



# Work Ready Solutions

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# 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.

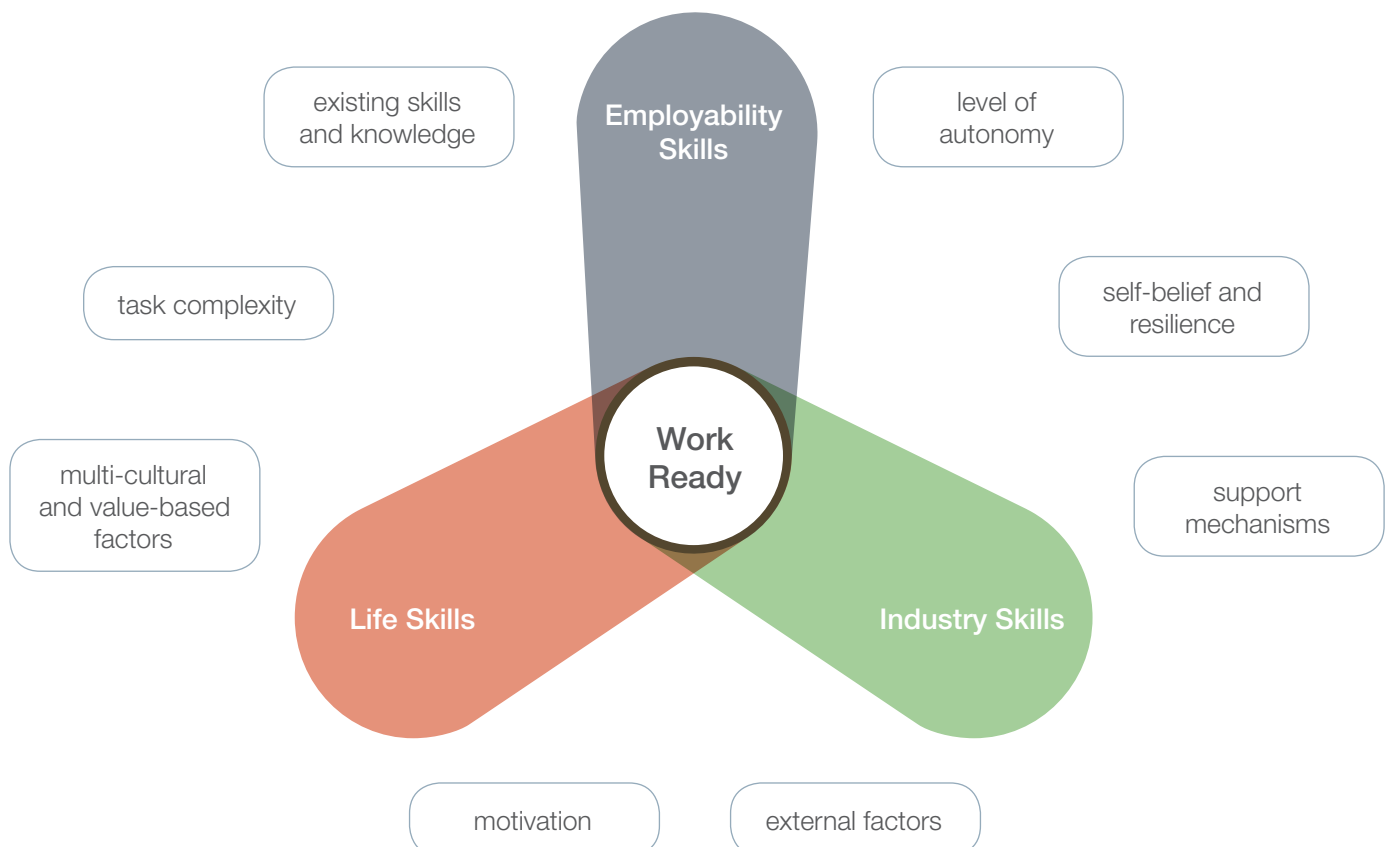
Employability Skills

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**

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

### Moderation Guarantee

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

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



## Product Quality

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

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

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

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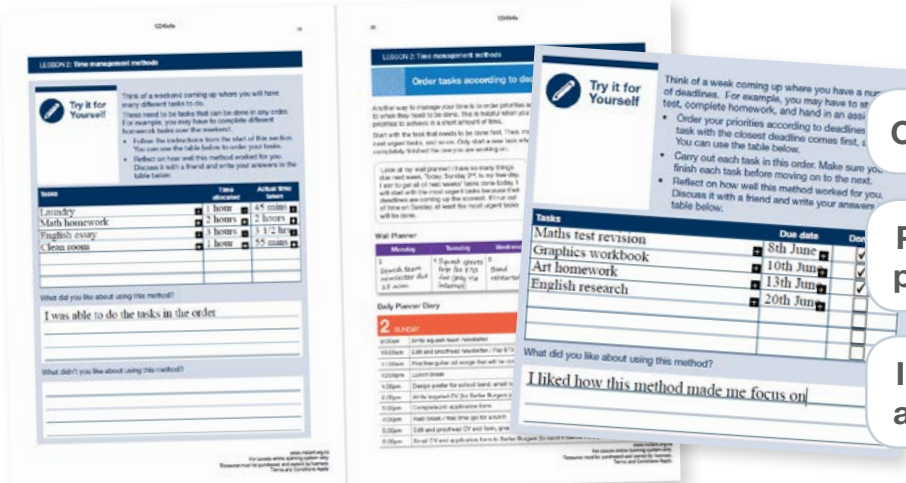
# Printed Materials



- Easy-to-follow content
- Prompted activities to engage learners
- Guidance notes for teachers to aid delivery



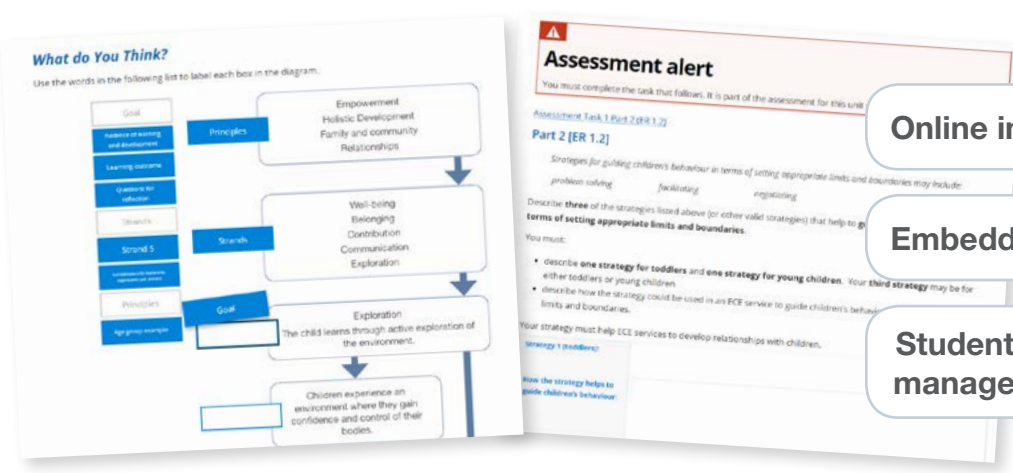
# E-Packs | Paperless PDFs



- Offline digital interaction
- Paperless - reduces printing costs
- Improved convenience and sustainability



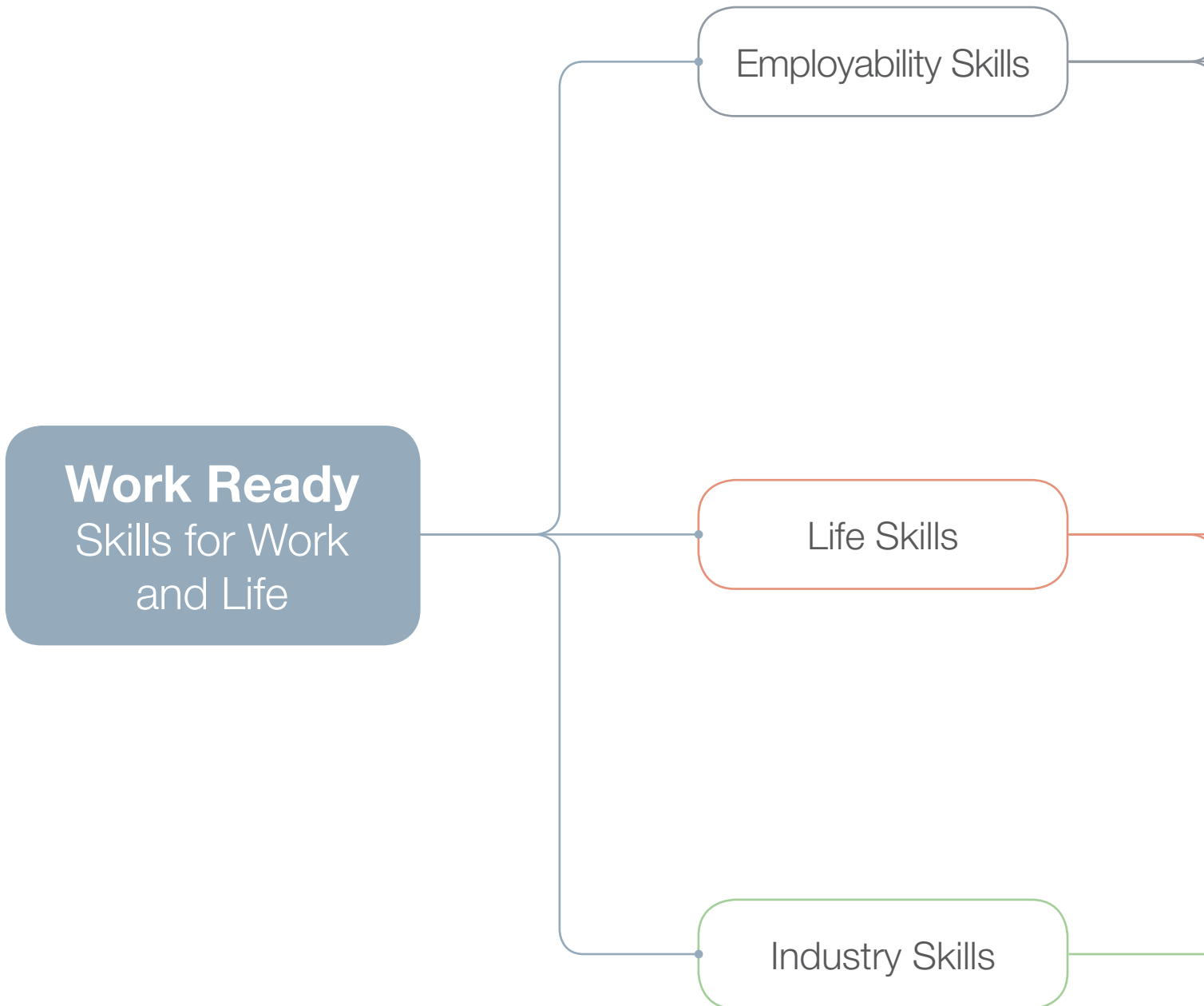
# switch | Digital Learning Platform

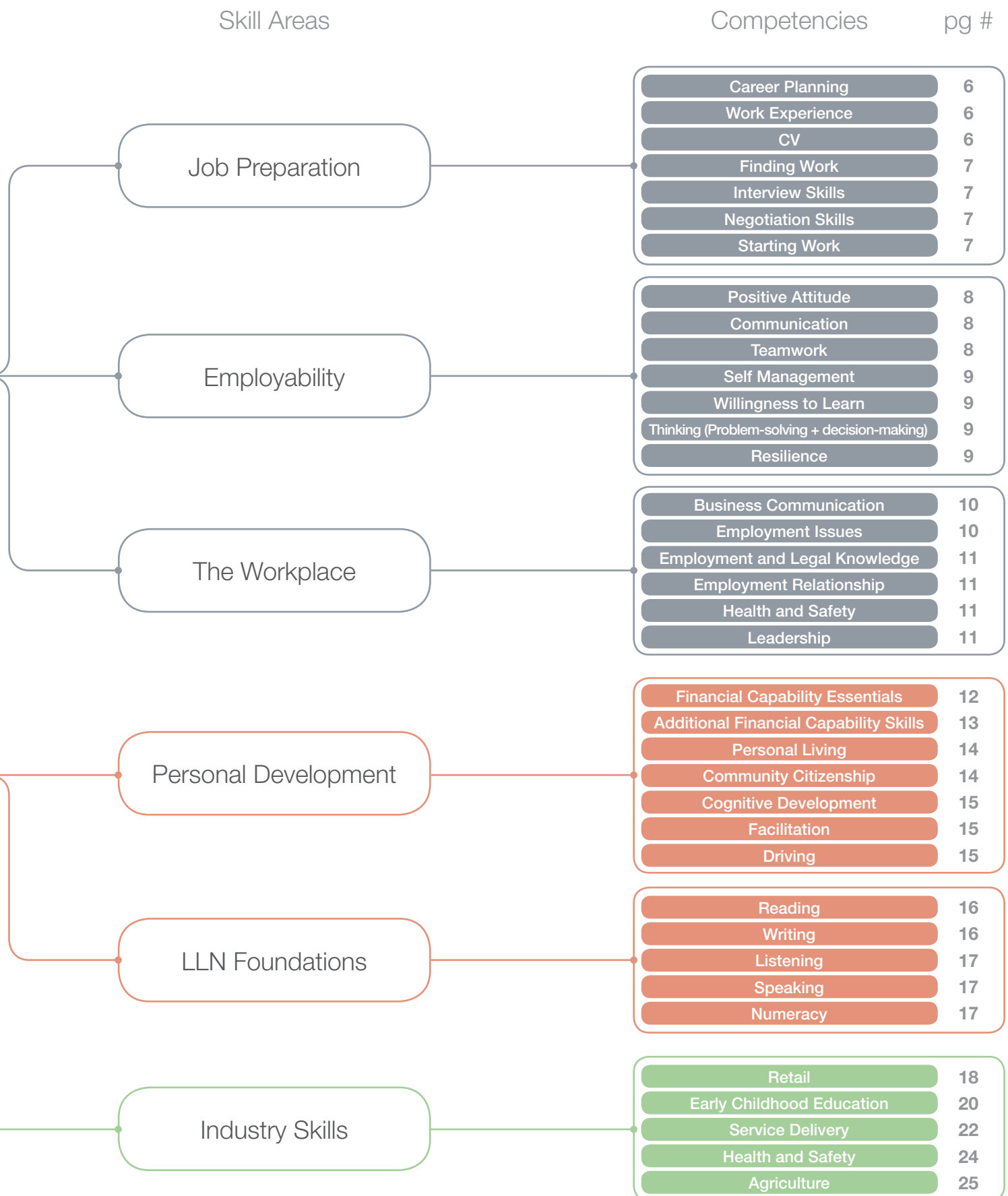


- Online interactions
- Embedded assessment
- Student resource management

# Work Ready Competency Matrix

Key Skill Areas





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	3

## Work Experience

Unit #	Title	Level	Credit
3483	Fill in a form	1	2
24871	Complete complex 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



The 'Job Preparation' suite of standards provides an easy step-by-step process for learners to identify work and career options, and the practical steps involved in gaining both work experience and a work position. Learners will cover areas such as finding work, interview skills, and negotiation skills, to ensure they are well-prepared to start out in a new workplace. The focus of these units is giving learners the confidence and skills needed for employment.



### Finding Work

Unit #	Title	Level	Credit
1285	Make enquiries and complete practical transactions	1	2
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 - <i>expiring end 2019</i>	4	3

### Starting Work

Unit #	Title	Level	Credit
543	Work in a new workplace	1	3
30909	Describe how employee behaviours and/or attitudes contribute to positive workplace relationships and performance	1	2

# Employability



## Positive Attitude

Unit #	Title	Level	Credit
12355	Describe strategies for managing stress	2	3

## Communication

Unit #	Title	Level	Credit
3503	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	4

## Teamwork

Unit #	Title	Level	Credit
3503	Communicate in a team or group to complete a routine task	1	2
10790	Converse with others - <i>expiring end 2020</i>	1	2
26625	Actively participate in spoken interactions	1	3
377	Demonstrate knowledge of diversity in workplaces	2	2
4247	Describe general characteristics of peoples in New Zealand - <i>expiring end 2019</i>	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	Communicate 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 which has an objective	4	5

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. 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.

Learners who complete these standards will be able to show that they possess some of the soft skills that are valued in the workplace.



### Self Management

Unit #	Title	Level	Credit
496	Produce, implement, and reflect on a plan to improve own personal wellbeing	1	3
4249	Describe obligations as an employee	1	3
12349	Demonstrate knowledge of time management	2	3

### Willingness to Learn

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

### Research Skills

7121	Demonstrate skills to search 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	2	3

### Resilience

Unit #	Title	Level	Credit
12348	Demonstrate knowledge of anger management	1	2
4258	Describe ways of managing and coping with change - <i>expiring end 2019</i>	2	2
12355	Describe strategies for managing stress	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 feedback on performance in the workplace	3	3
7126	Respond to oral 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/or information	3	3

## Interviews

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

## Employment Issues

Unit #	Title	Level	Credit
548	Demonstrate knowledge of the impact of alcohol and other drugs	1	3
525	Recognise sexual harassment and describe ways of responding	2	3
542	Describe discrimination and describe ways of responding	2	3
12360	Describe and explain emerging patterns of work - <i>expiring end 2019</i>	3	3

For learners to be successful when they move into work roles, they need to be able to understand job roles and responsibilities; employee and employer legal rights and responsibilities; and be able to recognise and respond to workplace expectations, policies, and procedures. Underpinning this is the commitment to effective business communication and a commitment to a healthy and safe workplace.

The standards selected here represent a more in-depth understanding of how a workplace functions 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
1978	Describe basic employment rights and responsibilities, and sources of information and/or assistance	1	3
8548	Demonstrate knowledge of accessing legal assistance	2	3
9680	Communicate within a specified organisational context	2	3
30911	Demonstrate knowledge of a specified workplace	3	3

### Employment Relationship

Unit #	Title	Level	Credit
1979	Describe employment agreements	2	3
1980	Describe, from an employee perspective, ways of dealing with employment relationship problems	3	3
1982	Demonstrate knowledge of collective employment agreement negotiation processes - <i>expiring end 2019</i>	3	2

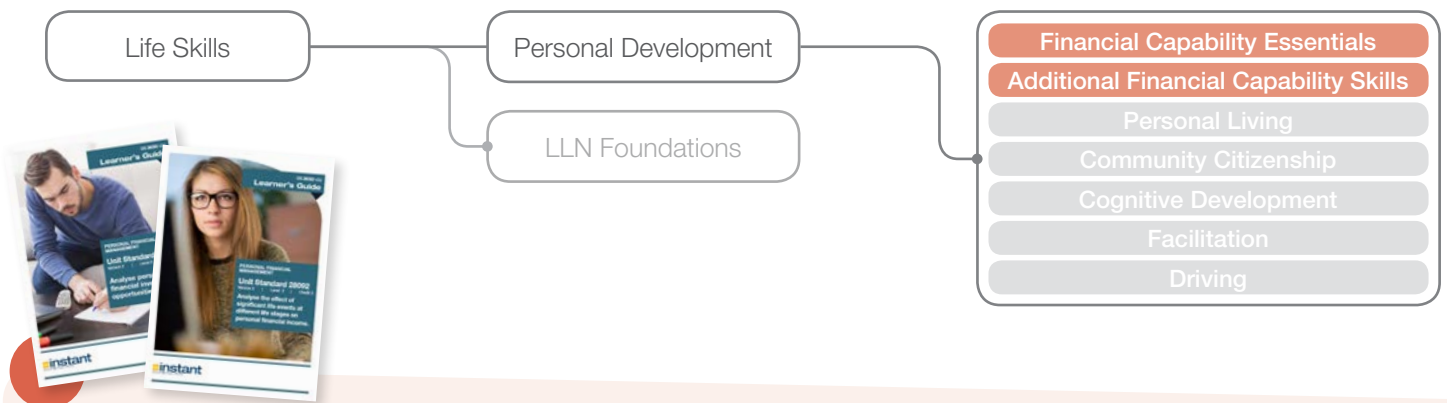
### Health and Safety

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	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 business finance, these standards will improve learners' financial literacy and give them the confidence to use their 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 on investment 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

\* Allows 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 - <i>expiring end 2019</i>	2	4
12354	Describe legal implications of living in rented accommodation and means to prevent and resolve related problems	2	4

## Purchasing Goods

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

## Community Citizenship

Unit #	Title	Level	Credit
526	Describe community agencies and services provided	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/whakapapa, heritage, and cultural identity	2	3
30906	Plan and engage in an activity intended to benefit the community	3	6

## Law Enforcement

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





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.

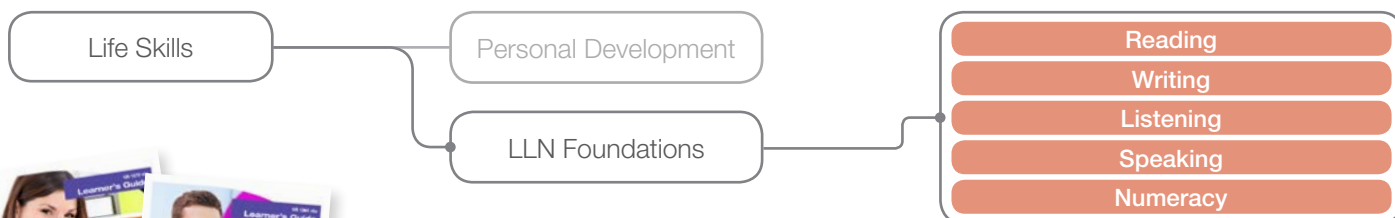
Cognitive Development			
Unit #	Title	Level	Credit
7119	Describe memory processes and demonstrate a memory technique	2	2

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 - <i>expiring end 2019</i>	2	3
4261	Identify legal rights and obligations in relation to motor vehicle ownership and operation	2	3

# LLN Foundations

(Language, Literacy and Numeracy)



## Reading

Unit #	Title	Level	Credit
25060	Read texts for practical purposes - <i>expiring end 2020</i>	1	2
2970	Independently read texts about life experiences which relate to a personal identified interest - <i>expiring end 2020</i>	1	3
26624	Read texts with understanding	1	3
2989	Select, read, and assess texts on a topic	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 - <i>expiring end 2020</i>	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 the lives of our learners, including improvements to their social lives, 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 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 - <i>expiring end 2020</i>	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 a specified 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



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	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
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 provides a safe place for learning and assessment to occur. Other standards require a retail workplace or real customer interaction to ensure assessment takes place in an actual retail situation. A number of standards are vocational pathway units and also offer possible credits towards the New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2).



**Retail** *continued.*

**Level 2 - Work Placement Experience\*\***

11938	<b>VP L2</b> Assist customers to select goods and/or services	2	5
11978	<b>L2</b> Maintain housekeeping in a retail environment	2	3

**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

**VP** This is a **Vocational Pathways** unit.

**L2** This unit meets the **Level 2 Qualification Outcomes**.

\* A **simulation environment** or **workplace** can be used.

\*\* A **work placement is required** which includes **customer interaction**.

# Early Childhood Education



## Early Childhood Care

### Culturally Responsive Practice

Unit #	Title	Level	Credit
29857	Describe patterns of development and learning for young children	2	5
29858 <b>SE</b>	Provide and reflect on the value of play experiences for a child's development and learning	2	5
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 <b>SE</b>	Describe the value of play and create resources for children's development and learning in an ECE service	3	4
29863 <b>SE</b>	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

### Develop and maintain respectful relationships

29855	Describe attachment relationships and strategies used to support transitions for young children	2	3
29860	Describe strategies and practices used to develop positive relationships and to guide behaviour in young children	2	6
26708 <b>SE</b>	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

**SE** This unit includes placement tasks that need to be completed in an **ECE Service Environment**.

**PM** This unit involves **preparing a meal**.

The physical, social, and emotional development of any child is dependent 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 some of the requirements of the New Zealand Certificate in Early Childhood Education and Care – Levels 2 and 3. There are a number of standards that can be completed individually, or used towards completing the certificates.



**UNITS BECOMING AVAILABLE  
THROUGHOUT 2019**

**Early Childhood Care** *continued.*

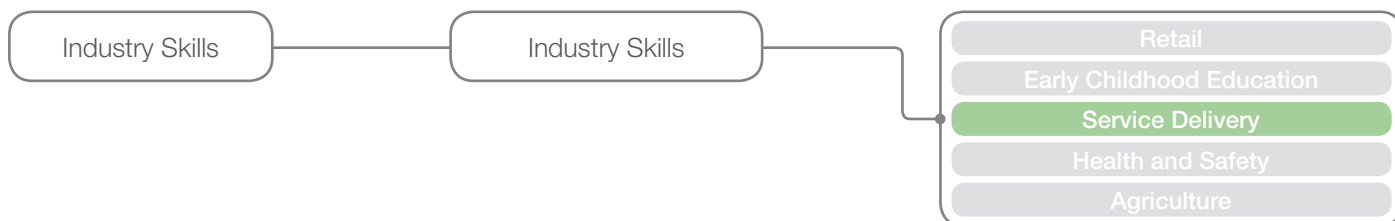
**Health and Wellbeing**

Unit #	Title	Level	Credit
29852	Demonstrate knowledge of the basic needs and nutrition that support young children's holistic wellbeing and development	2	4
29853	Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children	2	3
29856 <b>SE</b>	Describe and demonstrate care practices for infants and toddlers	2	2
10019 <b>SE</b>	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 <b>PM</b>	Demonstrate knowledge of, apply and reflect on age-related nutrition needs for a child in an ECE service	3	2

**Professional Practice**

29859	Describe values and beliefs that inform own personal approach to the learning and care of young children	2	4
29861	Identify and describe agencies/services available in the community to support young children and families	2	3
29868 <b>SE</b>	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

# Service Delivery



## Service Delivery

### Basic Customer Service

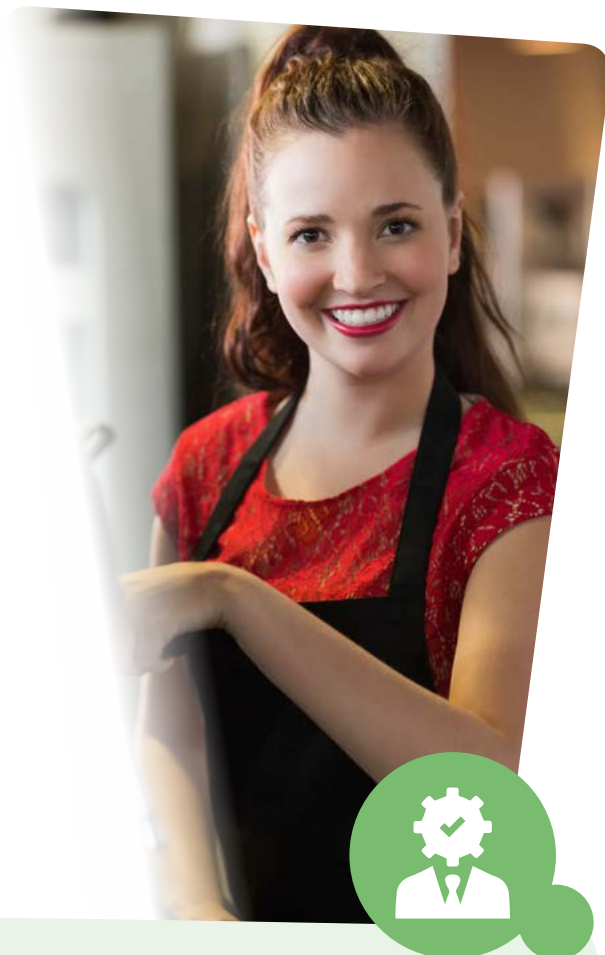
Unit #	Title	Level	Credit
57	Provide customer service	2	2
62	Maintain personal presentation and a positive attitude in a workplace involving customer contact	2	3
11818	Demonstrate and apply product and/or service knowledge	3	2

### 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



The set of basic customer service standards covers the essentials needed to learn about basic customer care. Customer service and care is explored in depth 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.

Unit standards	Assessment environment required
<b>11818</b>	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.
<b>57, 62, 11815</b>	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.
<b>376, 378, 11816</b>	Assessment can occur in a real or simulated workplace.

### 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



These two health and safety standards provide an introduction to health and safety legislation in New Zealand, and how it is applied in work places.

## 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

# Industry Skills

# Agriculture



The three topic-based sets of agricultural units provide learners with an overview of different aspects of this sector including health and safety. A number of the units are also vocational pathway units.

## Agriculture

### Tractors

Unit #	Title	Level	Credit
27608 <b>VP</b>	Drive a basic wheel tractor on flat terrain under close supervision	1	3
19044 <b>VP</b>	Demonstrate knowledge of the legal requirements and hazards associated with tractor use	2	3
24552 <b>VP</b>	Check and drive a basic wheel tractor with an attached implement on flat terrain	2	5

### Quad Bikes

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

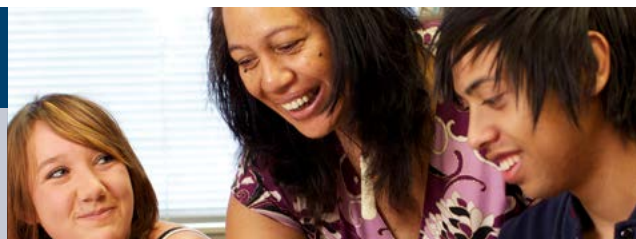
### Health and Safety

19145 <b>VP</b>	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	Demonstrate knowledge of hazards, hazard control, and the consequences of injury in a rural workplace	3	4

**VP** This is a **Vocational Pathways** unit.

## LEVEL 3 LEARNING MODULES

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### Business Communications – 6 CREDITS

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

### Communication Skills – 12 CREDITS

9694	Demonstrate and apply knowledge of communication process theory	3	4
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 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 – 12 CREDITS

Unit #	Title	L	Cr
4251	Plan a career pathway	3	3
1296	Interview in informal situations	3	3
9681	Contribute within a team or group which has an objective	3	3
12360	Describe and explain emerging patterns of work - <i>expiring end 2019</i>	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 - <i>expiring end 2019</i>	3	5
108	Apply text processing skills to produce business documents [Using Microsoft Word 2013/2016]	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.

### Workplace Development – 14 CREDITS

1980	Describe, from an employee perspective, ways of dealing with employment relationship problems	3	3
1982	Demonstrate knowledge of collective employment agreement negotiation processes - <i>expiring end 2019</i>	3	2
1312	Give oral instructions in the workplace (workplace placement required)	3	3
9705	Give feedback on performance in the workplace	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 - <i>expiring end 2020</i>	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 business correspondence to convey complex ideas and/or information	3	3
24	2970	Independently read texts about life experiences which relate to a personal identified interest - <i>expiring end 2020</i>	1	3
	2989	Select, read, and assess texts on a topic	2	3
	2990	Read texts to research information	3	4
	25060	Read texts for practical purposes - <i>expiring end 2020</i>	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 enquiries and complete practical transactions	1	2
	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 informal situations	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	Communicate in a team or group to complete a routine task	1	2
	9677	Communicate in a team or group which has an objective	2	3
9705	Give feedback on performance in the workplace	3	3	

## Recommended Sources of Evidence for Numeracy Units

266-	Unit #	Title	L	Cr
23	64	Perform calculations for a specified 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	Create a long-term personal financial investment portfolio	3	4
	28103	Analyse and select personal financing options for purchasing a property	3	4
26	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
27	64	Perform calculations for a specified workplace	1	2



# Units by NZQA domain

## WORK AND STUDY SKILLS

Unit #	Title	L	Cr
56	Respond orally to customer enquiries	1	2
64	Perform calculations for a specified workplace	1	2
504	Produce a CV (curriculum vitae)	1	2
543	Work in a new workplace	1	3
1978	Describe basic employment rights and responsibilities, and sources of information and/or assistance	1	3
4249	Describe obligations as an employee	1	3
7120	Demonstrate knowledge of note taking	1	2
7121	Demonstrate skills to search 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
<b>NEW</b> 30909	Describe how employee behaviours and/or attitudes contribute to positive workplace relationships and performance	1	2
377	Demonstrate knowledge of diversity in workplaces	2	2
1979	Describe employment agreements	2	3
4252	Produce a personal targeted CV (curriculum vitae)	2	2
4253	Demonstrate knowledge of job search skills	2	3
7117	Develop strategies to enhance own learning	2	2
7118	Manage own learning in a programme	2	3
7119	Describe memory processes and demonstrate a memory technique	2	2
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 complex forms	2	2
1980	Describe, from an employee perspective, ways of dealing with employment relationship problems	3	3
1982	Demonstrate knowledge of collective employment agreement negotiation processes - <i>expiring end 2019</i>	3	2
4251	Plan a career pathway	3	3
11827	Demonstrate knowledge of, and prepare to participate in, organisational change	3	2
12360	Describe and explain emerging patterns of work - <i>expiring end 2019</i>	3	3
<b>NEW</b> 30911	Demonstrate knowledge of a specified workplace	3	3





## SOCIAL AND CO-OPERATIVE SKILLS

Unit #	Title	L	Cr
526	Describe community agencies and services provided	1	2
12350	Demonstrate knowledge of law enforcement	1	2
<b>NEW</b> 30908	Demonstrate knowledge of consequences of breaking laws	1	2
<b>NEW</b> 30910	Develop strategies to respond to cyberbullying	1	2
525	Recognise discrimination and describe ways of responding	2	3
542	Recognise discrimination and describe ways of responding	2	3
4247	Describe general characteristics of peoples in New Zealand - <i>expiring end 2019</i>	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 motor vehicle ownership and operation	2	3
7124	Demonstrate knowledge of one-to-one negotiation	2	2
<b>NEW</b> 30907	Demonstrate knowledge in relation to the New Zealand Police Nga Pirihimana o Aotearoa in the community	2	3
7126	Respond to oral complaints	3	2
12356	Demonstrate knowledge of consumer problems and ways to resolve them	3	3
18862	Facilitate the Peer Support programme in schools (Assessment only)	3	4
<b>NEW</b> 30906	Plan and engage in an activity intended to benefit the community	3	6
7125	Negotiate on own behalf - <i>expiring end 2019</i>	4	3



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

## SELF MANAGEMENT

Unit #	Title	L	Cr
496	Produce, implement, and reflect on a plan to improve own personal wellbeing	1	3
548	Demonstrate knowledge of the impact of alcohol and other drugs	1	3
12348	Demonstrate knowledge of anger management	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 - <i>expiring end 2019</i>	2	4
4258	Describe ways of managing and coping with change - <i>expiring end 2019</i>	2	2
7123	Apply a problem-solving method	2	2
8548	Demonstrate knowledge of accessing legal assistance	2	3
12349	Demonstrate knowledge of time management	2	3
12352	Describe aspects of one's own lineage/whakapapa, 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 strategies for managing stress	2	3
12359	Describe household conservation strategies	2	3
7127	Exercise informed choice in deciding on a major goods or service purchase	3	2



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

## FINANCIAL CAPABILITY

Unit #	Title	L	Cr
24697	Perform income-related calculations for personal financial 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 stages on personal income	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 on investment 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 - <i>expiring end 2020</i>	1	4
1285	Make enquiries and complete practical transactions	1	2
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 - <i>expiring end 2020</i>	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	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 - <i>expiring end 2020</i>	1	2
10792	Write formal personal correspondence	1	3
25060	Read texts for practical purposes - <i>expiring end 2020</i>	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 on a topic	2	3
3488	Write business correspondence for a workplace	2	3
3492	Write a short report	2	3
9677	Communicate 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 informal situations	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 feedback on performance in the workplace	3	3
11095	Write business correspondence to convey complex ideas and/or 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 which has an objective	4	5



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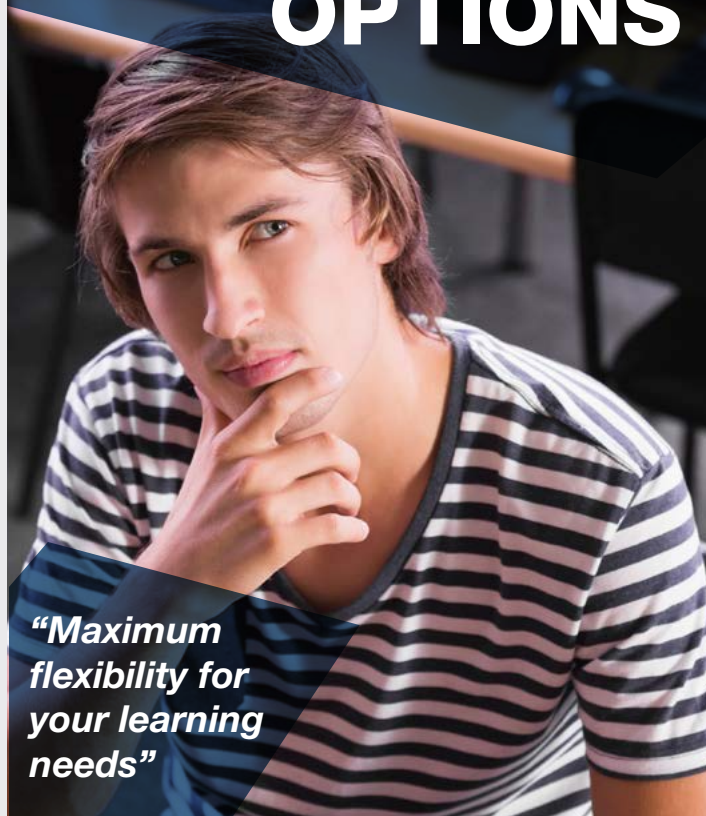
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<p><b>US 111</b> LEVEL 2 CREDIT 5 Use a word processor to produce documents for a business or organisation (for users of...)</p> <p>Business administrator, vocational</p> <p><a href="#">VIEW DETAILS</a></p>	<p><b>US 497</b> LEVEL 1 CREDIT 3 Demonstrate knowledge of workplace health and safety requirements</p> <p>Occupational health and safety...</p> <p><a href="#">VIEW DETAILS</a></p>	<p><b>US 1978</b> 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><a href="#">VIEW DETAILS</a></p>
<p><b>US 2783</b> LEVEL 2 CREDIT 3 Demonstrate knowledge of the components of personal computer systems</p> <p>Computing, Vocational Pathways...</p> <p><a href="#">VIEW DETAILS</a></p>	<p><b>US 11968</b> LEVEL 2 CREDIT 4 Demonstrate and integrate knowledge of legislation applicable to sale of goods and...</p> <p>Retail, Distribution, And Sales...</p> <p><a href="#">VIEW DETAILS</a></p>	<p><b>US 11941</b> LEVEL 2 CREDIT 2 Establish and maintain positive customer service interactions in a retail environment</p> <p>Retail, Distribution, And Sales...</p> <p><a href="#">VIEW DETAILS</a></p>





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