyrighted by Instant Education Solutions.

#### 1.3. Alteration to Teaching Material

The Licensee may alter any knowledge content that appears in any Delivery Package purchased under this agreement provided that the following acknowledgement is inserted into all documents created.

This learning material is based on content provided by Instant Education Solutions and is copyrighted to Instant Education Solutions. Parts of this material have been altered by the licensee's organisation in order to make it more suitable for the organisation's specific learning needs. IES does not take any responsibility for the accuracy and legitimacy of any information contained within this learning material.

#### 1.4. Assessments

- a. Any alterations to an assessment will automatically void the moderation guarantee. IES will ask the licensee for confirmation that the assessment has not been altered before fulfilling our requirements under the moderation guarantee.
- b. If an achievement standard assessment has been altered, the licensee must remove the NZQA QAAM approval from the assessment (unless the specific alteration is permitted in the assessment conditions). This is a condition of the QAAM approval process.
- c. In situations where an assessment has been altered, the licensee must insert the following into all altered assessment documents:

This assessment is based on content provided by Instant Education Solutions and copyrighted to Instant Education Solutions. As this assessment has been altered, Instant Education Solutions provides no guarantee that it meets moderation requirements either through independent moderation or through the NZQA QAAM approval process.

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## Appendix 3: Additional Conditions for National Licence with Customisation Rights

### 1.5. Intellectual Property

The reproduction of the content in any alternative form, including the alteration of layout or graphics, shall not void the copyright held by IES in the materials or derivatives of them. Under no circumstances may the licensee use, sell, or give original or altered Delivery Packages to any person or organisation other than those specified in the licence agreement.

## Appendix 4: Additional Conditions for Annual National Licence

### 1. Purpose of Agreement

This agreement allows an NZQA registered National Training Establishment to access the full library of Instant Delivery Packages (including all unit standards and achievement standards, hereafter called the 'IES Library') up to the number of standards specified in this agreement. Variations to this license agreement may be made at any stage, in writing, as agreed between both parties.

### 2. Terms of License and Payment of Fees

- 2.1. The annual license minimum term is 36 (thirty six) months from the date of signing this license agreement. This licence may be extended after 36 months after both parties have agreed on any altered terms, fees, and other relevant conditions.
- 2.2. The annual fee is calculated based on the number of Delivery Packages the licensee has been granted access to according to the details specified in this agreement.
- 2.3. The license fee is to be paid annually. The date of payment will be based on the date the license agreement commenced and its subsequent anniversaries.
- 2.4. The Licensee may only reduce the number of delivery packages accessed in their Member's Library on the anniversary date of this agreement and must be agreed in writing between both parties before any reduction takes place
- 2.5. The Licensee may increase the number of delivery packages accessed under their license agreement at any time for an additional cost. Any revised agreement must be confirmed in writing by the Licensee and IES. By signing a revised agreement in writing, the Licensee agrees to the new annual fee based on the date the revised license agreement commenced.
- 2.6. All annual license fees must be paid in full by the Licensee by the 20th of the following month of the invoice date.

### 3. Transfer of all Delivery Packages

Any existing Instant Delivery Packages purchased by the Licensee under any other license is rescinded upon the signing of this agreement (this means that your rights of usage and ownership are permanently withdrawn). These Delivery Packages must be deleted from all storage mediums and may not be used, stored, or redistributed by the licensee.

- 3.1. Any Delivery Packages that the Licensee previously purchased and still wishes to use must be reordered under the terms of the Annual Licence.
  - a. A discount may be applied to the price of the initial first year of a License Agreement on a case by case basis. The discount will be considered based on the number of current Delivery Packages purchased by the Licensee prior to signing the agreement. Current Delivery Packages exclude Delivery

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## Appendix 4: Additional Conditions for Annual National Licence

Packages that require the Licensee to upgrade due to an NZQA version change or internal IES upgrade.

### 4. Delivery Packages

The Licensee is permitted to have access to the number of Delivery Packages from the IES Library as specified in the Annual License Agreement.

- 4.1. Delivery Packages may be added to Licensee's Member's Library by the Licensee at any time during the license year. Once a Delivery Package is added it is deemed 'added' to the total number of Delivery Packages licensed to the Training Establishment.
- 4.2. Delivery Packages can only be removed from the Licensee's Member's Library by the Licensee at the anniversary date of signing this agreement. Once a Delivery Package has been removed, the Licensee has no rights to use the Delivery Package in any manner. Any hard-copies or electronic forms of the material must also be removed from circulation or deleted. The number of Delivery Packages that can be removed at any one time will be stipulated in writing and agreed by both parties.
- 4.3. Access to additional Delivery Packages, beyond the total number specified in the Annual License Agreement, may be granted based on an agreement in writing between both parties. This agreement will be deemed as a variation to the current license agreement.
- 4.4. Any version changes of Delivery Packages will be provided free of charge to the Licensee once published by IES, provided that the License Agreement is current. Access to version changes will be available by the School Administrator downloading the free upgrade from the Licensee's Member's Library.
- 4.5. IES reserves the right to remove any Delivery Packages from its IES Library at any time.
- 4.6. IES reserves the right to add or not add any Delivery Packages to the IES Library as it sees necessary. Requests for certain Delivery Packages to be added to the IES Library will not necessarily be granted.
- 4.7. IES reserves the right to provide Delivery Packages that contain assessment material or teaching material only. Provision of Delivery Packages that contain both assessment and teaching material will be provided at the sole discretion of IES.
- 4.8. Some teaching resources provided by IES may constitute more value than one Delivery Package. In this case, these resources will be identified as such and adding these to the library will result in the equivalent of two or more Delivery Packages being added to the Licensee's library.

## Appendix 4: Additional Conditions for Annual National Licence

### 5. Alterations to Delivery Packages

**5.1.** The licensee is permitted to make alterations to any Delivery Package according to the following conditions. Sections 8.2 and 8.3 of the standard Delivery Package Terms and Conditions are rescinded and replaced with the conditions in this agreement.

#### 5.2. Formatting

The licensee is permitted to present the Delivery Package in formatting of their choice. Instant Education Solutions must be acknowledged in each Delivery Package that has had its formatting altered.

This learning material is based on content provided and copyrighted by Instant Education Solutions.

#### 5.3. Alterations to Teaching Material

The Licensee may alter any knowledge content\* that appears in any Delivery Package purchased under this agreement provided that the following acknowledgement is inserted into all documents created.

This learning material is based on content provided by Instant Education Solutions and is copyrighted to Instant Education Solutions. Parts of this material have been altered by the licensee's organisation in order to make it more suitable for the organisation's specific learning needs. IES does not take any responsibility for the accuracy and legitimacy of any information contained within this learning material.

#### 5.4. Assessment

- a. Any alterations to an assessment will automatically void the moderation guarantee. IES will ask the licensee for confirmation that the assessment has not been altered before fulfilling our requirements under the moderation guarantee.
- b. If an achievement standard assessment has been altered, the licensee must remove the NZQA QAAM approval from the assessment (unless the specific alteration is permitted in the assessment conditions). This is a condition of the QAAM approval process.
- c. In situations where an assessment has been altered, the licensee must insert the following into all altered assessment documents:

This assessment is based on content provided by Instant Education Solutions and is copyrighted to Instant Education Solutions. As this assessment has been altered, Instant Education Solutions provides no guarantee that it meets

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## Appendix 4: Additional Conditions for Annual National Licence

moderation requirements either through independent moderation or through the NZQA QAAM approval process.

### 5.5. Intellectual Property

The reproduction of the content in any alternative form, including the alteration of layout or graphics, shall not void the copyright held by IES in the materials or derivatives of them. Under no circumstances may the licensee use, sell, or give original or altered Delivery Packages to any person or organisation other than those specified in the licence agreement.

## 6. Access to Delivery Packages

- 6.1. A Licensee may only have access to Delivery Packages by accessing them through their Member's Library stored on the IES website. Any tutor/teacher that is registered with the Licensee may create a user's account within the website and access the Delivery Packages that have been added by the Training Administrator(s).
- 6.2. Hard-copies of folders and workbooks may be purchased individually at an additional cost outside this licence. Any registered user within the Licensee's organisation may purchase these. Any hard-copies sold under an Annual License may only be used in accordance with the terms and conditions of this agreement.

## 7. Training Administrator

Once an Annual License agreement has been signed, the Licensee will inform IES of their designated Training Administrator(s). The Training Administrator is granted access by IES to add, on behalf of the Licensee, the Delivery Packages to be accessed during the term of the agreement.

## 8. Termination

- 8.1. **Termination by Licensee:** Termination of this License agreement may only be made at the end of the initial 36 (thirty-six) month licence period. (Refer to 2.1 for licence extension information.)
- 8.2. If the Licensee does not give notice of termination until after their licence period has ended or wants to extend their licence for a limited period of time, they will be charged a pro-rata daily rate for the use of their annual licence until written notification of termination is received by IES from the Licensee. The price of the pro rata charge will be that of the standard annual licence price at the time of termination, not the price that the Licensee agreed to at the start of the licence term.

## Appendix 4: Additional Conditions for Annual National Licence

### 8.3. Termination by IES:

IES reserves the right to terminate this agreement upon notice if the Licensee breaches any terms of this license agreement. Any breach of this agreement shall cause the Licensee to forfeit their rights to have access to and use any Delivery Packages accessed under this license in any form and to any extent whatsoever. In such an event the Licensee shall not be entitled to a refund, reimbursement, or compensation for loss arising from the breach or the forfeiture of their rights under this license agreement.

IES reserves the right to alter or terminate this agreement due to any compliance notice or legislation that could reasonably prevent IES from providing services to the Licensee as agreed upon in this agreement. In such cases, reimbursement, if any, will be negotiated on a case by case basis.

- 8.4.** Once this license is terminated, regardless of the reason why it was terminated, all rights of usage of the Licensee are terminated and all electronic copies of Delivery Packages (including altered Delivery Packages) must be destroyed unless agreed in writing by both parties. Any paper copies of Delivery Packages must be returned to IES or destroyed. IES may ask for written notification that this has occurred.

## ORDER FORM

### DELIVERY DETAILS:

PURCHASE ORDER NUMBER: \_\_\_\_\_ ORDER DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd,mm,yy)

NAME: \_\_\_\_\_

ORGANISATION: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_

PHONE #: \_\_\_\_\_ EXT: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

STREET / PO BOX: \_\_\_\_\_

TOWN / CITY: \_\_\_\_\_

POST CODE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

**SPECIAL NOTES: (including billing details if different from above):**

*I would like to purchase the following resources:*

| STD # | TITLE | PRODUCT TYPE * | QTY | PRICE | LINE TOTAL |
|-------|-------|----------------|-----|-------|------------|
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |
|       |       |                |     |       |            |

**ALL catalogue or quoted prices exclude sales taxes, customs duties, international or domestic delivery charges, and are denominated in New Zealand dollars (\$NZ). These costs will be additional charges.**

### PURCHASE AGREEMENT:

- I have read and agree to the licence terms for the products I have ordered. (A copy is available at www.instant.org.nz.)
- I understand that I am buying a licence to use the products and will not own the copyright in any form.
- I agree to pay the invoice upon demand and not later than the 20th of the month following purchase. I understand that I will be liable to pay any debt collection costs in the event that an unpaid invoice is eventually referred to a debt collection agency.

**I accept these terms and conditions:**

Signed \_\_\_\_\_ date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### \* PRODUCT TYPE CODES

#### DELIVERYPAK:

- FCD: *First purchase of this item (Folder and CD)*  
 CDO: *First purchase of this item (CD only)*  
 FCDUP: *Upgrade to a new version (Folder and CD)*  
 CDUP: *Upgrade to a new version (CD only)*  
 Workbooks: *(clients must also purchase the current teacher edition of the DeliveryPak)*