Prospectus

2014

Ph: (09) 522 5392

www.aiiasinstitute.co.nz
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Disclaimer: Discoveries Educare, which operates a number of childcare centres throughout Auckland, is
owned by the Director of the Australasian Institute of Applied Studies. However, the Director wishes to
point out that Discoveries Educare is a separate business operation and no preferential employment is
available to graduates of the Early Childhood courses offered by the Institute.

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electronic or mechanical, including photocopying, recording, or by any information storage and retrieval
system, without permission from the publisher.
Director's Message

With the increasing number of families where both parents are working full time, there is a pressing need for quality childcare facilities and trained staff to work in the field of early childhood education.

At AIAS we offer specialised courses and training that will enhance parenting skills and provide career opportunities in early childhood education.

Our mission is to produce graduates with a strong sense of self and to create inspiring educators who can offer positive role-modelling experiences for each child.

I sincerely hope that as a prospective student you will enjoy browsing through the various facilities which have been created here and hope that you find us worthy of your trust.

I wish you good luck in your journey.

Mission Statement

The principal purpose of the Australasian Institute of Ayurvedic Studies is to provide education and training to the Vocational Educational Sector.

The Institute’s vision and goal is to ensure that its clients receive the most effective and efficient delivery of our training and assessment products.

We will do this by continually reviewing our systems and processes to enable our clients to pursue their full potential.

Australasian Institute of Applied Studies

AIAS was founded in 1998 in Auckland, to meet the demand of students wishing to study Ayurveda, the complimentary health science of India. In 1999, under the guidance of the Principal, Dr. S. Ajit, (B.A.M.S., P.C.A.S.), the Institute recognized the need to establish a quality assurance model of service delivery by becoming a Private Training Establishment (P.T.E), delivering a nationally recognized qualification in Ayurveda under the New Zealand Qualifications Authority (N.Z.Q.A.).

In 2005, with increasing interest from Australian students to study Ayurveda, the Institute established an Australian office and became a Registered Training Organisation (R.T.O.) offering a nationally recognized qualification in Ayurveda under the Australian Qualifications Training Framework.
In 2009, it again responded to a demand in the marketplace and using the experience gained from its quality service delivery in the education sector, offered a course in Early Childhood Education. The course attracted a large number of domestic students and through an extensive advertising campaign, also attracted international interest, with students from India, Fiji and the Philippines applying for admission.

**Academic Programme**

**National Certificate in Early Childhood Education and Care (Level 5)**

**Course Information**

The National Certificate in Early Childhood Education and Care (Level 5) provides intermediate level skills and knowledge for anyone considering a career in early childhood services including the education and care of infants, toddlers and young children within the social and cultural environment of Aotearoa/New Zealand.

Holders of this qualification will have demonstrated knowledge and skills in the areas of:

- Educational theory and practice;
- Family, whanau, community and society;
- Home-based caregiver management;
- Professional practice;
- Interpersonal communication; and
- Food technology and nutrition.

**Course Structure:**

- Qualification Type: Certificate
- Level: 5
- Credits: 122
- Duration: One Year (full Time)

**Entry criteria:**

**New Zealand students must:**

- be 17 years of age or over
- have achieved 48 NCEA credits at Level 2 or better, across four subjects (Applicants who have successfully completed the National Certificate in Early Childhood Education and Care (Level 3) or Play centre training or Parents as First Teachers (PAFT) may be deemed to have met this criterion);
- have a clear police check (entry to the programme will be provisional on the outcome of police check);
- demonstrate a commitment to working with young children evidenced by the writing of a personal statement at the time of the interview;
- have appropriate personal qualities evidenced at interview and by two confidential referee’s statements

**International Students must:**

- be 18 years of age or over
- have completed a minimum of four years secondary schooling.
- Hold a valid visa and travel and medical insurance.
- have a clear police check (entry to the programme will be provisional on the outcome of police check);
• demonstrate a commitment to working with young children evidenced by the writing of a personal statement at the time of the interview;
• have appropriate personal qualities evidenced at interview and by two confidential referee’s statements
• Where English is not the first language, provide IELTS (Level 6.0 Academic) certificate as evidence of English language competency.

Programme Structure

Module 1: Early Childhood Education: Curriculum and Development

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>27146</td>
<td>Demonstrate knowledge of organisations relevant to ECE services in Aotearoa/New Zealand</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10033</td>
<td>Demonstrate knowledge of the Education (Early Childhood Services) Regulations 2008</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>9306</td>
<td>Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>10026</td>
<td>Demonstrate knowledge of the development and learning of children and its relevance to an ECE service</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>26711</td>
<td>Demonstrate knowledge of inclusive education in ECE services and the roles of support agencies</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Module 2: Personal and Professional Development

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>27108</td>
<td>Describe the protocols and roles associated with pōwhiri in accordance with tikanga</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9694</td>
<td>Demonstrate and apply knowledge of communication process theory</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>26714</td>
<td>Demonstrate knowledge of ethical behaviour in relation to ECE services involving different cultures</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>26716</td>
<td>Describe the roles and responsibilities of adults and the impact of statutory agencies in ECE services</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9293</td>
<td>Discuss and reflect on expectations, and develop own philosophy, of professional practice in an ECE service</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Module 3: Human Growth and Development and Learning and Play in ECE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10029</td>
<td>Demonstrate knowledge of theories of human development across the lifespan and their relevance to ECE practice</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>3700</td>
<td>Discuss Māori human development theory for young children</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>26707</td>
<td>Describe the value of play and create resources for children's development and learning in an ECE service</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>26710</td>
<td>Demonstrate knowledge of child behaviours and investigate and apply strategies to guide child behaviours in ECE services</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
Module 4: Nutrition, Health and Safety practices in ECE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>26712</td>
<td>Demonstrate knowledge of, and apply, age-related nutrition needs in providing food for a child in an ECE service</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9297</td>
<td>Discuss maintaining own health, wellbeing, cultural competence, and professional integrity in an ECE service</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>9325</td>
<td>Demonstrate knowledge of an environment that enhances children’s health and safety in an ECE service</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Assignment week

Module 5: Family and Wh`anau

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9302</td>
<td>Demonstrate knowledge of children’s learning and how learning theories influence practice in an ECE service</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>20406</td>
<td>Demonstrate knowledge of, and apply, effective communication with diverse whànau/families in an ECE service</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20407</td>
<td>Demonstrate knowledge of cultural diversity in an ECE service</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9331</td>
<td>Demonstrate knowledge of partnerships between whànau/family and ECE service</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Module 6: Observation, Assessment and Planning

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9312</td>
<td>Demonstrate knowledge of, and implement, observation techniques in an ECE service</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9314</td>
<td>Demonstrate knowledge of programme planning for learning in an ECE service</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

Practicum

The practicum is a compulsory part of your programme. It gives you an opportunity to link the theory with what happens in practice.

The practicum also provides an opportunity for your professional skills to be assessed by yourself, the centre and your tutor. This three-way relationship relies upon all parties meeting their obligations.

The practicum experience will only be arranged in licensed early childhood education centres which meet all current requirements.

Course Costs
<table>
<thead>
<tr>
<th></th>
<th>Domestic Students</th>
<th>International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees &amp; Course Material:</td>
<td>$6,000.00</td>
<td>$8,500.00</td>
</tr>
<tr>
<td>Total Cost</td>
<td>$6,000.00</td>
<td>$8,500.00</td>
</tr>
</tbody>
</table>

**The Diploma in Ayurvedic Lifestyle Consultant (Level 5)**

**Course Information**

The Diploma in Ayurvedic Lifestyle Consultant (Level 5) provides intermediate level skills and knowledge for anyone considering a career as an Ayurvedic Lifestyle Consultant.

Holders of this qualification will have demonstrated knowledge and skills in the areas of:

- Identifying body constitution (Prakruti) and imbalance (Vrikriti)
- Diagnosing of a client based on three fold & eight fold examinations
- Structuring treatment and diet plans to return the body to balance
- Providing therapeutic Ayurvedic massage, musculoskeletal treatments and Shirodhara.

**Course Structure**

- **Qualification Type:** Diploma
- **Level:** 5
- **Credits:** 120

**Duration:** Full Time: 1 year or Flexible Delivery – 18 months

**Entry criteria:**

**New Zealand students must:**

- be 17 years of age or over
- have achieved 48 NCEA credits at Level 2 or better, across four subjects
- have a clear police check (entry to the programme will be provisional on the outcome of police check);
- demonstrate a commitment to working with young children evidenced by the writing of a personal statement at the time of the interview;
- have appropriate personal qualities evidenced at interview and by two confidential referee’s statements

**International Students must:**

- be 18 years of age or over
- have completed a minimum of four years secondary schooling.
- Hold a valid visa and travel and medical insurance.
- have a clear police check (entry to the programme will be provisional on the outcome of police check);
- demonstrate a commitment to working with young children evidenced by the writing of a personal statement at the time of the interview;
- have appropriate personal qualities evidenced at interview and by two confidential referee’s statements
- Where English is not the first language, provide IELTS (Level 6.0 Academic) certificate as evidence of English language competency.
Programme Structure
This qualification is comprised of the following nationally approved units, taught in the following modules.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>LEVEL</th>
<th>CREDIT</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayu  1</td>
<td>Establish Padarth Vigyan (Metaphysics and Philosophies)</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Ayu  2</td>
<td>Shairira Rachana (Ayurvedic Anatomy and physiology)</td>
<td>4</td>
<td>6</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td>Ayu  3</td>
<td>Dravyaguna Vigyana (Ayurvedic Herbology)</td>
<td>4</td>
<td>3</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>Ayu  4</td>
<td>Clinical Bhaishjya (Ayurvedic Materia Medica)</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Ayu  5</td>
<td>Clinical Ahaugyana (Ayurvedic Nutrition)</td>
<td>4</td>
<td>8</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>Ayu  6</td>
<td>Satwavajaya Vigyana (Ayurvedic psychology)</td>
<td>5</td>
<td>7</td>
<td>12 &amp; 13</td>
</tr>
<tr>
<td>Ayu  7</td>
<td>Abhyanga (Ayurvedic Massage)</td>
<td>5</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Ayu  8</td>
<td>Paikshvidhi (Musculo-Skeletal)</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Ayu  9</td>
<td>Parisha vidhi (Ayurvedic Diagnosis)</td>
<td>5</td>
<td>7</td>
<td>16 &amp; 17</td>
</tr>
<tr>
<td>Ayu 10</td>
<td>Kaya chikitsa (Ayurvedic clinical pathology)</td>
<td>5</td>
<td>8</td>
<td>18 &amp; 19</td>
</tr>
<tr>
<td>Ayu 12</td>
<td>Ayurvedic Clinical Training</td>
<td>5</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Ayu 14</td>
<td>Yoga Philosophy</td>
<td>5</td>
<td>7</td>
<td>12 &amp; 13</td>
</tr>
<tr>
<td>Ayu 15</td>
<td>Istri Roga (Women and child care)</td>
<td>5</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Ayu 16</td>
<td>Shirodhara treatment</td>
<td>5</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>A &amp; P</td>
<td>Western Anatomy</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>NGM  2</td>
<td>Clinical Professional Practice</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NGM  3</td>
<td>Clinical Management</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NGM  4</td>
<td>Clinical Practice</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NGM  5</td>
<td>Clinical Understanding</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Delivery Structure

Full Time (One Year)

Full-time study consists of 20 hours of lecture time per week, with additional hours set aside for self-directed study. This timetable provides a regular mixture of theoretical and practical training for the student. It is ideal for students who want to immerse themselves in study or are more motivated in a classroom setting.

Flexible Delivery (18 months)

Flexible Delivery in an interactive delivery model that is sensitive to the needs of modern students. The Institute recognises that many people struggle to balance their academic, personal and professional lives so delivers it academic programme through a combination of through a combination of web based seminars and practical training workshops.

Rather than having to attend all theory classes in person, teachers and students communicate at times of their own choosing by exchanging printed and electronic media or through a virtual classroom that allows them to communicate in real time.

Practical Training Workshop

In the second year of study, a compulsory 15 day workshop is held at our Auckland Campus, (41 Gillies Ave, Newmarket) to delivery and assess the practical components of the qualification. Non-attendance without prior communication will result in you not being awarded your qualification.

In the event special circumstances prevent your attendance, you will need to send a formal application in writing to attend at a later date. However, admission to later workshops is not guaranteed as students from that year’s intake are given priority. Attendance at a later workshop is also charged at full cost recovery so attracts a fee of $1,500.00 per workshop.

Course Costs

<table>
<thead>
<tr>
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<tbody>
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<td>Total Cost</td>
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<td>$8,500.00</td>
</tr>
</tbody>
</table>
General Information for International Students

Accident Insurance

The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, residents and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at www.acc.co.nz

Accommodation

There is no student hostel accommodation available on campus. However, there are a range of accommodation options available in Auckland for international students:

- **Homestays**: Homestays are families who invite international students to stay in their homes. You can expect the homestay family to be an English-speaking family of good character. Normally you are provided with morning and evening meals from Monday to Friday and other meals by arrangement. The school has procedures for the selection and monitoring of homestay families including an on-site assessment of the suitability of the residential facilities.
- **Private Boarding Establishments**: This kind of accommodation provides full board, including all meals and sometimes extra services such as ironing.
- **Flats (apartments)**: A flat may be part of a house or a whole house which is shared between two or more flatmates. Flatting or apartment accommodation is usually more expensive. Flats may cost between $250-500 a week, depending on their quality, location or whether or not you are sharing. An initial bond will often be required. In addition to the rent you can expect to pay about NZ$ 70.00 a week if you prepare your own food, $40 a week for energy (heating, lighting, cooking, hot water) and $20 a week for a telephone.

If requested, the Institute can assist international students to obtain appropriate accommodation prior to their arrival in New Zealand.

Campus

The Institute is located at 41 Gillies Ave, Newmarket, a suburb of Auckland, New Zealand’s largest city. Inhabited now by people from Europe, Asia and Pacific regions, Auckland is a multi-cultural city. It is a home of the largest Polynesian population of the world. With some of the best educational institutes of the world and great employment opportunity quite a large amount of people immigrate from all over the world to Auckland.

Auckland provides the best earning opportunity of all the cities of New Zealand. Greater Auckland, Southern parts of Auckland and Manukau City are the commercial hubs of Auckland.

Code of Practice for International Students

The Institute has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students published by the New Zealand Ministry of Education. Copies of the Code are available on request from this institution or from the New Zealand Ministry of Education website at www.minedu.govt.nz/goto/international.
Counselling

Counselling Staff are available to talk to students by appointment. The Institute can also refer students to outside professional counselling assistance when required.

Health services

Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly-funded health services are available through the Ministry of Health, and can be viewed on their website at www.moh.govt.nz

Immigration

Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available through the New Zealand Immigration Service, and can be viewed on their website at www.immigration.govt.nz

Local Laws

- **Alcohol and Tobacco:** New Zealand has strict laws for the use of alcohol. You must be aged 18 to buy alcohol or enter a bar where it is sold. **There is a zero alcohol limit for drivers under the age of 20.** The current blood alcohol limit for adult drivers is 0.08ml. There are heavy penalties for people who drink and drive.

  Shop keepers must not sell tobacco to anyone under the age of 18. Smoking is banned in most public buildings and in many private buildings, restaurants and hotel bars.

- **Traffic Laws:** In New Zealand all vehicles travel on the left side of the road. Before you drive in New Zealand you should study the Road Code to learn the rules of the road. If you have a driver licence from another country or an international driving permit, you may drive in New Zealand for up to one year. After that you must get a New Zealand licence.

  For further details contact the Land Transport Safety Authority: www.ltsa.govt.nz

- **Medical and travel insurance:** It is compulsory for all international students to have current and appropriate medical and travel insurance while they are living in New Zealand. This is in accordance with the Code of Practice for the Pastoral Care of International Students set out by the Ministry of Education.

  AIAS strongly recommends that students are insured through a New Zealand based insurance company. Please be aware that if you do not provide a satisfactory insurance policy, AIAS reserves the right to require international students to take out a default policy prior to the start of your programme.
Payment Policy

Course fees are due and payable before the commencement of the course.

The New Zealand Government requires all private training establishments registered with the New Zealand Qualifications Authority (NZQA), to have some form of protection for fees paid to them in advance. Fee Protect is a student fee trust account managed by the Public Trust which ensures learners receive a refund of the fees (or portion of fees) paid to a provider if the provider is unable to complete the course, for example due to closure, insolvency or loss of NZQA accreditation.

An application to establish your Student Fee Trust Account, will be included as part of your orientation programme.

Refund Policy

If the Institute cancels any particular course offering, learners are entitled to a full refund within five (5) working days from the date of the cancellation. If the Institute closes, (either voluntarily or through NZQA directive) learners are entitled to a refund of the fees held by the Public Trust within five (5) working days from the date of the closure.

If a learner withdraws from the course more than 4 weeks before commencement, tuition fees will be refunded in full. If the learner withdraws less than 4 weeks before commencement, fees will be refunded in full, less 10 % or $500.00 whichever is the lesser.

If the learner withdraws once the course has started, requests for withdrawals must be in writing and be received within 10 working days of the course commencement. Tuition fees will be refunded in full, less 10% or $500.00 whichever is the lesser.

No refunds are available from the 11th working day of the course commencement, except in exceptional circumstances, which shall be at the discretion of the Director.

No refunds will be made

- Where learners are asked to leave because of misconduct or poor attendance.
- Where learners return home for any reason other than serious illness or serious illness or death of a close member of the family.
- Where learners acquire permanent residency after having enrolled
- Where learners has provided false, inaccurate or misleading information.

Learners who wish to withdraw from the course after the 11th working day of the course commencement are able to request a deferment of their studies for up to fifteen (15) weeks. In these circumstances, their fees, or unused portion of their fees will be held in the trust account until such time as the deferred studies recommence.

The Institute may apply an administrative charge of $120.00 for processing applications for exceptional circumstances refunds and deferments.

All disputes on refunds shall be addressed by application of the Institute’s Appeal Policy and Procedures.
Application Form

National Certificate in Early Childhood Education & Care (Level 5)

1. Personal details

Title (Tick √) □Mr □Miss □Mrs □Ms □ Other

First Name __________________________

Family Name __________________________

Gender □Male □Female

Date of Birth ___day_____Month_____Year

Email Address __________________________

Passport Number _______________________

Issuing country _________________________

Expiry date ___day_____Month_____Year

Are you currently living in New Zealand □Yes □No

Permanent Address: __________________________

_____________________________________

Correspondence Address: __________________________

_____________________________________

Contact Number: Country Code____ Area code_____ Number ___________

Please attach two (2) passport sized photographs of yourself

2. Education

Highest qualification gained __________________________

Name of Institution __________________________ Year completed

3. English language proficiency

Is English your first language (Tick √) □Yes □No

English Language (IELTS) Score: Reading___ Writing____ Listening_____ Speaking _____Overall ______

4. Accommodation

Do you require assistance with accommodation? (Tick √) □Yes □No
5. Medical status

Do you have a medical condition you want AIAS to be aware of? (Tick √)  □Yes    □No

If yes, please specify ____________________________________________

6. Insurance (International Student only)

All International students are required to hold medical insurance from a reputable and established company for the duration of their student visa.

- I currently hold medical insurance (Tick √)  □Yes    □No
  (If yes, please provide a copy of the policy)

- I would like the Institute to arrange my insurance please indicate (Tick √)  □Yes    □No

7. Conditions of acceptance and declaration

Rules:

In signing this application form you undertake to comply with the Institute’s Academic Statute and other rules and regulations published from time to time. You must attend all classes, except in the case of illness and be punctual and work diligently in class and on homework assignments. Should the Institute receive insufficient enrolments for the programme to run, you accept that the Institute will be obliged to cancel the programme and will not be liable for any costs incurred by you. The Institute will refund fees in accordance with the Payment and Refund Policies.

Declaration

I have read and understood the above and I confirm that to the best of my knowledge all the information supplied on and with this application form is true and correct. I agree to abide by the conditions described above, and I consent to the disclosure of personal information as described above. I understand that if I have supplied false information or do not comply with the rules and regulations of the Institute, my Offer of Place may be cancelled. I have read and understood the Institute’s Payment and Refund Policies.

Student’s Signature: ______________________  Date: __________________

Payment of fees and refunds:

If your application is accepted you will receive an Offer of Place from the Institute. You are then required to accept this offer by paying in advance all programme fees, accommodation placement fee (if requested) and medical insurance premium (unless you have arranged your own).

All payments and refunds will be in accordance with Institute’s Payment and Refunds Policies.

You may submit this application with copies of academic transcripts in the first instance by fax or email.

The original printed copy of the application must be sent by post with verified copies of relevant academic records plus a passport size photograph to:

41 Gillies Ave, Newmarket, 1023, New Zealand

Ph: +64 9 522 5392  admin@aiasinstitute.co.nz
Statement of Purpose

Please write the statement of purpose carefully. This will help us to know your interest towards the course. Please note that your statements will be considered to offer you offer of place for the course.

<table>
<thead>
<tr>
<th>Student name:</th>
</tr>
</thead>
</table>

What are your expectations of this course?

_________________________________________________________________________

_________________________________________________________________________

1. Do you any prior understanding of this qualification?

_________________________________________________________________________

_________________________________________________________________________

2. Do you have any special expectations from the trainer?

_________________________________________________________________________

_________________________________________________________________________

3. Do you have any specific needs (eg. special equipment, particular type of chair), or medical conditions, that we need to provide or that we should know about?

_________________________________________________________________________

_________________________________________________________________________

4. Do you have any special learning needs (eg. dyslexia, comprehension, writing skills, and reading skills) that might make study difficult?

_________________________________________________________________________

_________________________________________________________________________

5. Please add any other comments.

_________________________________________________________________________

_________________________________________________________________________
Referee’s Form
(Two Referees are required)

NB: Immediate family are not eligible to act as referees.

Applicant’s Name: ______________________________

To the Referee:

The purpose of this report is to ask for your comments on the suitability of the applicant to undertake study with the Australasian Institute of Applied Studies. Please be frank and honest. This report remains confidential.

Referee’s Name: __________________________________________________________

Referee’s Address________________________________________________________

Referee’s Day Phone: _____________________ Mobile: ________________________

In what capacity do you know the applicant? eg, personal or family friend, teacher, employer, colleague, church leader etc. – Please give details. __________________________________________________________

Tick one of the following:

- I consider I know the applicant well enough to complete this form.
- I do not consider I know the applicant well enough to complete this form.

What are the applicant’s professional strengths? (e.g. leadership, motivation, accountability, commitment etc.)

___________________________________________

What are the applicant’s personal strengths? (e.g. maturity, initiative, reliability, social skills etc.)

__________________________________________

What are the applicant’s cultural and community skills?

________________________________________________________________________

In your opinion, does the applicant have the determination, stamina and academic ability to cope with the demands of this programme? (circle one) Yes No

Please comment if you wish.

Recommendation (circle one)

Highly recommended

Recommended

Not recommended

I would prefer to be contacted

Referee’s Signature ______________________

Date ___________________________