



# Gateway Solutions

## CONTENTS

WORK AND STUDY SKILLS

SOCIAL AND CO-OPERATIVE SKILLS

SELF MANAGEMENT

COMMUNICATION SKILLS

FINANCIAL CAPABILITY

RETAIL & SERVICE DELIVERY

LEVEL 3 LEARNING MODULES

OTHER GATEWAY STANDARDS

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

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**

For full terms and conditions visit our website: [www.instant.org.nz](http://www.instant.org.nz) or contact us on **0800 864 863**

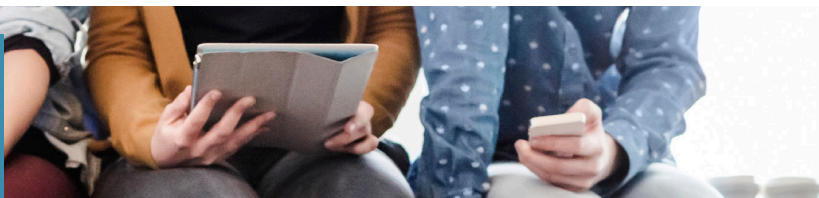
Every attempt has been made to ensure this brochure is accurate at the time of printing. For the latest and most up to date information, please visit our website [www.instant.org.nz](http://www.instant.org.nz).

# 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
8824	Research a topic using oral, visual and written sources, and evaluate the research process	2	3
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
11827	Demonstrate knowledge of, and prepare to participate in, organisational change	3	2
12360	Describe and explain emerging patterns of work	3	3
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](http://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](http://www.instant.org.nz/selfmanagement)

# FINANCIAL CAPABILITY

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
29558	Demonstrate understanding of personal credit history	1	2
28091*	Explain risks and risk management strategies for personal finances	1	3
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
28101*	Create a long-term personal financial investment portfolio	3	4
28102*	Demonstrate understanding of risk and return for a personal financial investment portfolio	3	4
28103*	Analyse and select personal financing options for purchasing a property	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.





# 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



# RETAIL

Check website for units becoming available throughout 2017

Unit #	Title - Retail	L	Cr
402	▲ Demonstrate knowledge of the retail sector in New Zealand	2	2
405	▲ Demonstrate knowledge of consumerism	2	3
11938	■ Assist customers to select goods and/or services	2	5
11941	● Establish and maintain positive customer service interactions in a retail environment	2	2
11962	■ Fill shelves in a retail or distribution environment	2	3
11966	■ Count and record stock in a retail or distribution 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
11978	■ Maintain housekeeping in a retail environment	2	3
20248	■ Complete checkout sales transactions	2	2
24997	■ Demonstrate knowledge of theft and fraud in a retail or distribution environment	2	5
28295	● Demonstrate knowledge of serving customers in a retail environment	2	5
28298	● Demonstrate knowledge of cash handling in a retail environment	2	3
28301	● Demonstrate knowledge of products and product information in a retail environment	2	5
422	■ Create in-store displays in a retail or distribution environment	3	3
11817	■ Serve customers face to face in a wide range of contexts	3	4
11831	■ Apply skills and qualities of a salesperson in a retail or distribution environment	3	6
12009	■ Complete sales transactions in a retail or distribution environment	3	5
24996	● Explain the legal definitions and consequences of theft and fraud in a retail or distribution environment	3	3
27229	■ Respond to customer complaints in a retail or distribution environment during customer interactions	3	4
28302	■ Apply product information to selling goods in a retail environment	3	10
28500	■ Maintain stock in a retail or distribution facility	3	15

■ Assessment must occur in an actual retail workplace (i.e. requires an actual work placement).

▲ Retail theory units (no simulated or actual workplace required).

● Assessment can occur in an actual or simulated retail environment, for example a model salon or café, or school uniform shop or café. Any simulation used must allow the candidate to meet the requirements of the unit standard, and the learner will need to complete the assessment in accordance with workplace requirements.





# SERVICE DELIVERY

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

## 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
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.

All updated Service Delivery and Retail assessments are independently moderated by Service IQ.



## 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

### 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

### Core Business and Leadership Skills - 10 CREDITS

11827	Demonstrate knowledge of, and prepare to participate in, organisational change	3	2
25424	Demonstrate knowledge of factors that impact on businesses	3	4
27563	Describe teams and team leadership	3	4

### 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 Intermediate - Gateway Work Placement required - 14 CREDITS

11831	Apply skills and qualities of a salesperson in a retail or distribution environment	3	6
11817	Serve customers face to face in a wide range of contexts	3	4
27229	Respond to customer complaints in a retail or distribution environment during customer interactions	3	4

### 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

**Job Preparation – 11 CREDITS**

Unit #	Title	L	Cr
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**

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 Administration - 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
9705	Give and respond to feedback on performance	3	3

**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](http://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

## BUSINESS OPERATIONS AND DEVELOPMENT

Unit #	Title	L	Cr
25424	Demonstrate knowledge of factors that impact on businesses	3	4
27563	Describe teams and team leadership	3	4

## DRIVING

[www.instant.org.nz/driving](http://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
4260	Describe and identify the application of road usage law	2	3

## EARLY CHILDHOOD EDUCATION & CARE

[www.instant.org.nz/ece](http://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

▲ Can use scenario provided or Placement scenario

● Simulation or Placement can be used

✚ Involves preparing a meal

## FIRST AID

[www.instant.org.nz/firstaid](http://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](http://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](http://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](http://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

# 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
	11095	Write a business correspondence to convey complex ideas and information	3	3
24	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
	25073	Read texts to recognise differing points of view on a topic	2	3
25	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
	28103	Analyse and select personal house financing and purchase options	3	4
26	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
27	64	Perform calculations for the workplace	1	2



We set the standard for curriculum resources. Now, we're raising the bar even higher to support teaching and learning ... **without the book!**

Introducing...

# switch



We're proud to partner with you to launch **Switch!**



**Switch** is an innovative **online learning platform** that keeps the focus on learning, while creating limitless opportunities for you to deliver content tailored to your learners' individual needs. The use of SWITCH technology makes learning more flexible and opens doors to a range of interactive experiences - all within a 100% digital environment.



**Switch** takes our learning content and puts it in an online environment. **Summative Assessment** is seamlessly integrated into the learning content (wherever possible) so learners are assessed in real time with the content fresh in their minds.



With **Switch**, you are in control! You can **modify content yourself**, providing a richer, customised learner experience. Customising learning content and formative assessments is simple and allows you to create your own world of learning, unique to your learners' needs.

*So join with us and make the SWITCH today!*

## Other Benefits of Switch

- Access to our extensive range of pedagogically sound resources. Our assessments stand the test of time and are supported by best-practice learning materials to effectively facilitate learning.
- A fully online platform suitable for all BYOD devices.
- Cloud based, so content is stored safely and can be accessed anywhere there is an internet connection.
- Secure and safe learning environment. No social media access through the platform itself and no student-to-student email, creating a safe and focused learning environment.
- Assessments downloaded or emailed via PDF for marking electronically.
- A 100% digital environment that eliminates paper.
- Per Student pricing options available.

## What's next?

If you want to explore Switch more, simply phone your Instant Representative on **0800 864 863** or visit **www.instant.org.nz**

*All prices are exclusive of GST.*

**atc instant**  
EDUCATION SOLUTIONS  
*A division of ATC New Zealand.*



# E-PACKS

PAPERLESS PDFs



\* Must own full Delivery Pack to qualify



## 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](http://www.instant.org.nz/e-packs)

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

## Per Student includes...



No minimum order quantities

Printed Learner's Guide and Assessment

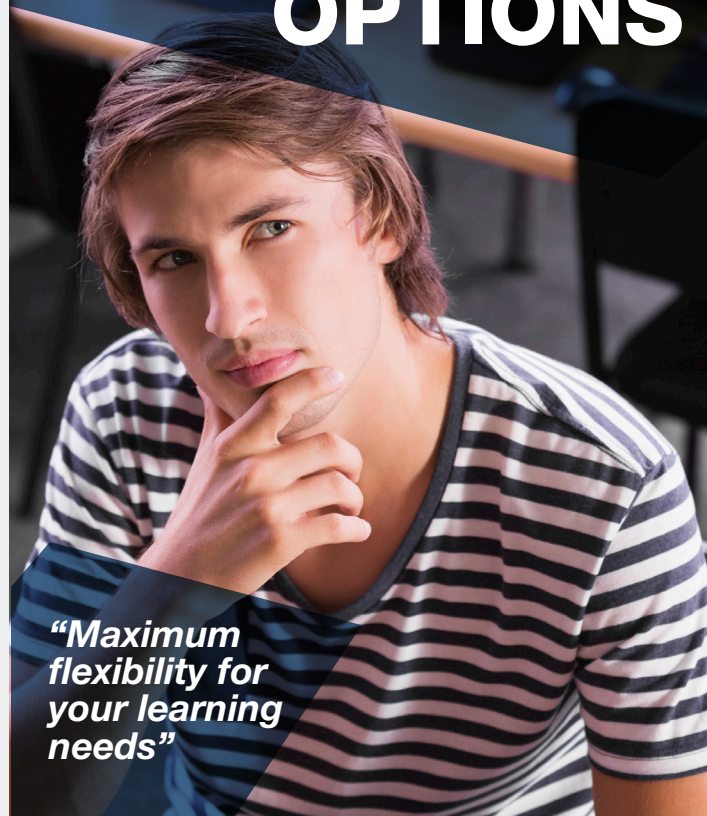
Additional printed Teacher Guides available for \$39.00

Electronic Sample Answers

Assessment Marking Service add-on options

*Per Student option is available for schools and organisations with a standard licence agreement.*

## INTRODUCING PER STUDENT OPTIONS



**"Maximum  
flexibility for  
your learning  
needs"**

# 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/](http://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](http://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.

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.

**instant**  
EDUCATION SOLUTIONS

Member's Login Email address Password Sign in

HOME MY LIBRARY CATALOGUE WHAT WE OFFER RESOURCES CONTACT US

**FOUNDATION CERTIFICATE PACKAGES**

SEARCH OUR CATALOGUE OR CALL US ON 0800 864 863

Type Level Category Search phrase SEARCH CATALOGUE

**MOST RECENTLY PUBLISHED**  
Our range is steadily growing

**DOWNLOAD OUR FULL CATALOGUE**

	<b>US 111</b> LEVEL 2 CREDIT 5 Use a word processor to produce documents for a business or organisation [For users of ..]		<b>US 497</b> LEVEL 1 CREDIT 3 Demonstrate knowledge of workplace health and safety requirements		<b>US 1978</b> LEVEL 1 CREDIT 3 Identify and describe basic employment rights and responsibilities, and sources of..
	<b>US 2783</b> LEVEL 2 CREDIT 3 Demonstrate knowledge of the components of personal computer systems		<b>US 11968</b> LEVEL 2 CREDIT 4 Demonstrate and integrate knowledge of legislation applicable to sale of goods and..		<b>US 11941</b> LEVEL 2 CREDIT 2 Establish and maintain positive customer service interactions in a retail environment

Business Administration, Vocational...  
Occupational Health And Safety...  
Core Generic - Work And Study Skills...  
Computing, Vocational Pathways...  
Retail, Distribution, And Sales...  
Retail, Distribution, And Sales...

VIEW DETAILS VIEW DETAILS VIEW DETAILS VIEW DETAILS VIEW DETAILS VIEW DETAILS







21 Ruakura Rd, Hamilton East,  
Hamilton 3216

Phone: 0800 864 863

E-mail: [instant@atc.org.nz](mailto:instant@atc.org.nz)

**[www.instant.org.nz](http://www.instant.org.nz)**

© ATC New Zealand