



Gateway Solutions

CONTENTS

WORK AND STUDY SKILLS

SOCIAL AND CO-OPERATIVE SKILLS

SELF MANAGEMENT

COMMUNICATION SKILLS

PERSONAL FINANCIAL MANAGEMENT

SERVICE DELIVERY & RETAIL

OTHER GATEWAY UNITS

AGRICULTURE, DRIVING, FIRST AID, HORTICULTURE,
HOSPITALITY, OCCUPATIONAL HEALTH AND SAFETY,
EARLY CHILDHOOD EDUCATION & CARE

LEVEL 3 LEARNING MODULES

LITERACY & NUMERACY

Unit Standard Delivery Packages

Instant offers single Unit Standard Delivery Packages to save you time and money. Each Delivery Package includes*:

- **Teacher's Guide**
- **Learner's Guide**
- **Assessment**
- **Assessment Schedule**
- **Sample Answers**



Any NZQA version changes published by Instant within 12 months of original purchase are provided free of charge. Any other upgrade is provided free of charge within 24 months of original purchase. All upgrades, including NZQA version upgrades, are made available at a discounted price, through the organisation or school's personalised 'Member's Library'.

Moderation Guarantee

Instant guarantees that if any assessment materials for Delivery Packages fail external moderation, we will modify and replace the Delivery Package free of charge, conditions apply.

*Assessment Only Packs do not include the Teacher's Guide and Learner's Guide

Product Quality

The quality of Instant's products and services is something we pride ourselves on. Every resource or service developed is carefully thought through and crafted to provide students with the best chance of success. Our resource developers are experienced writers in their fields of expertise and work hard to develop high quality assessments. The assessments created are not only pragmatic, but also technically competent.

Our product development process requires that the writer's work undergo a number of quality assurance checks and measures to ensure each outcome and grading requirement is covered correctly. Each assessment, where possible, is independently moderated. Also, all our teaching material is rigorously reviewed. This ensures that a complete and accurate learning package is delivered to you.

New Look Layout available



Updated content

New format

Interactive PDFs
(Paperless solution)

New Zealand focus

WORK AND STUDY SKILLS

| Unit # | Title | L | Cr |
|-----------|---|---|----|
| 56 | Attend to customer enquiries face-to-face and on the telephone | 1 | 2 |
| 64 | Perform calculations for the workplace | 1 | 2 |
| 504 | Produce a CV (curriculum vitae) | 1 | 2 |
| 543 | Work in a new workplace | 1 | 3 |
| 1978 | Identify and describe basic employment rights and responsibilities, and sources of information and assistance | 1 | 3 |
| 4248 | Describe requirements and expectations faced by employees within the workplace | 1 | 3 |
| 4249 | Describe care and timeliness as an employee | 1 | 3 |
| 7120 | Demonstrate knowledge of note taking | 1 | 2 |
| 7121 | Demonstrate skills to search, access, and select information | 1 | 2 |
| 26622 | Write to communicate ideas for a purpose and audience | 1 | 4 |
| 26623 | Use number to solve problems | 1 | 4 |
| 26624 | Read texts with understanding | 1 | 3 |
| 26625 | Actively participate in spoken interactions | 1 | 3 |
| 26626 | Interpret statistical information for a purpose | 1 | 3 |
| 26627 | Use measurement to solve problems | 1 | 3 |
| 2662x-Num | 26623, 26626, 26627 - Combined pack of 3 Numeracy Unit Standards | 1 | 10 |
| 2662x-Lit | 26622, 26624, 26625 - Combined pack of 3 Literacy Unit Standards | 1 | 10 |
| 377 | Demonstrate knowledge of diversity in the workplace | 2 | 2 |
| 1979 | Describe the employment relationship, and the application of employment law to that relationship | 2 | 3 |
| 4252 | Produce a personal targeted CV (curriculum vitae) | 2 | 2 |
| 4253 | Demonstrate knowledge of job search skills | 2 | 3 |
| 7117 | Produce a plan to enhance own learning | 2 | 2 |
| 7118 | Manage own learning programme | 2 | 3 |
| 7119 | Describe memory processes and demonstrate a memory technique | 2 | 1 |
| 10780 | Complete a work experience placement | 2 | 3 |
| 10781 | Produce a plan for own future directions | 2 | 3 |
| 12383 | Explore career options and their implications | 2 | 3 |
| 16688 | Identify and manage the effects of shift work | 2 | 2 |
| 24871 | Complete workplace forms | 2 | 2 |
| 1980 | Describe, from an employee perspective, ways of dealing with employment relationship problems | 3 | 2 |
| 1982 | Demonstrate knowledge of collective employment agreement negotiation processes | 3 | 2 |
| 4251 | Plan a career pathway | 3 | 2 |
| 12384 | Demonstrate knowledge of analytical and global thinking styles | 3 | 2 |
| 20587 | Apply knowledge of the Neuro-Linguistic Programming (NLP) model of metacognition | 3 | 3 |
| 20588 | Demonstrate knowledge of the Left Brain/Right Brain model of metacognition | 3 | 2 |



SOCIAL AND CO-OPERATIVE SKILLS



| Unit # | Title | L | Cr |
|--------|---|---|----|
| 525 | Recognise sexual harassment and describe ways of responding to it | 1 | 2 |
| 526 | Describe community services | 1 | 2 |
| 542 | Describe discrimination under the Human Rights Act 1993 and describe ways of responding to it | 1 | 2 |
| 12350 | Demonstrate knowledge of law enforcement | 1 | 2 |
| 12356 | Demonstrate knowledge of consumer problems and ways to resolve them | 1 | 2 |
| 4247 | Describe general characteristics of peoples in New Zealand | 2 | 2 |
| 4259 | Describe the role of the New Zealand Police and the services it provides in the community | 2 | 2 |
| 4261 | Identify legal rights and obligations in relation to owning and operating a private motor vehicle | 2 | 3 |
| 7124 | Demonstrate knowledge of one-to-one negotiation | 2 | 2 |
| 7126 | Respond to oral one-to-one complaints | 3 | 2 |
| 18862 | Facilitate the Peer Support programme in schools (Assessment only) | 3 | 4 |
| 7125 | Negotiate on own behalf | 4 | 3 |



www.instant.org.nz/socialandcooperative

SELF MANAGEMENT

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 496 | Manage personal wellness | 1 | 3 |
| 548 | Demonstrate knowledge of management of alcohol and other drugs | 1 | 2 |
| 8548 | Demonstrate knowledge of accessing legal assistance | 1 | 2 |
| 12348 | Demonstrate knowledge of anger and options for dealing with anger issues | 1 | 2 |
| 12358 | Demonstrate knowledge of purchasing household consumables | 1 | 3 |
| 1827 | Identify support services and resources within the community | 2 | 2 |
| 4255 | Demonstrate knowledge of personal insurance options | 2 | 4 |
| 4258 | Describe ways of managing and coping with change | 2 | 2 |
| 7123 | Apply a problem solving method to a problem | 2 | 2 |
| 7127 | Exercise informed choice in deciding on a major goods or service purchase | 2 | 2 |
| 12349 | Demonstrate knowledge of time management | 2 | 3 |
| 12352 | Describe aspects of one's own lineage, heritage, and cultural identity | 2 | 3 |
| 12354 | Describe implications of independent living, including renting and flatting | 2 | 4 |
| 12355 | Describe stress and ways of dealing with it | 2 | 3 |
| 12359 | Describe household conservation strategies | 2 | 3 |



www.instant.org.nz/selfmanagement

COMMUNICATION SKILLS

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 1273 | Express ideas in writing and write an original story | 1 | 4 |
| 1285 | Make enquiries and complete practical transactions | 1 | 4 |
| 1293 | Be interviewed in an informal, one-to-one, face-to-face interview | 1 | 2 |
| 2970 | Independently read texts about life experiences which relate to a personal identified interest | 1 | 3 |
| 3483 | Fill in a form | 1 | 2 |
| 3490 | Complete an incident report | 1 | 2 |
| 3501 | Demonstrate knowledge of and apply listening techniques | 1 | 3 |
| 3503 | Participate and communicate in a team or group to complete a routine task | 1 | 2 |
| 9707 | Demonstrate knowledge of workplace communication requirements | 1 | 5 |
| 10790 | Converse with others | 1 | 2 |
| 10792 | Write formal personal correspondence | 1 | 3 |
| 25060 | Read texts for practical purposes | 1 | 2 |
| 1277 | Communicate information in a specified workplace (<i>workplace placement required</i>) | 2 | 3 |
| 1280 | Use graphics in communication | 2 | 2 |
| 1294 | Be interviewed in a formal interview | 2 | 2 |
| 1299 | Be assertive in a range of specified situations | 2 | 4 |
| 2989 | Select, read, and assess texts to gain knowledge | 2 | 3 |
| 3488 | Write business correspondence for a workplace | 2 | 3 |
| 3492 | Write a short report | 2 | 3 |
| 9677 | Participate in a team or group which has an objective | 2 | 3 |
| 9680 | Communicate within a specified organisational context | 2 | 3 |
| 10791 | Participate in an informal meeting | 2 | 3 |
| 25073 | Read texts to recognise differing points of view on a topic | 2 | 3 |
| 1279 | Write in plain English | 3 | 3 |
| 1296 | Interview in an informal situation | 3 | 3 |
| 1304 | Communicate with people from other cultures (<i>authentic face-face communication required</i>) | 3 | 2 |
| 1307 | Speak to a known audience in a predictable situation | 3 | 3 |
| 1312 | Give oral instructions in the workplace (<i>workplace placement required</i>) | 3 | 3 |
| 2990 | Read texts to research information | 3 | 4 |
| 3491 | Write a report | 3 | 4 |
| 3494 | Write minutes for a formal meeting | 3 | 3 |
| 9681 | Contribute within a team or group which has an objective | 3 | 3 |
| 9694 | Demonstrate and apply knowledge of communication process theory | 3 | 5 |
| 9705 | Give and respond to feedback on performance | 3 | 3 |
| 11095 | Write business correspondence to convey complex ideas and information | 3 | 3 |
| 11097 | Listen actively to gain information in an interactive situation | 3 | 3 |
| 1297 | Conduct an interview in a formal situation | 4 | 5 |
| 11101 | Collaborate within a team or group which has an objective | 4 | 5 |



PERSONAL FINANCIAL MANAGEMENT



| Unit # | Title | L | Cr |
|--------|--|---|----|
| 24697 | Perform income-related calculations for personal financial management | 1 | 1 |
| 24705 | Interpret financial documents and verify accuracy of financial documents for personal financial management | 1 | 2 |
| 24709 | Produce a balanced budget to manage personal finances | 1 | 3 |
| 28087* | Demonstrate understanding of the effect of life stage factors on personal income sources | 1 | 3 |
| 28088* | Demonstrate understanding of manageable and unmanageable credit and debt | 1 | 3 |
| 28089* | Demonstrate understanding of personal financial goal setting | 1 | 3 |
| 28090* | Demonstrate knowledge of personal financial saving and investment options | 1 | 4 |
| 24695 | Explain taxation and other deductions relating to personal income | 2 | 2 |
| 24699 | Make an informed decision relating to personal income and explain its consequences | 2 | 2 |
| 28092* | Analyse the effect of significant life events at different life stages on personal financial income | 2 | 3 |
| 28093* | Describe the future financial responsibilities of utilising tertiary study funding options | 2 | 3 |
| 28094* | Produce a balanced budget and adjust the budget to reflect changing financial circumstances | 2 | 3 |
| 28095* | Analyse personal financial investment opportunities | 2 | 3 |
| 28096* | Evaluate and select insurance product types in relation to events for personal finances | 2 | 3 |
| 28097* | Evaluate and select personal banking products and services in relation to personal financial needs | 2 | 3 |
| 28098* | Evaluate options to increase personal income | 3 | 3 |
| 28099* | Analyse and compare credit options and recommend strategies to manage personal finances | 3 | 3 |
| 28100* | Develop a plan to achieve a long-term personal financial goal(s) | 3 | 4 |
| 28104* | Analyse the impact(s) of external factors on personal finances | 3 | 3 |

*All these units listed allow for A/M/E grading and qualify for NCEA Endorsement.

Personal Financial Management (PFM) is the ideal subject for helping learners understand everyday decisions around saving, spending, and earning money. Our delivery packages have been carefully designed to help learners develop financial literacy, set financial goals, and understand how to achieve these objectives.

AME graded unit standards

New PFM units now have an Achieved, Merit and Excellence criteria for assessments. This allows learners to be rewarded for maximised study and effort. In most cases Merit allows for detailed comparisons, explanations, and analysis. Excellence allows for comprehensive comparisons, explanations and justifications for processes followed. All AME unit standards can be used for endorsement of NCEA level 1, 2 and 3.



SERVICE DELIVERY & RETAIL

| Unit # | Title - Service Delivery | L | Cr |
|--------|--|---|----|
| 57 | Provide customer service | 2 | 2 |
| 62 | Maintain personal presentation and a positive attitude in a workplace involving customer contact | 2 | 3 |
| 376 | Employ customer service techniques to accommodate customer behavioural styles in a workplace | 3 | 2 |
| 378 | Provide customer service for international visitors | 3 | 3 |
| 11815 | Answer customer enquiries on the telephone in a wide range of contexts | 3 | 3 |
| 11816 | Respond to customer enquiries by writing in a range of contexts | 3 | 4 |
| 11818 | Demonstrate and apply product and/or service knowledge | 3 | 2 |



www.instant.org.nz/servicedelivery

| Unit # | Title - Retail | L | Cr |
|--------|---|---|----|
| 11941 | Establish and maintain positive customer service interactions in a retail environment | 2 | 2 |
| 11968 | Demonstrate and integrate knowledge of legislation applicable to sale of goods and services | 2 | 4 |
| 11971 | Use safe work practices in a retail environment under supervision | 2 | 3 |



www.instant.org.nz/retail

Assessment Conditions

The explanatory notes for each unit standard outline the environment in which the assessment must take place. The table below lists the assessment environment required for each service delivery assessment offered by Instant.

| Assessment environment required* | Unit standards |
|--|--------------------------------------|
| Assessment must occur in an actual, real workplace environment, or at least in a simulated workplace environment which uses organisational requirements that are those of an actual, real workplace. | 11818 |
| Assessment can occur in a workplace or in a training or educational establishment, provided that workplace conditions are closely simulated, for example, in a model office, salon or workshop. | 57, 62, 11815 11941, 11968, 11971 |
| Assessment can occur in a real or simulated workplace. | 376, 378, 11816 |

Workplace Simulations

The learner may be able to complete the assessment as part of a work placement at your training or educational establishment, for example by:

- completing a work placement in the main reception or careers centre administration office
- completing a work placement in the cafeteria
- completing a work placement in the library or sports coordination office.

In all these cases, the learner will need to complete the assessment in accordance with workplace requirements.

*see the unit standards for the full explanatory notes.



LEVEL 3 LEARNING MODULES

*Total Flexibility –
Choose the solution that is right for you.*

Looking for Level 3 programmes of study to help students establish a portfolio of transferable skills for the future? We have put together a number of suggested modules of study at Level 3. You can either select a number of modules, or simply select a number of unit standards from one or more modules. The choice is entirely up to you. Our customer consultants are here to help you put together a programme of study that best suits your learners needs. Email us or contact us on 0800 864 863.

Business Communications – 6 CREDITS

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 11095 | Write business correspondence to convey complex ideas and information | 3 | 3 |
| 3494 | Write minutes for a formal meeting | 3 | 3 |

Customer Service Basics – 7 CREDITS

| | | | |
|-------|--|---|---|
| 11815 | Answer customer enquiries on the telephone in a wide range of contexts | 3 | 3 |
| 11818 | Demonstrate and apply product and/or service knowledge | 3 | 2 |
| 7126 | Respond to oral one-to-one complaints | 3 | 2 |

Customer Service Advanced – 9 CREDITS

| | | | |
|-------|--|---|---|
| 11816 | Respond to customer enquiries by writing in a range of contexts | 3 | 4 |
| 376 | Employ customer service techniques to accommodate customer behavioural styles in a workplace | 3 | 2 |
| 378 | Provide customer service for international visitors | 3 | 3 |

Communication Skills – 13 CREDITS

| | | | |
|-------|---|---|---|
| 9694 | Demonstrate and apply knowledge of communication process theory | 3 | 5 |
| 1307 | Speak to a known audience in a predictable situation | 3 | 3 |
| 11097 | Listen actively to gain information in an interactive situation | 3 | 3 |
| 1304 | Communicate with people from other cultures | 3 | 2 |

Job Preparation – 11 CREDITS

| | | | |
|-------|--|---|---|
| 4251 | Plan a career pathway | 3 | 2 |
| 1296 | Interview in an informal situation | 3 | 3 |
| 9681 | Contribute within a team or group which has an objective | 3 | 3 |
| 12360 | Describe and explain emerging patterns of work | 3 | 3 |

Personal Finance – 13 CREDITS

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 28098 | Evaluate options to increase personal income | 3 | 3 |
| 28099 | Analyse and compare credit options and recommend strategies to manage personal finances | 3 | 3 |
| 28100 | Develop a plan to achieve a long-term personal financial goal(s) | 3 | 4 |
| 28104 | Analyse the impact(s) of external factors on personal finances | 3 | 3 |

Skills for Business - 15 CREDITS

| | | | |
|------|---|---|---|
| 2785 | Create a computer spreadsheet to provide a solution for organisation use | 3 | 5 |
| 108 | Apply text processing skills to produce business documents [Using Microsoft Word 2010/2013] | 3 | 5 |
| 122 | Provide office reception services | 3 | 5 |

Students may need to complete US 2784 (L2) before attempting US 2785 depending upon prior knowledge.

Specialist Topics – 11 CREDITS

| | | | |
|-------|---|---|---|
| 12384 | Demonstrate knowledge of analytical and global thinking styles– expires 2018 | 3 | 2 |
| 20587 | Apply knowledge of the Neuro-Linguistic Programming (NLP) model of metacognition – expires 2018 | 3 | 3 |
| 20588 | Demonstrate knowledge of the Left Brain/Right Brain model of metacognition– expires 2018 | 3 | 2 |
| 18862 | Facilitate the Peer Support programme in schools (Assessment only) | 3 | 4 |

Workplace Development – 16 CREDITS

| | | | |
|-------|---|---|---|
| 1980 | Describe, from an employee perspective, ways of dealing with employment relationship problems | 3 | 2 |
| 1982 | Demonstrate knowledge of collective employment agreement negotiation processes | 3 | 2 |
| 1312 | Give oral instructions in the workplace (workplace placement required) | 3 | 3 |
| 11827 | Demonstrate knowledge of, and prepare to participate in, organisational change | 3 | 2 |
| 9705 | Give and respond to feedback on performance | 3 | 3 |
| 27563 | Describe teams and team leadership | 3 | 4 |

Written Communication – 11 CREDITS

| | | | |
|------|------------------------------------|---|---|
| 2990 | Read texts to research information | 3 | 4 |
| 1279 | Write in plain English | 3 | 3 |
| 3491 | Write a report | 3 | 4 |



OTHER GATEWAY UNITS

AGRICULTURE

www.instant.org.nz/agriculture

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

DRIVING

www.instant.org.nz/driving

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 3462 | Demonstrate knowledge of traffic law for the purpose of safe driving | 2 | 3 |
| 3464 | Describe human risk factors in terms of a self-management strategy for a driver - Assessment Only | 2 | 3 |

EARLY CHILDHOOD EDUCATION & CARE

www.instant.org.nz/ece

| Unit # | Title | L | Cr |
|--------|--|---|----|
| 10013 | Explain the purpose, aspirations, structure, and relevance of the New Zealand Early Childhood Curriculum, Te Whāriki | 3 | 2 |
| 10019 | ■ Describe and contribute to safe practices and a safe environment for a child in an ECE service | 3 | 4 |
| 10020 | Describe personal and environmental hygiene and safety practices in an ECE service | 2 | 2 |
| 10021 | Describe the basic needs of children in an ECE service | 2 | 3 |
| 10022 | Demonstrate knowledge of attachment patterns and short-term separation in an ECE service | 2 | 3 |
| 10023 | ▲ Describe transition situations in an ECE service | 2 | 2 |
| 10024 | Demonstrate knowledge of promoting the health and wellbeing of children in an ECE service | 2 | 3 |
| 10026 | Demonstrate knowledge of the development and learning of children and its relevance to an ECE service | 3 | 5 |

OTHER GATEWAY UNITS *(Continued)*

EARLY CHILDHOOD EDUCATION & CARE

| Unit # | Title | L | Cr |
|--------|--|---|----|
| 10032 | Demonstrate knowledge of ethics in an ECE service | 2 | 2 |
| 20406 | ● Demonstrate knowledge of, and apply, effective communication with diverse whānau/families in an ECE service | 3 | 4 |
| 20407 | Demonstrate knowledge of cultural diversity in an ECE service | 3 | 4 |
| 26707 | ■ Describe the value of play and create resources for children's development and learning in an ECE service | 3 | 6 |
| 26708 | ■ Develop reciprocal and responsive relationships with a child in an ECE service | 3 | 5 |
| 26709 | ■ Conduct an observation of a child in an ECE service | 3 | 3 |
| 26712 | ⊕ Demonstrate knowledge of, and apply, age-related nutrition needs in providing food for a child in an ECE service | 2 | 4 |
| 26715 | ■ Describe professional image and demonstrate professional behaviours required of an early childhood educator | 2 | 3 |
| 27145 | ■ Develop, implement, and evaluate a learning plan for children in an ECE service | 3 | 4 |
| 27146 | Demonstrate knowledge of organisations relevant to ECE services in Aotearoa/New Zealand | 3 | 4 |

■ Placement tasks need to be completed in an ECE Service Environment

● Simulation or Placement can be used

▲ Can use scenario provided or Placement scenario

⊕ Involves preparing a meal

FIRST AID

www.instant.org.nz/firstaid

| Unit # | Title | L | Cr |
|--------|--|---|----|
| 6400 | Manage first aid in emergency situations - Assessment Only | 3 | 2 |
| 6401 | Provide first aid - Assessment Only | 2 | 1 |
| 6402 | Provide resuscitation level 2 - Assessment Only | 1 | 1 |

HORTICULTURE

www.instant.org.nz/horticulture

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 23782 | Identify containers, materials, plants, and tools used in plant propagation - Assessment Only | 1 | 2 |

HOSPITALITY

www.instant.org.nz/hospitality

| Unit # | Title | L | Cr |
|--------|--|---|----|
| 168 | Demonstrate knowledge of food contamination hazards, and control methods used in a food business | 3 | 4 |

OCCUPATIONAL HEALTH AND SAFETY

www.instant.org.nz/ohs

| Unit # | Title | L | Cr |
|--------|---|---|----|
| 497 | Demonstrate knowledge of workplace health and safety requirements | 1 | 3 |
| 17593 | Apply safe work practices in the workplace | 2 | 4 |

ASSESSMENT SERVICES



No Time to Mark Assessments?

Instant's Assessment Service can save you the time and stress of being buried under paperwork. If you have a large number of unit standard assessments to mark, Instant can help free you up to do what you do best. No costly compliance or accreditation costs. Simply send your assessments to Instant to be assessed for you.

No NZQA Accreditation?

A number of standards are available for assessment by Instant Education Solutions. This is particularly useful for schools that wish to teach certain subject areas but may not have accreditation. Simply send your assessments to be assessed and then register those credits on your students' Records of Learning, using our provider number.

A full list of unit standards that can be assessed by us can be found at www.instant.org.nz/other-services/assessment-service/standards/

How does it work?

When you initially request to use our assessment service, we will send you a 'Memorandum of Understanding' to agree to and sign. Once your students complete their assessments you will send them to our qualified and experienced staff who will mark the assessments and return the work to you (usually within two to three weeks). You will receive a report listing each individual student and their achievement outcome. Your school can register any credits achieved on your students' Records of Learning, using our provider number.

WEBSITE ACCESS

www.instant.org.nz

Once a standard is purchased, your organisation or school can access the resource via electronic download from our Member's Library. Membership is free, and once you have joined you can view and access the full suite of Delivery Packages purchased by your school.







Our Catalogue Search provides you with easy search access to our complete range of Delivery Packages. Our homepage provides fast access for searching, as does our 'Search Catalogue' feature.



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| | | |
|---|--|--|
|  <p>US 111 LEVEL 2 CREDIT 5 Use a word processor to produce documents for a business or organisation [For users of ..</p> <p>Business Administration, Vocational.</p> <p>VIEW DETAILS</p> |  <p>US 497 LEVEL 1 CREDIT 3 Demonstrate knowledge of workplace health and safety requirements</p> <p>Occupational Health And Safety.</p> <p>VIEW DETAILS</p> |  <p>US 1978 LEVEL 1 CREDIT 3 Identify and describe basic employment rights and responsibilities, and sources of..</p> <p>Core Generic - Work And Study Skills.</p> <p>VIEW DETAILS</p> |
|  <p>US 2783 LEVEL 2 CREDIT 3 Demonstrate knowledge of the components of personal computer systems</p> <p>Computing, Vocational Pathways ..</p> <p>VIEW DETAILS</p> |  <p>US 11968 LEVEL 2 CREDIT 4 Demonstrate and integrate knowledge of legislation applicable to sale of goods and..</p> <p>Retail, Distribution, And Sales ..</p> <p>VIEW DETAILS</p> |  <p>US 11941 LEVEL 2 CREDIT 2 Establish and maintain positive customer service interactions in a retail environment</p> <p>Retail, Distribution, And Sales ..</p> <p>VIEW DETAILS</p> |

E-PACKS



PAPERLESS

Eliminate the need for printing and photocopying. Store documents in the Cloud, on your server or E-Learning Platform.



FLEXIBLE LEARNING

Students access, complete, and email assessment tasks/activities electronically.

Teachers mark, add comments and highlight text within assessments electronically.



BYOD

Compatible with most BYOD devices.

Creates opportunities for 'Flipped' Classrooms.

Note: E-Packs are currently NOT compatible with a Google 'classroom' environment.

E-Packs are supplied in PDF format**. For further information and a demonstration on how E-Packs can work for you, go to www.instant.org.nz/e-packs

** Additional reader apps may be required for interactive capability. Not suitable for Google Classrooms.

** Must own full Delivery Pack to qualify*

For over 15 years, Instant has provided educational resources to over 950 Secondary Schools, Polytechnics and Private Training Providers nationwide.

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|----------|-------------------|
| Silver | Max 25 Standards |
| Gold | Max 50 Standards |
| Gold+ | Max 75 Standards |
| Platinum | Max 100 Standards |

What now?

Contact us by phone or email and ask one of our customer consultants to review your current purchases and curriculum requirements. We will recommend an Annual Licence only if it is the best deal for your school!

Annual Licence New Zealand Schools



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LITERACY & NUMERACY



Literacy Units - for NCEA Level 1

| | | |
|-------|---|------|
| 26622 | Write to communicate ideas for a purpose and audience | 4 Cr |
| 26624 | Read texts with understanding | 3 Cr |
| 26625 | Actively participate in spoken interactions | 3 Cr |

Numeracy Units - for NCEA Level 1

| | | |
|-------|---|------|
| 26623 | Use number to solve problems | 4 Cr |
| 26626 | Interpret statistical information for a purpose | 3 Cr |
| 26627 | Use measurement to solve problems | 3 Cr |

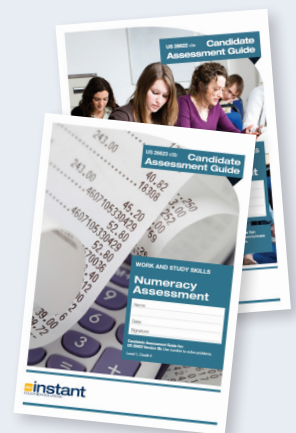
Set of 3 (Literacy or Numeracy sets) available for a discounted price

Each pack contains...

Candidate's Assessment Guide: The candidate's assessment guide contains a summary of the requirements for the unit, and advice for gathering evidence. For learners who require more guidance, a section is provided that contains key learning points related to the unit.

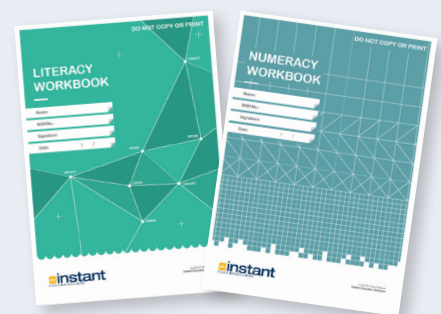
Tutor's Assessment Guide: The tutor's assessment guide provides a simple graphical overview of the steps involved in working with candidates to gather evidence for the unit. There are useful tips for sources of evidence, and a set of 'sample answers' that give an indication of the type of evidence that tutors need to gather.

Required Assessment documentation.



Numeracy and Literacy Workbooks

These workbooks contain learning and exercises designed to provide evidence towards Level 1 NCEA numeracy and literacy credits. The practical based workbooks provide an alternative to more academic-based study.



Literacy Toolkit

The Literacy Toolkit then provides a resource which can support teachers to embed literacy within the learning content of this unit and in context with the qualification. The Toolkit contains 'tools', such as suggested activities and specific examples from the unit standard which can help develop the literacy skills of learners.

The aim of the Toolkit is to provide a starting point for teachers, and teachers may need to alter and/or supplement these activities to accommodate the specific literacy needs of their students in completing the qualification.

Recommended Sources of Evidence for Literacy Units

| 266- | Unit | Title | L | C |
|------|-------|--|---|---|
| 22 | 1273 | Express ideas in writing and write an original story | 1 | 4 |
| | 1277 | Communicate information in a specified workplace | 2 | 3 |
| | 1279 | Write in plain English | 3 | 3 |
| | 3488 | Write business correspondence for a workplace | 2 | 3 |
| | 3491 | Write a report | 3 | 4 |
| | 3492 | Write a short report | 2 | 3 |
| | 3494 | Write minutes for a formal meeting | 3 | 3 |
| | 10792 | Write formal personal correspondence | 1 | 3 |
| 24 | 11095 | Write a business correspondence to convey complex ideas and information | 3 | 3 |
| | 2970 | Independently read texts about life experiences which relate to a personal identified interest | 1 | 3 |
| | 2989 | Select, read, and assess texts to gain knowledge | 2 | 3 |
| | 2990 | Read texts to research information | 3 | 4 |
| | 25060 | Read texts for practical purposes | 1 | 2 |
| 25 | 25073 | Read texts to recognise differing points of view on a topic | 2 | 3 |
| | 1277 | Communicate information in a specified workplace | 2 | 3 |
| | 1285 | Make inquiries and complete practical transactions | 1 | 4 |
| | 1293 | Be interviewed in an informal, one-to-one, face-to-face interview | 1 | 2 |
| | 1294 | Be interviewed in a formal interview | 2 | 2 |
| | 1296 | Interview in an informal situation | 3 | 3 |
| | 1297 | Conduct an interview in a formal situation | 4 | 5 |
| | 1304 | Communicate with people from other cultures | 3 | 2 |
| | 1312 | Give oral instructions in the workplace | 3 | 3 |
| | 3503 | Participate and communicate in a team or group to complete a routine task | 1 | 2 |
| | 9677 | Participate in a team or group which has an objective | 2 | 3 |
| | 9705 | Give and respond to feedback on performance | 3 | 3 |

Recommended Sources of Evidence for Numeracy Units

| 266- | Unit | Title | L | C |
|------|-------|---|---|---|
| 23 | 64 | Perform calculations for the workplace | 1 | 2 |
| | 24697 | Perform income-related calculations for personal financial management | 1 | 1 |
| | 24709 | Produce a balanced budget to manage personal finances | 1 | 3 |
| | 28089 | Demonstrate understanding of personal financial goal setting | 1 | 3 |
| | 28094 | Produce a balanced budget and adjust the budget to reflect changing financial circumstances | 2 | 3 |
| | 28098 | Evaluate options to increase personal income | 3 | 3 |
| | 28100 | Develop a plan to achieve long-term personal financial goals(s) | 3 | 4 |
| | 28101 | Plan a long-term personal financial investment portfolio | 3 | 4 |
| 26 | 28103 | Analyse and select personal house financing and purchase options | 3 | 4 |
| | 28089 | Demonstrate understanding of personal financial goal setting | 1 | 3 |
| 27 | 28094 | Produce a balanced budget and adjust the budget to reflect changing financial circumstances | 2 | 3 |
| | 64 | Perform calculations for the workplace | 1 | 2 |





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