



Work Ready Solutions

CONTENTS

EMPLOYABILITY SKILLS

JOB PREPARATION

EMPLOYABILITY

THE WORKPLACE

LIFE SKILLS

PERSONAL DEVELOPMENT

LLN FOUNDATIONS

INDUSTRY SKILLS

RETAIL, EARLY CHILDHOOD EDUCATION, SERVICE DELIVERY, HEALTH AND SAFETY, AGRICULTURE

LEVEL 3 LEARNING MODULES

LITERACY AND NUMERACY

Work Ready Solutions



Being **Work Ready** requires you to be prepared both personally and professionally. In today's environment, employers require employees with *hard skills* to 'do the job' but also *soft skills* that lead to interpersonal effectiveness. Success often depends on the right blend of these skills applied in the right work context.

We have taken our range of standards and developed **Work Ready Solutions** to prepare students for life in the real world. We understand that success comes when an individual has the right key competencies to be effective in both their personal and work lives. We have established three key areas to become work ready in whatever career an individual decides to pursue.

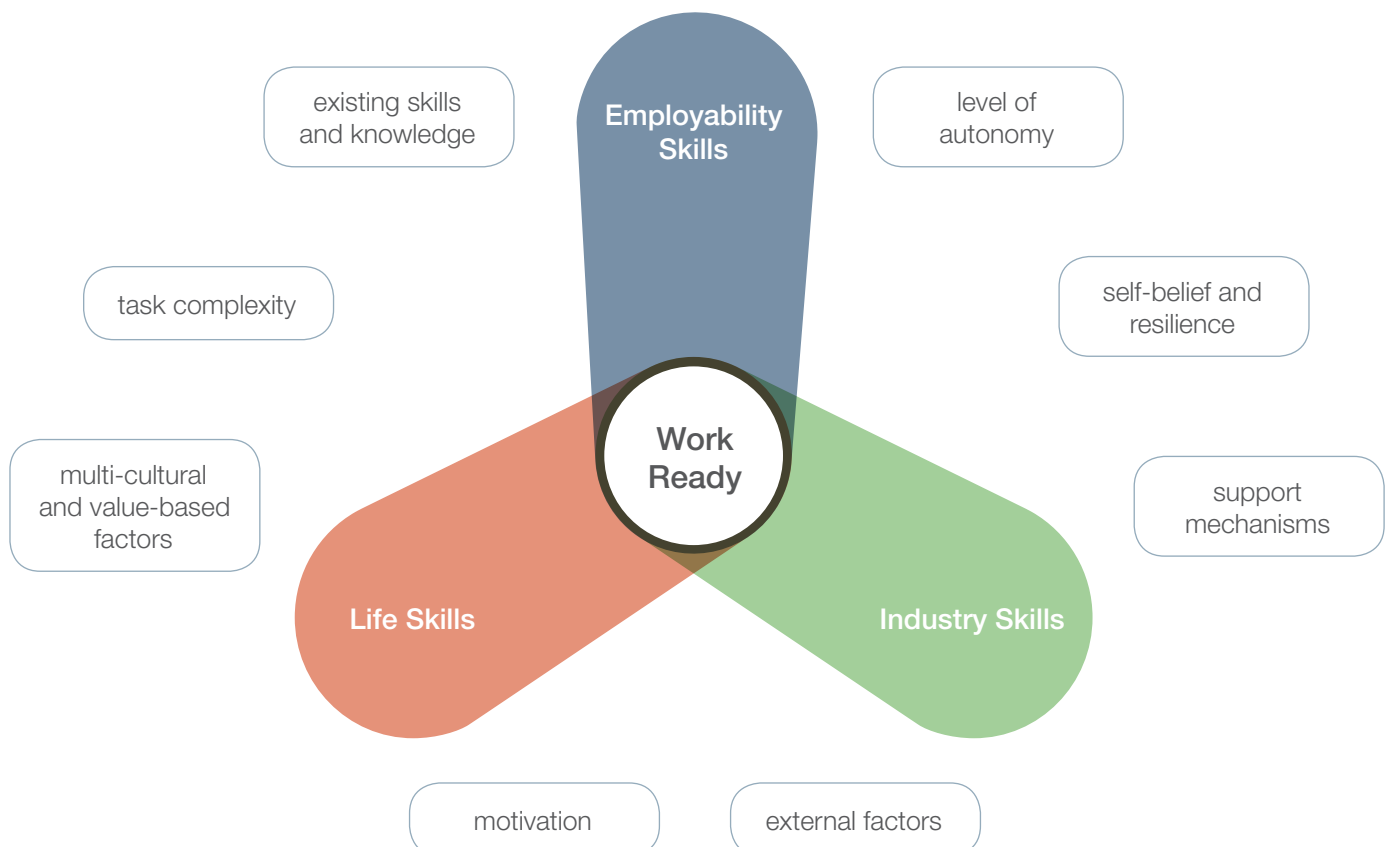
Employability Skills

Life Skills

Industry Skills

Key Competency Development

Research, both in New Zealand and Australia, suggests an optimum mix of both work and interpersonal skills results in key competencies for future success. These competencies exist both individually and in a work context enabling an individual to exhibit enhanced performance over a sustained period. The following diagram shows the relationship of the three major skill areas and the influencing factors that impact on them.



Individual Learning Pathways

Simply pick the standards that best fit the unique needs of the person and create a portfolio of transferable skills that will ensure their future success. By developing the required skills and competencies, an individual can become proficient in today's workforce while still meeting NCEA requirements.



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**



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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



New format

Online learning resources

**Interactive PDFs
(Paperless solution)**

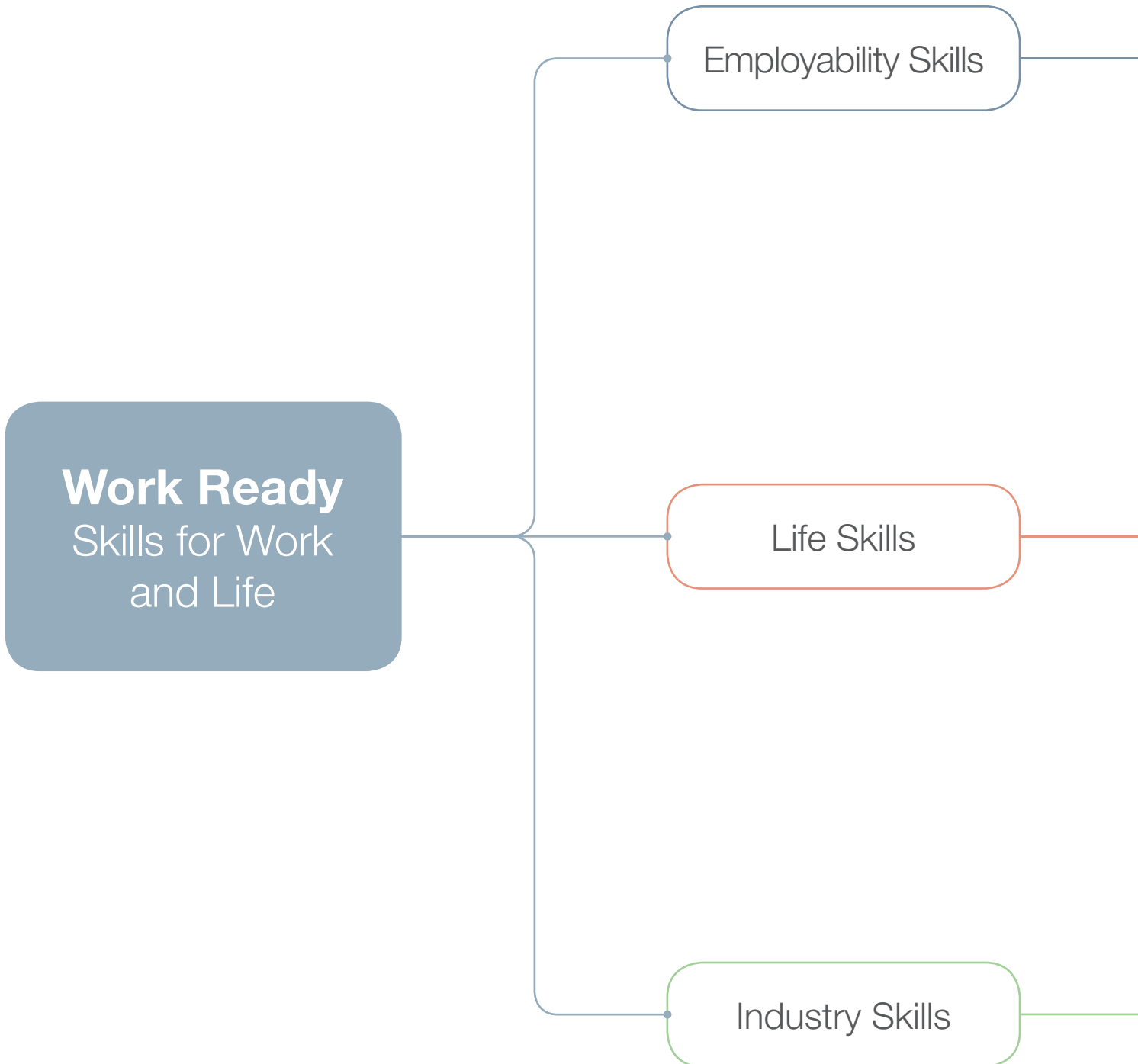
New Zealand focus

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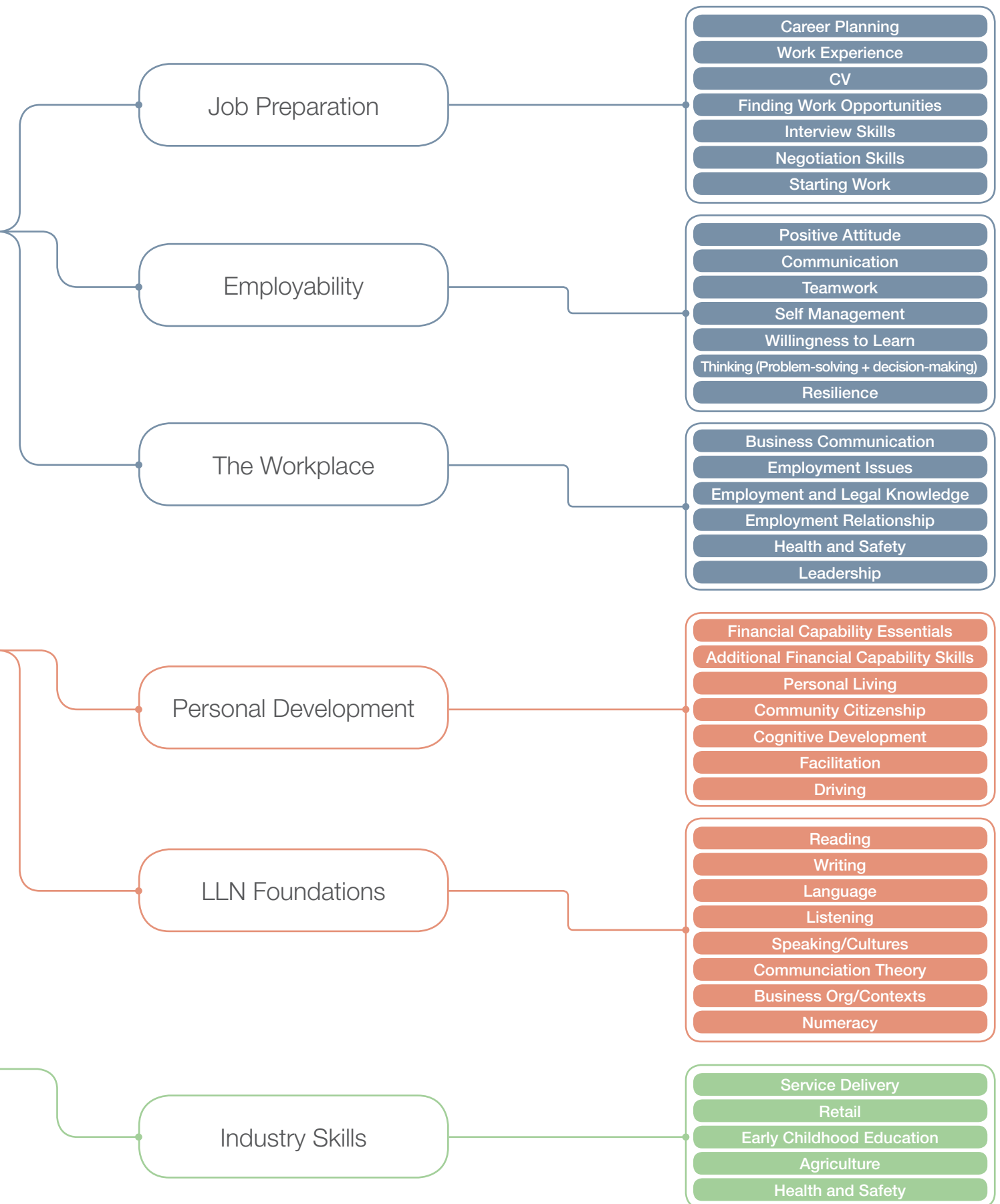
Work Ready Competency Matrix

Key Skill Areas



Skill Areas

Competencies



For **Computing Skills**, see our **ICT Solutions** brochure: <http://www.instant.org.nz/total-solutions/ict/>

For **Certificate Solutions**, see our brochure: <http://www.instant.org.nz/total-solutions/new-zealand-certificates/>

Job Preparation



Career Planning

Unit #	Title	Level	Credit
10781	Produce a plan for own future directions	2	3
12383	Explore career options and their implications	2	3
4251	Plan a career pathway	3	2

Work Experience

Unit #	Title	Level	Credit
3483	Fill in a form	1	2
24871	Complete workplace forms	2	2
10780	Complete a work experience placement	2	3

CV

Unit #	Title	Level	Credit
504	Produce a CV	1	2
4252	Targeted CV	2	2

Navigating the World of Work can be intimidating when you first start out. Just deciding what career to pursue can lead to a lot of uncertainty. The 'Job Preparation' suite of standards provides an easy step by step process for identifying work and career options and the practical steps involved in gaining both work experience and a work position. Interviews, negotiation skills, and starting out in a new workplace are taught to ensure both the employer and employee create an ongoing win-win outcome. Create the confidence and skills needed for employment with these foundational standards.



Finding Work

Unit #	Title	Level	Credit
1285	Make enquiries and complete practical transactions	1	4
4253	Demonstrate knowledge of job search skills	2	3

Interview Skills

Unit #	Title	Level	Credit
1293	Be interviewed in an informal, one-to-one, face-to-face interview	1	2
1294	Be interviewed in a formal interview	2	2

Negotiation Skills

Unit #	Title	Level	Credit
7124	Demonstrate knowledge of one-to-one negotiation	2	2
7125	Negotiate on own behalf	4	3

Starting Work

Unit #	Title	Level	Credit
543	Work in a new workplace	1	3
4248	Describe requirements and expectations faced by employees within the workplace	1	3

Employability Skills

Employability



Positive Attitude

Unit #	Title	Level	Credit
12355	Describe stress and ways of dealing with it	2	3

Communication

Unit #	Title	Level	Credit
3503	Participate and communicate in a team or group to complete a routine task	1	2
3501	Demonstrate knowledge of and apply listening techniques	1	3
10791	Participate in an informal meeting	2	3
11097	Listen actively to gain information in an interactive situation	3	3
9694	Demonstrate and apply knowledge of communication process theory	3	5

Teamwork

Unit #	Title	Level	Credit
3503	Participate and communicate in a team or group to complete a routine task	1	2
10790	Converse with others	1	2
26625	Actively participate in spoken interactions	1	3
377	Demonstrate knowledge of diversity in the workplace	2	2
4247	Describe general characteristics of peoples in New Zealand	2	2
10791	Participate in an informal meeting	2	3
1304	Communicate with people from other cultures (authentic face-face communication required)	3	2

Working towards a Goal

9677	Participate in a team or group which has an objective	2	3
9681	Contribute within a team or group which has an objective	3	3
11101	Collaborate within a team or group which has an objective	4	5

Employers are not just looking for people who can ‘do the job’ but for people who also possess the right soft skills. Soft skills are interpersonal skills that indicate a high level of social and emotional intelligence. Unlike **hard skills**, which describe a person’s ability to perform specific tasks, **soft skills** are transferrable in that they apply across job titles and industries.

We have grouped our standards under seven key soft skills approved by industry and required by employers. These skills increase a person’s employability allowing them to contribute fully to workplace performance.



Self Management

Unit #	Title	Level	Credit
496	Manage personal wellness	1	3
4249	Describe care and timeliness as an employee	1	3
12349	Demonstrate knowledge of time management	2	3

Willingness to Learn

Unit #	Title	Level	Credit
7117	Produce a plan to enhance own learning	2	2
7118	Manage own learning programme	2	3
2990	Read texts to research information	3	4

Research Skills

7121	Demonstrate skills to search, access, and select information	1	2
8824	Research a topic using oral, visual and written sources, and evaluate the research process	2	3

Thinking Skills (Problem-solving and decision-making)

Unit #	Title	Level	Credit
7123	Apply a problem solving method to a problem	2	2

Resilience

Unit #	Title	Level	Credit
12348	Demonstrate knowledge of anger and options for dealing with anger issues	1	2
4258	Describe ways of managing and coping with change	2	2
12355	Describe stress and ways of dealing with it	2	3
11827	Demonstrate knowledge of, and prepare to participate in, organisational change	3	2

The Workplace



Business Communication

Unit #	Title	Level	Credit
9707	Demonstrate knowledge of workplace communication requirements	1	5
1277	Communicate information in a specified workplace (<i>workplace placement required</i>)	2	3
1312	Give oral instructions in the workplace (<i>workplace placement required</i>)	3	3
9705	Give and respond to feedback on performance	3	3
7126	Respond to oral one-to-one complaints	3	2

Business Writing

3488	Write business correspondence for a workplace	2	3
3494	Write minutes for a formal meeting	3	3
11095	Write business correspondence to convey complex ideas and information	3	3

Interviews

1296	Interview in an informal situation	3	3
1297	Conduct an interview in a formal situation	4	5

Employment Issues

Unit #	Title	Level	Credit
525	Recognise sexual harassment and describe ways of responding to it	1	2
542	Describe discrimination under the Human Rights Act 1993 and describe ways of responding to it	1	2
548	Demonstrate knowledge of the impact of alcohol and other drugs	1	2
12360	Describe and explain emerging patterns of work	3	3

Working in a job requires understanding roles and responsibilities; operating within legal rights and responsibilities; and recognising and responding to protocols. Underpinning this is the commitment to effective business communication and a commitment to a healthy and safe workplace.

The standards selected here represent a journey into a deeper understanding of the functioning of the workplace and strengthening the relationship between employees and employers. Important issues such as sexual harassment, drugs and alcohol, and discrimination are also addressed.



Employment and Legal Knowledge

Unit #	Title	Level	Credit
8548	Demonstrate knowledge of accessing legal assistance	1	2
1978	Identify and describe basic employment rights and responsibilities, and sources of information and assistance	1	3
9680	Communicate within a specified organisational context	2	3

Employment Relationship

Unit #	Title	Level	Credit
1979	Describe employment relationships and agreements	2	3
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

Health and Safety

Unit #	Title	Level	Credit
3490	Complete an incident report	1	2
497	Demonstrate knowledge of workplace health and safety requirements	1	3
16688	Describe the effects of shift work and strategies to manage them	2	2
17593	Apply safe work practices in the workplace	2	4

Leadership

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

Personal Development



Financial Capability Essentials				
Balancing the Books				
Unit #	Title		Level	Credit
24705	Interpret and confirm accuracy of financial documents for personal financial capability		1	2
24709	Produce a balanced budget to manage personal finances		1	3
28094*	<i>Produce a balanced household budget and adjust the budget to reflect changing financial circumstances</i>		2	3
Setting Goals				
28089*	Demonstrate understanding of personal financial goal setting		1	3
28100*	<i>Develop a plan to achieve a long-term personal financial goal(s)</i>		3	4
Understanding Personal Income				
24697	Perform income-related calculations for personal financial capability		1	2
24695	Explain taxation and other deductions relating to personal income		2	2
Managing Personal Income				
24699	Make an informed decision relating to personal income and explain its impacts		2	2
28098*	<i>Evaluate options to increase personal income</i>		3	3
Life Stages and Personal Income				
28087*	Demonstrate understanding of the effect of life stage factors on personal income sources		1	3
28092*	Analyse the effect of significant life events at different life stages on personal financial income		2	3
Managing Credit and Debt				
28088*	Demonstrate understanding of credit and debt on personal finances		1	3
29558	Demonstrate understanding of personal credit history		1	2
28099*	<i>Analyse credit options and select strategies to manage personal finances</i>		3	3

Financial freedom doesn't just happen. It comes with understanding what money is, how it works and more importantly how it can work for you. We have grouped the 24 Financial Capability standards available on the NZQA framework and created nine topics considered essential for managing money effectively. Most topics contain a mix of standards that cover both introductory and advanced learning. Whether it is personal or corporate finance, these standards will improve your financial literacy and give you the confidence to use your money wisely.



Additional Financial Capability Skills

Investment

Unit #	Title	Level	Credit
28090*	Demonstrate knowledge of personal financial saving and investment options for given scenario(s)	1	4
28095*	<i>Analyse personal financial investment options</i>	2	3
28101*	<i>Create a long-term personal financial investment portfolio</i>	3	4
28102*	<i>Demonstrate understanding of risk and return for a personal financial investment portfolio</i>	3	4

Managing Risk/Loss

28091*	Explain risks and risk management strategies for personal finances	1	3
28096*	Demonstrate understanding of insurance products for personal financial capability	2	3

Specialist Topics

28093*	Describe the financial responsibilities and consequences of tertiary study funding options	2	3
28097*	Analyse and select banking products and services in relation to personal finances	2	3
28103*	<i>Analyse and select personal financing options for purchasing a property</i>	3	4
28104*	<i>Analyse the impact(s) of external factors on personal finances</i>	3	3

* Units marked with an asterisk allow for A/M/E grading and qualify for NCEA Endorsement.

A unit shown in *italics* is recommended for advanced learners.

Life Skills - Personal Development continues over the page...

Personal Development



Personal Living

Unit #	Title	Level	Credit
12359	Describe household conservation strategies	2	3
4255	Demonstrate knowledge of personal insurance options	2	4
12354	Describe legal implications of living in rented accommodation and means to prevent or resolve related problems	2	4

Purchasing Goods

12356	Demonstrate knowledge of consumer problems and ways to resolve them	1	2
12358	Demonstrate knowledge of purchasing household consumables	1	3
7127	Exercise informed choice in deciding on a major goods or service purchase	2	2

Community Citizenship

Unit #	Title	Level	Credit
526	Describe community services	1	2
1293	Be interviewed in an informal, one-to-one, face-to-face interview	1	2
3483	Fill in a form	1	2
1827	Identify support services and resources within the community	2	2
12352	Describe aspects of one's own lineage, heritage, and cultural identity	2	3

Law Enforcement

12356	Demonstrate knowledge of consumer problems and ways to resolve them	1	2
12358	Demonstrate knowledge of purchasing household consumables	1	3
7127	Exercise informed choice in deciding on a major goods or service purchase	2	2

Life can be complex. There are many required skills just to function effectively as an individual and community citizen. These sets of standards cover a wide variety of topics for personal living from filling in a form, personal insurance, traffic law, through to buying a major good or service. A variety of everyday skills are listed here, all gaining credits towards NCEA.



Cognitive Development

Unit #	Title	Level	Credit
7119	Describe memory processes and demonstrate a memory technique	2	1
12384	Demonstrate knowledge of analytical and global thinking styles	3	2
20588	Demonstrate knowledge of the Left Brain/Right Brain model of metacognition	3	2
20587	Apply knowledge of the Neuro-Linguistic Programming (NLP) model of metacognition	3	3

Facilitation

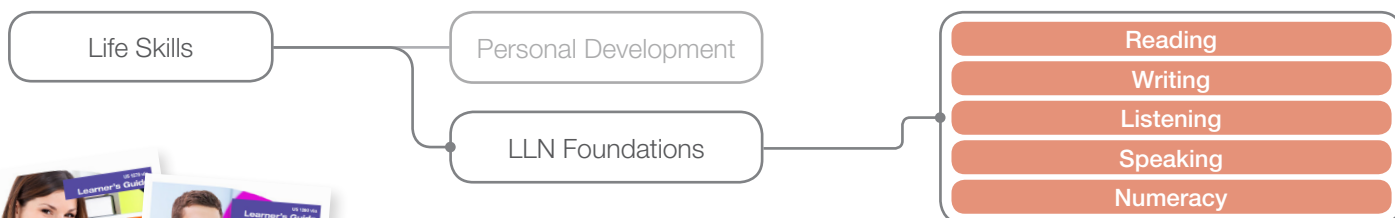
Unit #	Title	Level	Credit
18862	Facilitate the Peer Support programme in schools (Assessment only)	3	4

Driving

Unit #	Title	Level	Credit
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
4261	Identify legal rights and obligations in relation to registering and operating a private motor vehicle	2	3

LLN Foundations

(Language, Literacy and Numeracy)



Reading

Unit #	Title	Level	Credit
25060	Read texts for practical purposes	1	2
2970	Independently read texts about life experiences which relate to a personal identified interest	1	3
26624	Read texts with understanding	1	3
2989	Select, read, and assess texts to gain knowledge	2	3
25073	Read texts to recognise differing points of view on a topic	2	3
2990	Read texts to research information	3	4

Writing

Unit #	Title	Level	Credit
7120	Demonstrate knowledge of note taking	1	2
10792	Write formal personal correspondence	1	3
1273	Express ideas in writing and write an original story	1	4
26622	Write to communicate ideas for a purpose and audience	1	4
1280	Use graphics in communication	2	2
1279	Write in plain English	3	3

Reports

3492	Write a short report	2	3
3491	Write a report	3	4

Obtaining an acceptable level of literacy and numeracy can greatly improve many factors in your life, including improvements to your social life, education and career prospects.

The ability to read, write, speak and understand information can have a big impact on life and employability.

Literacy is the written and oral language we use in everyday life and work; it includes reading, writing, speaking and listening. Skills in this area are essential for good communication, critical thinking, and problem-solving in the workforce. It includes building the skills to communicate (at work) for speakers of other languages.

Numeracy is defined as: the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, learning, work and community tasks, social and leisure activities.

Useful links

<http://literacy.org.nz/>

<http://literacyprogressions.tki.org.nz/>



Listening

Unit #	Title	Level	Credit
3501	Demonstrate knowledge of and apply listening techniques	1	3
11097	Listen actively to gain information in an interactive situation	3	3

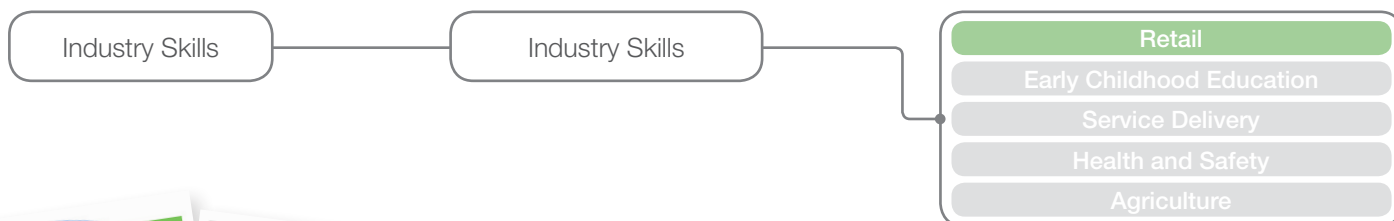
Speaking

Unit #	Title	Level	Credit
10790	Converse with others	1	2
26625	Actively participate in spoken interactions	1	3
1299	Be assertive in a range of specified situations	2	4
1304	Communicate with people from other cultures (authentic face-face communication required)	3	2
1307	Speak to a known audience in a predictable situation	3	3

Numeracy

Unit #	Title	Level	Credit
64	Perform calculations for the workplace	1	2
26626	Interpret statistical information for a purpose	1	3
26627	Use measurement to solve problems	1	3
26623	Use number to solve problems	1	4

Retail



UNITS BECOMING AVAILABLE THROUGHOUT 2017

Retail

Theory

Unit #	Title	Level	Credit
402	VP Demonstrate knowledge of the retail sector in New Zealand	2	2
405	VP Demonstrate knowledge of consumerism	2	3

Simulation Required*

11941	VP L2 Establish and maintain positive customer service interactions in a retail environment	2	2
11968	VP L2 Demonstrate and apply knowledge of legislation applicable to sale of goods and services	2	4
11971	VP L2 Use safe work practices in a retail environment under supervision	2	3
24997	Demonstrate knowledge of theft and fraud in a retail or distribution environment	2	5
28295	L2 Demonstrate knowledge of serving customers in a retail environment	2	5
28298	L2 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
24996	Explain the legal definitions and consequences of theft and fraud in a retail or distribution environment	3	3

Our retail offering caters for a wide range of assessment experiences both inside and outside the classroom. A number of standards require only a simulated workplace or environment that provide a safe place for learning to occur. Other standards require workplace or real customer interaction to ensure assessment takes place in an actual retail situation. Both options allow achievement of vocational pathway units and possible credits towards the New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2).



Retail *continued.*

Level 2 - Work Placement Experience**

11938	VP L2 Assist customers to select goods and/or services	2	5
11962	VP L2 Fill shelves in a retail or distribution environment	2	3
11966	VP L2 Count and record stock in a retail or distribution environment	2	2
11978	L2 Maintain housekeeping in a retail environment	2	3
20248	VP L2 Complete checkout sales transactions	2	2

Level 3 - Work Placement Experience**

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
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

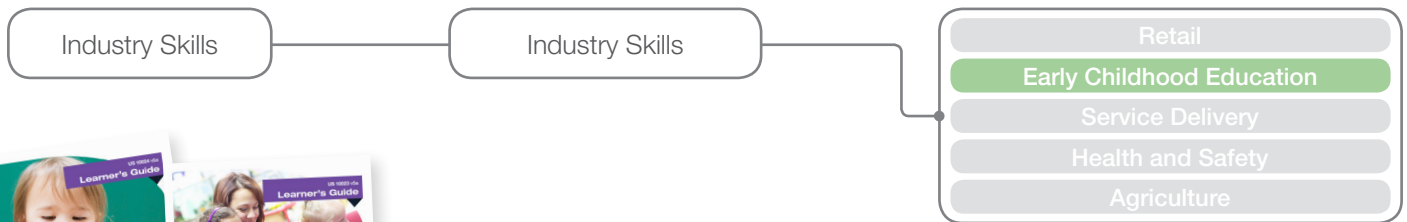
VP Signifies that a unit is a **Vocational Pathways** unit.

L2 Signifies that a unit meets the **Level 2 Qualification Outcomes**.

* Sections marked with an asterisk signify that a **simulation environment** or **workplace** can be used.

* Sections marked with a double asterisk signify that a **work placement is required** which includes **customer interaction**.

Early Childhood Education



UNITS BECOMING AVAILABLE THROUGHOUT 2017

Early Childhood Care

Culturally Responsive Practice

Unit #	Title	Level	Credit
10013	Explain the relevance of the New Zealand Early Childhood Curriculum, Te Whāriki, as a framework for ECE programme development	3	2
10026	Demonstrate knowledge of children's development and learning and their relevance to an ECE service	3	5
26707	Describe the value of play and create resources for children's development and learning in an ECE service	3	4
29863	SE Develop, implement and evaluate a learning plan based on observation of a child in an ECE service	3	5
29864	Demonstrate knowledge of attachment theories, behaviours and transition support in an ECE service	3	3

Health and Wellbeing

25459	Provide first aid for young children	2	1
29856	SE Describe and demonstrate care practices for infants and toddlers	2	2
10019	SE Describe and contribute to safe practices and a safe environment for children in an ECE service	3	3
29865	Describe and reflect on practices to protect and promote the health and holistic wellbeing of children in an ECE service	3	4
29866	PM Demonstrate knowledge of, apply and reflect on age-related nutrition needs for a child in an ECE service	3	2

The physical, social and emotional development of any child is dependant upon quality education and care. The resulting overall wellbeing of a child has a direct effect on the future adult they will become. These standards cover the requirements of the New Zealand Certificate in Early Childhood Education and Care - Level 3. There are a number of standards that can be completed individually, or used towards completing the certificate.



Early Childhood Care *continued.*

Develop and maintain respectful relationships

Unit #	Title	Level	Credit
26708	SE Develop respectful, reciprocal and responsive relationships with children in an ECE service	3	4
29867	Demonstrate knowledge of diverse whānau/families and use a range of effective communication strategies in an ECE service	3	5

Professional Practice

29868	SE Demonstrate professional behaviour and manage personal health and wellbeing in an ECE service	3	4
29869	Demonstrate knowledge of ethical responsibility to guide practice in an ECE service	3	3
29870	Demonstrate knowledge of te Tiriti o Waitangi, legislation and organisations relevant to ECE services in New Zealand	3	4
29871	Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand	3	3

Tangata Whenua

*	Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand	2	3
*	Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand	3	4

SE Signifies that placement tasks need to be completed in an **ECE Service Environment**.

PM Signifies that a unit involves **preparing a meal**.

* For a range of unit standard options, see our ECE Level 3 brochure: <http://www.instant.org.nz/total-solutions/new-zealand-certificates/>

Service Delivery



Service Delivery

Basic Customer Service

Unit #	Title	Level	Credit
57	Provide customer service	2	2
62	Maintain personal presentation and a positive attitude in a workplace involving customer contact	2	3
11818	Demonstrate and apply product and/or service knowledge	3	2

Advanced Customer Care

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

Customer satisfaction is critical in any business offering a product or service. There are many stories of bad customer service impacting negatively on a business. More often than not, these stories could be avoided through the development of effective service skills. Giving customers the experience they want leads to repeat business and increased profits. The set of basic customer service standards cover the essentials needed for basic customer care while more in depth customer care topics are explored in the advanced set of standards.



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.

Health and Safety, Agriculture



Health and Safety

Occupational Health and Safety

Unit #	Title	Level	Credit
497	Demonstrate knowledge of workplace health and safety requirements	1	3
17593	Apply safe work practices in the workplace	2	4

First Aid

6402	Provide basic life support - Assessment Only	1	1
6401	Provide first aid - Assessment Only	2	1
6400	Manage first aid in emergency situations - Assessment Only	3	2



Agriculture

Tractors

Unit #	Title	Level	Credit
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	2	5

Quad Bikes

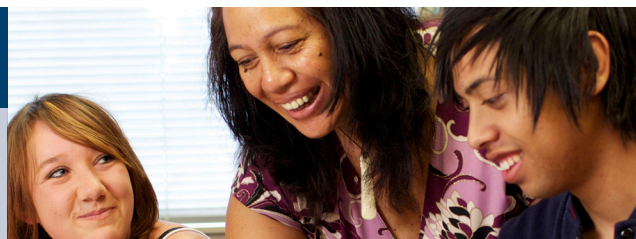
27602	Ride a quad bike on flat terrain under close supervision	1	3
24554	Ride a quad bike on flat terrain in the workplace	2	4
24557	Demonstrate knowledge of the safe operation of a quad bike	2	3
24559	Ride a quad bike on hilly terrain	3	4

Health and Safety

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

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 Basic – 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 credit options and select 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

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	Cr
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	Cr
23	64	Perform calculations for the workplace	1	2
	24697	Perform income-related calculations for personal financial capability	1	2
	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 household 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
28094		Produce a balanced household budget and adjust the budget to reflect changing financial circumstances	2	3
27	64	Perform calculations for the workplace	1	2



Units by NZQA domain

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 employment relationships and agreements	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	Describe the effects of shift work and strategies to manage them	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 registering 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 the impact 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 legal implications of living in rented accommodation and means to prevent or resolve related problems	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

FINANCIAL CAPABILITY

Unit #	Title	L	Cr
24697	Perform income-related calculations for personal financial capability	1	2
24705	Interpret and confirm accuracy of financial documents for personal financial capability	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 credit and debt on personal finances	1	3
28089*	Demonstrate understanding of personal financial goal setting	1	3
28090*	Demonstrate knowledge of personal financial saving and investment options for given scenario(s)	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 impacts	2	2
28092*	Analyse the effect of significant life events at different life stages on personal financial income	2	3
28093*	Describe the financial responsibilities and consequences of tertiary study funding options	2	3
28094*	Produce a balanced household budget and adjust the budget to reflect changing financial circumstances	2	3
28095*	Analyse personal financial investment options	2	3
28096*	Demonstrate understanding of insurance products for personal financial capability	2	3
28097*	Analyse and select banking products and services in relation to personal finances	2	3
28098*	Evaluate options to increase personal income	3	3
28099*	Analyse credit options and select 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 Financial Capability 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 (workplace placement required)	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 (authentic face-face communication required)	3	2
1307	Speak to a known audience in a predictable situation	3	3
1312	Give oral instructions in the workplace (workplace placement required)	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



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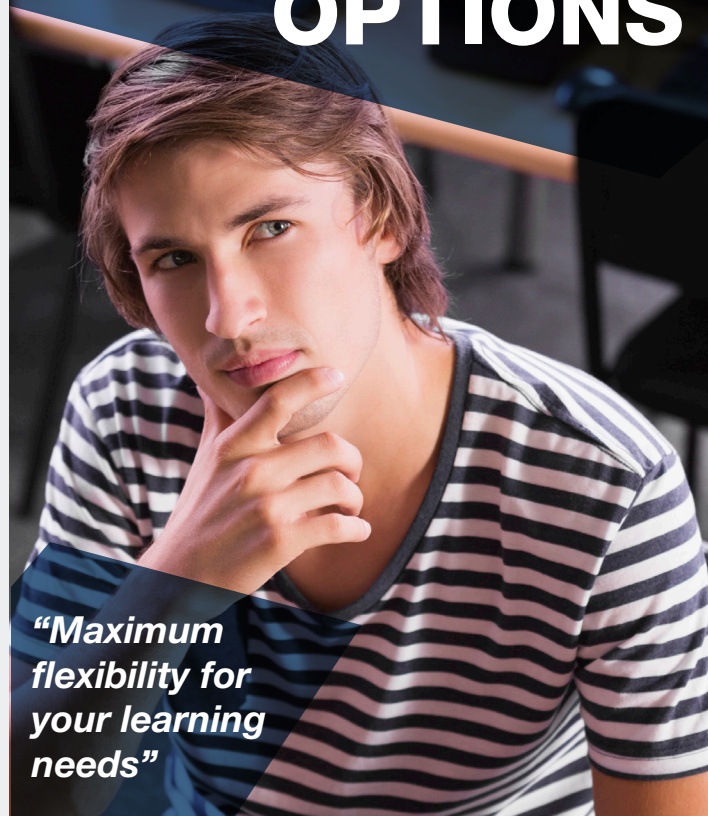
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 <p>US 111 LEVEL 2 CREDIT 5 Use a word processor to produce documents for a business or organisation (For users of ..</p> <p>Business Administration, Vocational.</p> <p>VIEW DETAILS</p>	 <p>US 497 LEVEL 1 CREDIT 3 Demonstrate knowledge of workplace 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>



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