



# ICT Solutions

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## Introducing Instant Education Solutions

Our vision is to 'change lives through learning'. In essence we exist to help you. With over 15 years experience as specialists in the secondary and tertiary education sector, we know what it takes to make it in the ever changing world of education.

We specialise in the provision of assessment resource solutions, allowing you to relax and get on with the job of teaching. Whether you are a secondary school or tertiary training institution, we have the solution to ensure your success.

In a world of ever-increasing compliance, paperwork, and moderation, we take the hassle out of teaching. We save you time and money, and most of all, we give you peace of mind.



## 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.



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).

# COMPUTING & TECHNOLOGY STANDARD MATRIX

| PRODUCTIVITY, DIGITAL INFORMATION & INFORMATION MANAGEMENT |                    |          |             |                       |                        |                        |            |
|--|--------------------|----------|-------------|-----------------------|------------------------|------------------------|------------|
|  | DESKTOP PUBLISHING | DATABASE | SPREADSHEET | WORD PROCESSING       | INFORMATION MANAGEMENT | PROJECT & PRESENTATION | INT PRO SO |
| L1   | US 2792            |          | US 18743    | US 101                | US 12883               |                        | A          |
| L2   | US 2788            | US 2786  | US 2784     | US 107                | US 12884               |                        | A          |
|  | US 29774           | US 29777 | US 29770    | US 111                | US 12885               |                        | U          |
|  | US 2791            |          |             | US 29769              |                        |                        | U          |
| L3   | US 2789            | US 2787  | US 2785     | US 108                | US 12886               | US 5953                | A          |
|  | US 29792           | US 29787 | US 29786    | US 112                | US 12887 (integrated)  | US 29790               | U          |
|  |                    |          |             | US 24872 (incl email) |                        | US 29793               | U          |
|  |                    |          |             | US 29785              |                        |                        | USs 29     |
| L4   |                    | US 18742 |             | US 109                |                        |                        |            |

| BUSINESS ADMINISTRATION |                            |                                     |  |              |                 |          |    |
|-------------------------|----------------------------|-------------------------------------|--|--------------|-----------------|----------|----|
|                         | DATA ENTRY & TYPING SKILLS | BUSINESS SERVICES (WORD PROCESSING) | INFORMATION MANAGEMENT (WORD PROCESSING) | OFFICE ADMIN | DIGITAL DEVICES | HARDWARE | SO |
| L1                      | US 101                     |                                     | US 12883                                 |              |                 | US 2780  |    |
|                         | US 102                     |                                     |  |              |                 |          |    |
|                         | US 16677                   |                                     |  |              |                 |          |    |
| L2                      | US 103                     | US 107                              | US 12884                                 | US 121       | US 29772        | US 2783  |    |
|                         | US 16678                   | US 111                              | US 12885                                 |              | US 29780        | US 2790  |    |
|                         |                            |                                     |  |              | US 29783        | US 29782 |    |
| L3                      | US 16679                   | US 108                              | US 12886                                 | US 122       | US 29797        | US 2797  |    |
|                         |                            | US 112                              | US 12887 (integrated)                    | US 123       |                 |          | U  |
|                         |                            | US 24872 (incl email)               |  |              |                 |          |    |
| L4                      | US 16680                   | US 109                              |  |              |                 |          |    |

# (BY LEVEL AND SUBJECT AREA)

 INDICATES A **NEW** UNIT  
For more details visit [www.instant.org.nz](http://www.instant.org.nz)

|                                  | DIGITAL MEDIA   |              |                                 |                 |              | GENERIC TECH   |
|----------------------------------|-----------------|--------------|---------------------------------|-----------------|--------------|--|
| INTEGRATED PRODUCTIVITY SOFTWARE | WEB DEVELOPMENT |              | VIDEO/MOTION GRAPHICS AND AUDIO | GRAPHICS/IMAGES | PRESENTATION |  |
| US 91071                         | US 18734        | AS 91072     | AS 91072                        |                 | US 5946      | AS 91044 (L1)<br>AS 91045 (L1)<br>AS 91046 (L1)<br>AS 91047 (L1) |
| US 91368                         | US 25655        | AS 91369     | AS 91369                        | US 29773        | US 5940      | AS 91354 (L2)  |
| US 12885                         | US 25656        | AS 91370     | AS 91370                        | US 29778        | US 29771     | AS 91355 (L2)  |
| US 2791                          | US 29775        |              |                                 |                 |              | AS 91356 (L2)  |
|                                  | US 29776        |              |                                 |                 |              | AS 91357 (L2)  |
| US 91633                         | US 25657        | AS 91635 WEB | US 29791                        |                 | US 25661     | AS 91608 (L3)  |
| US 12887                         | US 25658        |              | AS 91635 VID                    |                 | US 29789     | AS 91609 (L3)  |
| US 24872                         | US 29788        |              |                                 |                 |              | AS 91610 (L3)  |
| US 2785, 29786 & 29787           |                 |              |                                 |                 |              | AS 91611 (L3)  |

|        |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|
| US 113 |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|

| COMPUTING FUNDAMENTALS |                  |  |  |                 | PROGRAMMING                          |
|------------------------|------------------|--|--|-----------------|--------------------------------------|
| SOFTWARE               | COMPUTER SUPPORT | ETHICS, LEGAL, HEALTH & SAFETY, SECURITY | INTERNET, DIGITAL COMMUNICATIONS & COLLABORATION | DATA MANAGEMENT | PROGRAMMING                          |
|                        |                  |  | US 18758   |                 | AS 91075<br>AS 91076-S<br>AS 91076-P |
|                        |                  |  |  |                 | US 18740                             |
|                        | US 29784         | US 2781                                  | US 20332   | US 2781         | AS 91372<br>AS 91373                 |
|                        |                  | US 6743                                  | US 25662   | US 29772        |                                      |
|                        |                  | US 29783                                 | US 29781   |                 |                                      |
|                        | US 29798         | US 5968                                  | US 25782   | US 29797        | US 18741                             |
| US 5947                |                  | US 29794                                 | US 29796   |                 | US 5954 (macros - Word)              |
|                        |                  | US 29795                                 |  |                 |                                      |

# 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



## Printed Materials

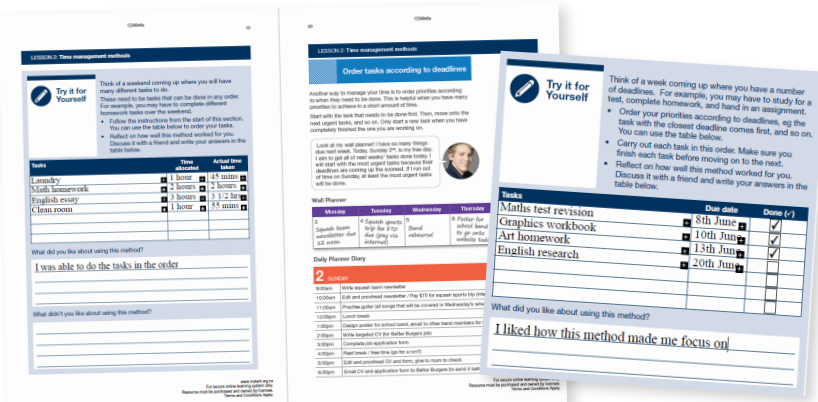


Easy-to-follow content

Prompted activities to engage learners

Guidance notes for teachers to aid delivery

## E-Packs | Paperless PDFs



Offline digital interaction

Paperless - reduces printing costs

Improved convenience and sustainability

# Business Administration



| Unit # | Title   | Level | Credit |
|--------|---|-------|--------|
| 101    | Develop and use keyboarding skills to enter text ( <i>Word</i> )  | 1     | 3      |
| 102    | Consolidate keyboarding skills and produce accurate text based documents ( <i>Word</i> )  | 1     | 3      |
| 12883  | Enter and manage text for generic text and information management ( <i>Word</i> )   | 1     | 4      |
| 16677  | Key in text at 15 words per minute (wpm)  | 1     | 1      |
| 103    | Use data entry skills to input data   | 2     | 3      |
| 107    | Apply text processing skills to produce communications in a business or organisational context ( <i>Word</i> )                  | 2     | 5      |
| 111    | Use a word processor to produce documents for a business or organisation ( <i>Word</i> )  | 2     | 5      |
| 121    | Demonstrate and apply knowledge of office equipment and administration processes  | 2     | 5      |
| 12884  | Create electronic documents and manage a file for generic text and information management ( <i>Word</i> )                       | 2     | 3      |
| 12885  | Create and enhance electronic documents combining text and images for generic text and information management                   | 2     | 4      |
| 16678  | Key in text at 25 words per minute (wpm)  | 2     | 1      |
| 108    | Apply text processing skills to produce business documents ( <i>Word</i> )  | 3     | 5      |
| 112    | Produce business or organisational information using word processing functions  | 3     | 5      |
| 122    | Provide office reception services   | 3     | 5      |
| 123    | Use office information, copying, and telecommunication systems  | 3     | 5      |
| 12886  | Customise software features and create document templates for generic text and information management ( <i>Word</i> )           | 3     | 6      |
| 12887  | Integrate text and images and manage multiple files for generic text and information management ( <i>Word/Excel/Publisher</i> ) | 3     | 6      |
| 16679  | Key in text at 35 words per minute (wpm)  | 3     | 1      |
| 109    | Apply text processing skills to produce specialist documents  | 4     | 6      |
| 16680  | Key in text at 50 words per minute (wpm) ( <i>Assessment Only</i> )   | 4     | 1      |

For a more information, check out [www.instant.org.nz/busadmin](http://www.instant.org.nz/busadmin)



# NEW Computing

These are **new** Computing standards that replace those that expire at the end of December 2019. See next page for more details.



| Unit # | Title   | Level | Credit |
|--------|---|-------|--------|
| 29769  | Use the main features and functions of a word processing application for a purpose <sup>OF</sup>                        | 2     | 3      |
| 29770  | Use the main features and functions of a spreadsheet application for a purpose <sup>OF</sup>                            | 2     | 3      |
| 29771  | Use the main features and functions of a presentation application for a purpose <sup>OF</sup>                           | 2     | 2      |
| 29772  | Manage files and folders using digital devices <sup>WN</sup> ( <i>includes Android and iOS</i> )                        | 2     | 2      |
| 29773  | Produce digital images for a range of digital media ( <i>GIMP</i> )   | 2     | 3      |
| 29774  | Use the main features and functions of a desktop publishing application to create documents <sup>OF</sup>               | 2     | 3      |
| 29775  | Use the main features and functions of a web authoring and design tool to create a website ( <i>BLUEGRIFFON</i> )       | 2     | 3      |
| 29776  | Use the main features of an HTML editor to create a website ( <i>HTML5 &amp; CSS3</i> )                                 | 2     | 4      |
| 29777  | Use the main features and functions of a database application to create and test a database <sup>OF</sup>               | 2     | 3      |
| 29778  | Use the main features and functions of a schematic diagram application to create diagrams ( <i>DRAW.IO</i> )            | 2     | 2      |
| 29780  | Configure and use contemporary and emerging digital devices <sup>WN</sup> ( <i>includes Android and iOS</i> )           | 2     | 3      |
| 29781  | Use the internet and common digital devices and software to gather information and connect with other users and devices | 2     | 7      |
| 29782  | Demonstrate knowledge of computing hardware, software and terminology to select digital tools for specified purposes    | 2     | 5      |
| 29783  | Implement basic security when using digital devices and software  | 2     | 3      |
| 29784  | Troubleshoot, fix and escalate simple or routine computing and connectivity problems                                    | 2     | 2      |
| 29785  | Use a word processing application to integrate images, spreadsheet and database data into documents <sup>OF</sup>       | 3     | 4      |
| 29786  | Produce a spreadsheet for organisational use <sup>OF</sup>  | 3     | 3      |
| 29787  | Produce and use a database to provide a solution for organisational use <sup>OF</sup>                                   | 3     | 3      |
| 29788  | Develop and evaluate an interactive website for organisational use ( <i>HTML5 &amp; CSS3</i> )                          | 3     | 5      |
| 29789  | Use a presentation application to produce an interactive multimedia presentation <sup>OF</sup>                          | 3     | 3      |
| 29790  | Apply digital tools to create and monitor a project plan ( <i>MS 2016 Project Professional</i> )                        | 3     | 3      |
| 29791  | Capture and prepare digital media for integration into other applications ( <i>GIMP</i> )                               | 3     | 2      |
| 29792  | Use a desktop publishing application to produce documents <sup>OF</sup>   | 3     | 4      |
| 29793  | Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief            | 3     | 5      |
| 29794  | Implement security solutions when using digital tools   | 3     | 5      |
| 29795  | Apply ethical behaviour when using digital tools  | 3     | 5      |
| 29796  | Collaborate effectively with others in a digital environment  | 3     | 7      |
| 29797  | Synchronise data across digital devices and multiple platforms <sup>WN</sup> ( <i>includes Android and iOS</i> )        | 3     | 2      |
| 29798  | Troubleshoot, fix and escalate a range of common hardware and software problems <sup>WN</sup>                           | 3     | 3      |

<sup>OF</sup> Available for Office365 AND/OR MS Office 2016

<sup>WN</sup> Available for Windows 10

For a more information, check out [www.instant.org.nz/computing](http://www.instant.org.nz/computing)



# Computing

**Important:** All standards with an \* expire on 31 December 2019. See list of **new** Computing standards on the previous page for replacement standards.



| Unit # | Title   | Level | Credit |
|--------|---|-------|--------|
| 2780*  | Demonstrate and apply knowledge of a personal computer system   | 1     | 3      |
| 2792   | Produce simple desktop published documents using templates ( <i>Publisher</i> ) <sup>OF</sup>                       | 1     | 2      |
| 5946   | Use computer technology to create and deliver a presentation from given content ( <i>Powerpoint</i> ) <sup>OF</sup> | 1     | 3      |
| 18734  | Create a web page using a template  | 1     | 2      |
| 18743  | Produce a spreadsheet from instructions using supplied data <sup>OF</sup>   | 1     | 2      |
| 18758  | Find information using the Internet   | 1     | 2      |
| 25659  | Create a web page using a mark-up language with a text editor   | 1     | 2      |
| 2781*  | Manage and protect data in a personal computer  | 2     | 3      |
| 2783*  | Demonstrate knowledge of the components of personal computer systems  | 2     | 3      |
| 2784*  | Create and use a computer spreadsheet to solve a problem <sup>OF</sup>  | 2     | 3      |
| 2786*  | Create and use a computer database to solve a problem <sup>OF</sup>   | 2     | 3      |
| 2788*  | Produce desktop published documents to meet a set brief ( <i>Publisher</i> ) <sup>OF</sup>                          | 2     | 5      |
| 2790*  | Use and maintain personal computer peripherals  | 2     | 3      |
| 2791*  | Integrate spreadsheet and database data into word processed documents to meet a set brief <sup>OF</sup>             | 2     | 3      |
| 5940*  | Produce a presentation using a desktop presentation computer application ( <i>Powerpoint</i> ) <sup>OF</sup>        | 2     | 3      |
| 5957*  | Produce schematic diagrams using a computer application ( <i>MS Paint</i> )   | 2     | 2      |
| 6743*  | Demonstrate an understanding of ergonomic principles for computer workstations                                      | 2     | 2      |
| 18740  | Create a simple computer program to meet a set brief  | 2     | 3      |
| 20332* | Use the Internet for information retrieval in an organisation ( <i>Not suitable for assessment by simulation</i> )  | 2     | 3      |
| 25655* | Create a website using a dedicated web-authoring tool to meet a set brief ( <i>BLUEGRIFFON</i> )                    | 2     | 3      |
| 25656* | Create a website using a mark-up language to meet a set brief   | 2     | 3      |
| 25662* | Use digital communications technologies   | 2     | 3      |
| 2785*  | Create a computer spreadsheet to provide a solution for organisation use <sup>OF</sup>                              | 3     | 5      |
| 2787*  | Create and use a computer database to provide a solution for organisation use ( <i>Access</i> ) <sup>OF</sup>       | 3     | 6      |
| 2789*  | Produce desktop published documents for organisation use ( <i>Publisher</i> ) <sup>OF</sup>                         | 3     | 6      |
| 2797   | Demonstrate knowledge of the principles of computer networks  | 3     | 4      |
| 5947*  | Use computer technology to solve a specified problem  | 3     | 3      |
| 5953*  | Create and monitor a project plan using a computer application ( <i>MS Project 2007</i> )                           | 3     | 3      |
| 5954*  | Automate processes in a computer application using a scripting language   | 3     | 5      |
| 5968   | Discuss the social implications of information technology   | 3     | 3      |
| 18741  | Create a computer program to provide a solution   | 3     | 6      |
| 24872* | Produce documents for a workplace using a computer <sup>OF</sup>  | 3     | 3      |
| 25657* | Create a website for a stakeholder using a mark-up language ( <i>HTML5 &amp; CSS3</i> )                             | 3     | 6      |
| 25658* | Create a website for a stakeholder using a dedicated web-authoring tool ( <i>BLUEGRIFFON</i> )                      | 3     | 5      |
| 25661* | Design and assemble an interactive media product without scripting ( <i>Powerpoint</i> ) <sup>OF</sup>              | 3     | 3      |
| 25782  | Investigate the use of Information and Communications Technology in an organisation                                 | 3     | 6      |
| 18742* | Produce a relational database solution for organisational use ( <i>Access 2010</i> )                                | 4     | 8      |

<sup>OF</sup> Available for MS Office 2016



# Achievement Standards

Instant's resources for Achievement Standards provide 'best practice' teaching and assessment for Achievement Standards. Quality assured assessment materials (with QAAM certification) mean you can be sure that your students are given the best opportunity to achieve at each level, and that the assessment schedule you are using is at the national standard.

Each achievement resource pack includes:

- Teacher's Notes
- Learner's Guide
- Teacher's Assessment Pack
- Learner's Assessment Pack

Materials include, where relevant:

- Briefs and scenarios which can be used as is, or adapted for the needs of your students.
- Exemplars and/or assessor's comments for all levels – to help support your assessment judgements, and your students' understanding of the requirements for each level.

Our teaching and learning materials provide teachers with the tools needed to support students to Excellence level. This includes, where relevant:

- Direct links to the assessment materials.
- Content and activities which help to ensure students have the knowledge and practice opportunities to achieve up to Excellence.
- Teacher's Guides include sample answers, additional information and resources for teachers.

## QAAM Guarantee

Instant is one of the first organisations to offer NZQA pre-moderated assessments using the NZQA 'QAAM' (Quality Assured Assessment Materials) trademark. All assessment resources are required to be subjected to the scrutiny of a number of NZQA moderators, including the National Moderator for an academic subject area.

Only after the assessment resources are approved through this rigorous quality assurance process can the resources be considered 'fit for purpose'. Once this is achieved the QAAM trademark is granted to Instant for use.



**QUALITY ASSURED  
ASSESSMENT MATERIALS**

*"The key advantage of using assessment materials that have a QAAM trademark is that teachers will know that the assessment schedule they are using to make judgements are at the national standard and students will be completing assessment tasks that are fit for the purpose and give them the best opportunity to achieve at each level. ... Assessment materials are quality assured to the same standard as an external examination paper"*

**– NZQA Website**

# Generic Technology Achievement Standards

Our resources for Level 3 Generic Technology have everything you need to support teaching, learning and assessment of the four 'Technological Practice' standards.

Learning Guide with clear guidelines on how to undertake the different aspects of the development of a technological outcome, from planning to prototyping. This includes case studies from a wide range of different fields of technology.

Teaching Guide with additional information for teachers, including clear indications of the 'step-ups' from Level 2 to Level 3 Generic Technology.

NZQA QAAMed Assessment materials, including a detailed Assessment Schedule with annotated examples of student responses for all three grades (Achieved, Merit and Excellence).



| AS #                 | Title  | Level | Credit |
|----------------------|--|-------|--------|
| 91044 <b>(GT1.1)</b> | Undertake brief development to address a need or opportunity                               | 1     | 4      |
| 91045 <b>(GT1.2)</b> | Use planning tools to guide the technological development of an outcome to address a brief | 1     | 4      |
| 91046 <b>(GT1.3)</b> | Use design ideas to produce a conceptual design for an outcome to address a brief          | 1     | 6      |
| 91047 <b>(GT1.4)</b> | Undertake development to make a prototype to address a brief                               | 1     | 6      |
| 91354 <b>(GT2.1)</b> | Undertake brief development to address an issue  | 2     | 4      |
| 91355 <b>(GT2.2)</b> | Select and use planning tools to manage the development of an outcome                      | 2     | 4      |
| 91356 <b>(GT2.3)</b> | Develop a conceptual design for an outcome   | 2     | 6      |
| 91357 <b>(GT2.4)</b> | Undertake effective development to make and trial a prototype                              | 2     | 6      |
| 91608 <b>(GT3.1)</b> | Undertake brief development to address an issue within a determined context                | 3     | 4      |
| 91609 <b>(GT3.2)</b> | Undertake project management to support technological practice                             | 3     | 4      |
| 91610 <b>(GT3.3)</b> | Develop a conceptual design considering fitness for purpose in the broadest sense          | 3     | 6      |
| 91611 <b>(GT3.4)</b> | Develop a prototype considering fitness for purpose in the broadest sense                  | 3     | 6      |

## Generic Technology - Assessment Resources

The assessment resources are generic in the sense that they allow learners to develop a brief, select and use planning tools, develop a conceptual design, and undertake prototyping for any suitable technological outcome.

The specific examples (including sample assessor's comments and exemplars) are based on a digital technologies outcome (eg website, database, computer program).

Where applicable, a sample context or brief is provided. An indication is also given for how these Generic Technology standards can be linked to Digital Technologies standards.

This will make it possible to effectively combine Generic Technology and Digital Technologies standards. For example, much of the work needed to create the digital technology outcome (eg DT1.41 or DT2.41) will overlap with the requirements for GT1.4 or GT2.4 (to make and test a prototype).

For a more information, check out [www.instant.org.nz/gt](http://www.instant.org.nz/gt)

# Digital Technologies Achievement Standards

| AS #  | Title  | Level | Credit |
|---|--|-------|--------|
| 91071<br>(DT1.41)   | Implement basic procedures to produce a specified digital information outcome.<br>Brochure integrating spreadsheet data (ie <b>word processed document and spreadsheet</b> ). Suggestions for alternative briefs (for presentations) also given.   | 1     | 4      |
| 91072<br>(DT1.42)   | Demonstrate understanding of basic concepts of digital media.<br>Students asked to evaluate a <b>website</b> .   | 1     | 3      |
| 91073<br>(DT1.43)   | Implement basic procedures to produce a specified digital media outcome.<br><b>Website</b> – suggestions for alternative briefs (for other digital media outcomes) also given.   | 1     | 4      |
| 91075<br>(DT1.45)   | Construct a plan for a basic computer program for a specified task.<br>Brief is for a number game – feasible for any programming language (including a drag-and-drop language such as Scratch). Exemplars included pseudocode and flowcharts with Scratch as target language.  | 1     | 3      |
| 91076<br>(DT1.46)<br><i>Scratch</i><br><i>OR</i><br><i>Python</i> | Construct a plan for a basic computer program for a specified task.<br>91076 (Scratch):<br>As above (same brief as for DT1.45, so that both standards could be done together). Exemplars are for programme created in <b>Scratch</b> .<br>91076 (Python):<br>As above. Exemplars provided for the programme created in <b>Python</b> . | 1     | 3      |
| 91368<br>(DT2.41)   | Implement advanced procedures to produce a specified digital information outcome with dynamically linked data.<br><b>Word processed documents</b> with dynamically linked data from a <b>database</b> . Suggestion for an alternative outcome given for a spreadsheet with dynamically linked data from a database.                    | 2     | 6      |
| 91369<br>(DT2.42)   | Demonstrate understanding of advanced concepts of digital media.<br>Suggestions given for a wide range of websites, motion graphics and print media/image manipulation outcomes which could be analysed. Sample assessor comments and exemplars for a movie trailer (ie video/motion graphics).  | 2     | 4      |
| 91370<br>(DT2.43)   | Implement advanced procedures to produce a specified digital media outcome.<br>Multipage <b>website</b> – suggestions for alternative briefs (for edited video, motion graphics/animation and multipage desktop published document) also given.  | 2     | 4      |
| 91372<br>(DT2.45)   | Construct a plan for an advanced computer program for a specified task.<br>This assessment is written in such a way that the same brief can be used for AS91373 (ie that the plan developed in 91372 could be for the programme coded for 91373). The exemplars are based on Python as the target language.                            | 2     | 3      |
| 91373<br>(DT2.46)   | Construct an advanced computer program for a specified task.<br>This assessment is written in such a way that the same brief can be used for AS91372 (ie that the plan developed in 91373 could be for the programme coded for 91372). The exemplars are based on Python as the target language.                                       | 2     | 3      |
| 91633<br>(DT3.41)   | Implement complex procedures to develop a relational database embedded in a specified digital outcome.<br>Relational database embedded in a <b>database application</b> .  | 3     | 6      |
| 91635<br>(DT3.43)<br><i>Web OR</i><br><i>Video</i>                | Implement complex procedures to produce a specified digital media outcome.<br>Supplied brief is for a <b>dynamic website</b> . However, suggestions for alternative briefs (for edited video, motion graphics/animation and multipage desktop published document), also provided.  | 3     | 4      |



## Digital Media Resources

### Level 1

91072 (DT1.42) Demonstrate understanding of basic concepts of digital media.

91073 (DT1.43) Implement basic procedures to produce a specified digital media outcome.

### Level 2

91369 (DT2.42) Demonstrate understanding of advanced concepts of digital media.

91370 (DT2.43) Implement advanced procedures to produce a specified digital media outcome.

### Level 3

91635 (DT3.43) Implement complex procedures to produce a specified digital media outcome.

The resources for the 'Demonstrate understanding' standards focus on:

**91072** – basic concepts of the following digital media – websites, video and desktop publishing

**91369** – advanced concepts of the following digital media – websites, motion graphics and video.

Because these standards require students to demonstrate understanding, rather than actually create the outcomes, no specific software is required or focussed on.

The 'Implement' standards focus on:

**91073** - how to implement basic procedures to produce the following digital media outcomes:

- Still images, graphics and animation – examples given are for GIMP
- Edited movies – examples given are for Microsoft Movie Maker
- Desktop Published documents – examples given are for Microsoft Office 2010 - Publisher
- Websites – using basic HTML and CSS

**91370** - how to implement advanced procedures to produce the following digital media outcomes:

- Websites – using HTML 5 and CSS3
- Motion graphics and video – using Adobe CS5.5 (Premiere Pro, After Effects, Photoshop, etc)

**91635** - how to implement complex procedures to produce the following digital media outcomes:

- **91635-WEB** Website - using WordPress as CMS
- **91635-VID** Using Adobe software (eg After Effects, Premiere Pro, Photoshop, etc).

## Programming Resources

### Level 1

91075 (DT1.45) Construct a plan for a basic computer program for a specified task.

91076 (DT1.46) Construct a plan for a basic computer program for a specified task.

### Level 2

91372 (DT2.45) Construct a plan for an advanced computer program for a specified task.

91373 (DT2.46) Construct an advanced computer program for a specified task.

The resources for the 'planning' standards (**91075** and **91372**) focus on planning for Scratch (**91075**) and Python (**91075** and **91372**) as the target programming language.

The resources for the 'coding' standards (**91076** and **91373**) focus on:

**91076-S** - constructing a basic computer program in Scratch

**91076-P** - constructing a basic computer program in Python

**91373** - constructing an advanced computer program in Python.

## Digital Information Resources

### Level 1

91071 (DT1.41) Implement basic procedures to produce a specified digital information outcome.

### Level 2

91368 (DT2.41) Implement advanced procedures to produce a specified digital information outcome with dynamically linked data.

### Level 3

91633 (DT3.41) Implement complex procedures to develop a relational database embedded in a specified digital outcome.

These resources focus on the typical basic (**91071**) advanced (**91368**) and complex (**91633**) procedures required to produce a digital information outcome.

The resources do not focus on giving step-by-step instructions for using the features of a particular digital information application. Instead, the focus is on the techniques, tools, procedures, etc which are typical to many digital information applications (including, for example, OpenOffice.org).

However, to illustrate these advanced techniques, tools, and procedures, screenshots from Microsoft Office 2010 products (Word, Excel, Access, etc) are used.



# New Zealand Certificates

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

## PTEs

Programme Approval can be a time consuming process: creating content and ensuring graduate outcomes are adhered to. At Instant Education Solutions, we have done the hard work for you. We have identified potential programme solutions using a unit standard/module approach. However, we don't assume that one solution fits all. Everyone is different and we understand that. So we have left the choice entirely up to you!

**You may want to take a hold of and run with our 100% solution.** We have a number of programme options for you to choose from for each qualification. Select the one that fits you the best. **Or maybe you want something more tailored to your unique needs?** No problem; simply identify the set of units/modules that work for you, or even just select individual units you think best suits your learners' needs. You can then determine your own additional specific content to ensure your programme is approved with minimum compliance issues.

Unit Standards and/or IES modules take the guesswork out of quality and ensure you are fit for purpose when it comes to moderation. If the shoe fits – wear it! We have even created a programme approval document to further help reduce time with preparing your programme application.

Our customer representative team are here to help you. Contact us now to help you prepare for success into the future.

## Schools

The unit standards listed for the following qualifications directly contribute to completion of graduate outcomes. Selecting any of these unit standards gives you confidence that your learners are acquiring the transferrable skills needed for future success. Simply select the unit standards that best suit your learner's needs.

## Gaining Programme Approvals

The combination of standards selected for each qualification meets all graduate outcomes. Separate programme specifications are available on our website to help gain programme approval. The specifications map each standard/module to the graduate outcomes and are ready to be copied straight into your course approval application.

## Pricing Options

Different price options are available based on the unit standards selected. Contact us for a customised quote based on your unique needs.

## Pathway and Transition Information

See our website for more details including pathways to higher level qualifications.

# New Zealand Certificate in Business Administration and Technology

Level

**3**

Credits

**60**

Programme  
Options

**5+**

NZQA Ref

**2452**

## 5+ Programme Options

There are five possible options to achieve the graduate outcomes of this qualification. Download the matrix of these options from our website link below.

There are several other possible ways to combine units to make a total of 60 (or more) credits. If the suggested options do not suit your unique needs, then select individual standards from the list below. You can then determine your own additional specific content to ensure your programme will meet the required qualification outcomes.

| Unit #   | Title   | Level | Credit | ✓                        |
|--|---|-------|--------|--------------------------|
| <b>General</b>   |   |       |        |                          |
| 121  | Demonstrate and apply knowledge of office equipment and administration processes                      | 2     | 5      | <input type="checkbox"/> |
| 122  | Provide office reception services   | 3     | 5      | <input type="checkbox"/> |
| 123  | Use office information, copying, and telecommunication systems  | 3     | 5      | <input type="checkbox"/> |
| 376  | Employ customer service techniques to accommodate customer behavioural styles in a workplace          | 3     | 2      | <input type="checkbox"/> |
| 3494   | Write minutes for a formal meeting  | 3     | 3      | <input type="checkbox"/> |
| 9681   | Contribute within a team or group which has an objective  | 3     | 3      | <input type="checkbox"/> |
| 29795  | Apply ethical behaviour when using digital tools  | 3     | 5      | <input type="checkbox"/> |
| 29796  | Collaborate effectively with others in a digital environment  | 3     | 7      | <input type="checkbox"/> |
| <b>Spreadsheets</b>  |   |       |        |                          |
| 29786  | Produce a spreadsheet for organisational use  | 3     | 3      | <input type="checkbox"/> |
| <b>Word Processing</b>   |   |       |        |                          |
| 108  | Apply text processing skills to produce business documents  | 3     | 5      | <input type="checkbox"/> |
| 112  | Produce business or organisational information using word processing functions                        | 3     | 5      | <input type="checkbox"/> |
| 12886  | Customise software features and create document templates for generic text and information management | 3     | 6      | <input type="checkbox"/> |
| 12887  | Integrate text and images and manage multiple files for generic text and information management       | 3     | 6      | <input type="checkbox"/> |
| <b>Databases</b>   |   |       |        |                          |
| 29787  | Produce and use a database to provide a solution for organisational use                               | 3     | 3      | <input type="checkbox"/> |
| <b>Desktop Publishing</b>  |   |       |        |                          |
| 29792  | Use a desktop publishing application to produce documents   | 3     | 4      | <input type="checkbox"/> |
| <b>Data integration (word processing, spreadsheet, and database)</b> |   |       |        |                          |
| 29785  | Use a word processing application to integrate images, spreadsheet and database data into documents   | 3     | 4      | <input type="checkbox"/> |

For a complete certificate solution, visit [www.instant.org.nz/busadmin3](http://www.instant.org.nz/busadmin3)

# New Zealand Certificate in Computing

User Fundamentals

Level

2

Credits

40

Programme  
Options

6+

NZQA Ref

2591

## 6+ Programme Options

There are six possible options to achieve exactly 40 credits for the graduate outcomes of this qualification. Download the matrix of these options from our website link below.

There are many possible options resulting in more than 40 credits. If these options do not suit your unique needs, then select individual standards from the list below. You can then determine your own additional specific content to ensure your programme will meet the required qualification outcomes.

| Unit #                                     | Title   | Level | Credit | ✓                        |
|--|---|-------|--------|--------------------------|
| <b>Word Processing</b>                     |   |       |        |                          |
| 29769                                      | Use the main features and functions of a word processing application for a purpose ( <i>MS OFFICE 365 WORD 2016</i> )               | 2     | 3      | <input type="checkbox"/> |
| <b>Spreadsheets</b>                        |   |       |        |                          |
| 29770                                      | Use the main features and functions of a spreadsheet application for a purpose ( <i>MS OFFICE 365 EXCEL 2016</i> )                  | 2     | 3      | <input type="checkbox"/> |
| <b>Presentation</b>                        |   |       |        |                          |
| 29771                                      | Use the main features and functions of a presentation application for a purpose ( <i>MS OFFICE 365 POWERPOINT 2016</i> )            | 2     | 2      | <input type="checkbox"/> |
| <b>Data Management and Digital Devices</b> |   |       |        |                          |
| 29772                                      | Manage files and folders using digital devices ( <i>WINDOWS 10, ANDROID</i> )   | 2     | 2      | <input type="checkbox"/> |
| 29780                                      | Configure and use contemporary and emerging digital devices ( <i>WINDOWS 10, ANDROID, IOS</i> )                                     | 2     | 3      | <input type="checkbox"/> |
| 29783                                      | Implement basic security when using digital devices and software  | 2     | 3      | <input type="checkbox"/> |
| <b>Graphics/Images</b>                     |   |       |        |                          |
| 29773                                      | Produce digital images for a range of digital media ( <i>GIMP</i> )   | 2     | 3      | <input type="checkbox"/> |
| 29778                                      | Use the main features and functions of a schematic diagram application to create diagrams ( <i>DRAW.IO</i> )                        | 2     | 2      | <input type="checkbox"/> |
| <b>Desktop Publishing</b>                  |   |       |        |                          |
| 29774                                      | Use the main features and functions of a desktop publishing application to create documents ( <i>MS OFFICE 365 PUBLISHER 2016</i> ) | 2     | 3      | <input type="checkbox"/> |
| <b>Web Development</b>                     |   |       |        |                          |
| 29775                                      | Use the main features and functions of a web authoring and design tool to create a website ( <i>BLUEGRIFFON</i> )                   | 2     | 3      | <input type="checkbox"/> |
| 29776                                      | Use the main features and functions of an HTML editor to create a website ( <i>HTML5 &amp; CSS3</i> )                               | 2     | 4      | <input type="checkbox"/> |
| <b>Database</b>                            |   |       |        |                          |
| 29777                                      | Use the main features and functions of a database application to create and test a database ( <i>MS OFFICE 365 ACCESS 2016</i> )    | 2     | 3      | <input type="checkbox"/> |
| <b>Internet and Digital Communication</b>  |   |       |        |                          |
| 29781                                      | Use the internet and common digital devices and software to gather information and connect with other users and devices             | 2     | 7      | <input type="checkbox"/> |
| <b>Hardware and Software</b>               |   |       |        |                          |
| 29782                                      | Demonstrate knowledge of computing hardware, software and terminology to select digital tools for specified purposes                | 2     | 5      | <input type="checkbox"/> |
| <b>Computer Support</b>                    |   |       |        |                          |
| 29784                                      | Troubleshoot, fix and escalate simple or routine computing and connectivity problems  | 2     | 2      | <input type="checkbox"/> |

For a complete certificate solution, visit [www.instant.org.nz/comp2](http://www.instant.org.nz/comp2)



# New Zealand Certificate in Computing

Intermediate User

Level

3

Credits

61

Programme Options

1

NZQA Ref

2592

## One Programme Option

There is one possible option to achieve the graduate outcomes of this qualification (based on unit standards available from Instant Education Solutions). If this option does not suit your unique needs, then select individual standards from the list below. You can then determine your own additional specific content to ensure your programme will meet the required qualification outcomes.

| Unit #                                     | Title  | Level | Credit | ✓                        |
|--|--|-------|--------|--------------------------|
| <b>Word Processing</b>                     |  |       |        |                          |
| 29785                                      | Use a word processing application to integrate images, spreadsheet and database data into documents<br>(Office 365/2016 Word, Excel, Access) | 3     | 4      | <input type="checkbox"/> |
| <b>Spreadsheets</b>                        |  |       |        |                          |
| 29786                                      | Produce a spreadsheet for organisational use (Office 365/2016 Excel)   | 3     | 3      | <input type="checkbox"/> |
| <b>Databases</b>                           |  |       |        |                          |
| 29787                                      | Produce and use a database to provide a solution for organisational use (Office 365/2016 Access)   | 3     | 3      | <input type="checkbox"/> |
| <b>Web Development</b>                     |  |       |        |                          |
| 29788                                      | Develop and evaluate an interactive website for organisational use (HTML5 & CSS3; Notepad++)   | 3     | 5      | <input type="checkbox"/> |
| <b>Presentations</b>                       |  |       |        |                          |
| 29789                                      | Use a presentation application to produce an interactive multimedia presentation (Office 365/2016 PowerPoint)                                | 3     | 3      | <input type="checkbox"/> |
| <b>Project</b>                             |  |       |        |                          |
| 29790                                      | Apply digital tools to create and monitor a project plan (Microsoft Office 2016 Project Professional)  | 3     | 3      | <input type="checkbox"/> |
| 29793                                      | Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief                                 | 3     | 5      | <input type="checkbox"/> |
| <b>Digital Media</b>                       |  |       |        |                          |
| 29791                                      | Capture and prepare digital media for integration into other applications (GIMP)   | 3     | 2      | <input type="checkbox"/> |
| <b>Desktop Publishing</b>                  |  |       |        |                          |
| 29792                                      | Use a desktop publishing application to produce documents (Office 365/2016 Publisher)  | 3     | 4      | <input type="checkbox"/> |
| <b>Security and Ethics</b>                 |  |       |        |                          |
| 29794                                      | Implement security solutions when using digital tools  | 3     | 5      | <input type="checkbox"/> |
| 29795                                      | Apply ethical behaviour when using digital tools   | 3     | 5      | <input type="checkbox"/> |
| <b>Teamwork and Collaboration</b>          |  |       |        |                          |
| 29796                                      | Collaborate effectively with others in a digital environment   | 3     | 7      | <input type="checkbox"/> |
| <b>Digital Devices and Data Management</b> |  |       |        |                          |
| 29772                                      | Manage files and folders using digital devices (Windows 10, Android, iOS)  | 2     | 2      | <input type="checkbox"/> |
| 29780                                      | Configure and use contemporary and emerging digital devices (Windows 10, Android, iOS)   | 2     | 3      | <input type="checkbox"/> |
| 29797                                      | Synchronise data across digital devices and multiple platforms (Windows 10, Android, iOS)  | 3     | 2      | <input type="checkbox"/> |
| <b>Computer Support</b>                    |  |       |        |                          |
| 29798                                      | Troubleshoot, fix and escalate a range of common hardware and software problems (Windows 10)   | 3     | 3      | <input type="checkbox"/> |
| <b>Graphics and Images</b>                 |  |       |        |                          |
| 29778                                      | Use the main features and functions of a schematic diagram application to create diagrams (DRAW.IO)  | 2     | 2      | <input type="checkbox"/> |

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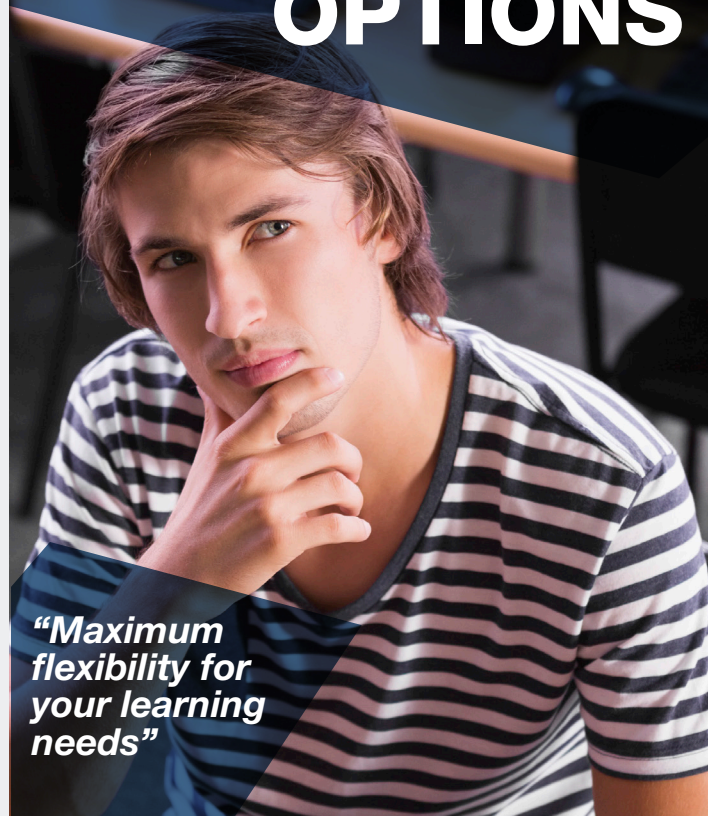
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