

Choose an item. **VISITOR VISA ASSESSMENT**

Application Number:
Secondary applicants included: CHOOSE AN ITEM.
Risk Level: CHOOSE AN ITEM.

APPLICATION INFORMATION
Visitor visa type: Choose an item.
Purpose of travel: Choose an item.
Travel comment:
Total time in NZ: Choose an item.
Is applicant sponsored? (INZ 1025 submitted): Choose an item.
Permitted length of stay requirements met with requested visa length (V2.5.1): Choose an item.
Comment:

IDENTITY INFORMATION (INSTRUCTION A2.1/A13.1)
Satisfied ID of all applicants confirmed? Choose an item.
Identity comment:

HEALTH (INSTRUCTION A4)
Significant health issues declared? Choose an item.
Relevant IHS case(s) outcome: Choose an item.
Satisfied applicant meets health instructions? Choose an item.
Health comment:

CHARACTER (INSTRUCTION A5)
NSC: Choose an item.
Have any of the applicants declared any character issues? Choose an item.
PC(s) from NZ: Choose an item.
PC(s) from country of citizenship: Choose an item.
PC(s) from third country or dual citizenship: Choose an item.
Satisfied applicant meets character requirements? Choose an item.
Character comment:

SECONDARY APPLICANTS (IF APPLICABLE)
DEPENDENT CHILD ASSESSMENT (E4.1.10, E4.5.20, E4.1.15)
Evidence that all secondary applicant(s) is/are dependent on the PA:
Satisfied secondary applicant(s) meet(s) the definition of a dependent child? Choose an item.
Evidence of parents' consent provided for children under 16 years old? Choose an item.
Satisfied all dependent children meet the definition of a dependent? Choose an item.
Dependants IHS health case outcome: Choose an item.

NSC: Choose an item.
Comment:
<b>PARTNER ASSESSMENT (INSTRUCTION E4.1.20 / E4.5.5 / E4.5.20)</b>
Supporting partner form (INZ 1146) provided? Choose an item.
Partnership evidence provided:
Living together evidence provided:
Satisfied they are living together in a Genuine and Sustainable relationship? Choose an item.
IHS health case outcome: Choose an item.
NSC: Choose an item.
PC from NZ: Choose an item.
PC(s) from country of citizenship: Choose an item.
PC(s) from third country or dual citizenship: Choose an item.
Comment:

<b>FUNDS ASESMENT (INSTRUCTION V2)</b>
Evidence of funds provided:
Satisfied the applicant has access to sufficient funds or acceptable sponsorship for the intended length of stay (V2.20)? Choose an item.
Satisfied the applicant has access to outward travel (V2.25)? Choose an item.
Funds comment:

<b>BONA FIDE (E5)</b>
The following bona fide evidence has been reviewed:
<input type="checkbox"/> Showing family ties to the applicant's country of citizenship or residence
<input type="checkbox"/> Confirming that the applicant is employed
<input type="checkbox"/> Confirming real estate ownership in the applicant's country of citizenship or residence
<input type="checkbox"/> Specifying major asset ownership in the applicant's country of citizenship or residence (such as vehicle ownership etc)
<input type="checkbox"/> Showing financial interest in company(ies) in the applicant's country of citizenship or residence
<input type="checkbox"/> Family/friends in New Zealand
<input type="checkbox"/> Showing previous travel history
<input type="checkbox"/> Applicant has previously travelled to New Zealand and was compliant with New Zealand immigration legislation
<input type="checkbox"/> Travel plans supplied by the applicant
<input type="checkbox"/> Visas held previously by the applicant
<input type="checkbox"/> Bank account(s) held by the applicant showing traceability of incoming funds
Satisfied applicant(s) is bona fide: Choose an item.
Bona fide comment/rationale:

<b>AMS ALERTS/WARNINGS</b>
AMS Alerts Warnings Present Choose an item.:
Comment:

<b>RISK (PROCESS)</b>
-----------------------

Risk identified? Choose an item.
Comment:
Satisfied risk acceptable/mitigated? Choose an item.

FURTHER INFORMATION
Any further information required to make a decision? Choose an item.
Comment:

EXCEPTION TO INSTRUCTIONS
Exception to instructions: Choose an item.
Comment:

DECISION
Choose an item.
Visa expiry date: day/month/year

APPLICANT ADVISED
Applicant advised of decision by e-visa
Transfer required: Choose an item.
Original documents returned:

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# Visa Assessment

Load Tool

Copy Assessment

Clear Assessment

Save Assessment

Application Number:

Triaged Risk Level:

## APPLICATION INFORMATION

Application Type:

Purpose of Travel:

Permitted length of stay requirements met with requested visa length:

Partner included in application?

Dependants included in application?

Applicant is sponsored?

Total Time In New Zealand (From Arrival To End Of Proposed Visa):

## IDENTITY INFORMATION

Age:

Satisfied ID confirmed?

Identity comments:

## HEALTH ASSESSMENT (INSTRUCTION A4)

Significant health issues declared?

Applicant Meets Health Requirements?

Satisfied Applicant meets health instructions?

Health comments:

## CHARACTER (INSTRUCTION A5)

NSC:

Character issues declared?

PC from NZ:

PC(s) from Country of Citizenship:

PC(s) from Third Country or Country of Dual Citizenship:

Satisfied character requirements met?

Character comments:

## PARTNER (INSTRUCTION E4.1.20 / E4.5.5 / E4.5.20)

Partner is included in this application?

Genuine and Sustainable:

Evidence Provided:

Evidence of living together:

Comments:

Health: Comments:
Satisfied character requirements met? Partner NZ PC: Foreign PC(s): PC(s) from Third Country or Country of Dual Citizenship: Comments:
Satisfied with the relationship of the PA and Partner?

**SECONDARY APPLICANTS**

Secondary Applicant(s) included in this application?
Evidence that all secondary applicant(s) is/are dependent on the PA:
Secondary Applicants meet the definition of a dependant (E4.1.10)?
Evidence of parents' consent provided for children under 16 years old. (E4.5.20 and E4.1.15)?:
Health:
Satisfied with the relation of the PA and the dependant(s)?

**SPONSORSHIP (INSTRUCTION V2.2)**

Sponsor Relationship:
Sponsorship evidence:

**ASSESSMENT (INSTRUCTION )**

Evidence of Funds Provided:
Evidence of Outward Travel Provided:

**BONA FIDE (E5)**

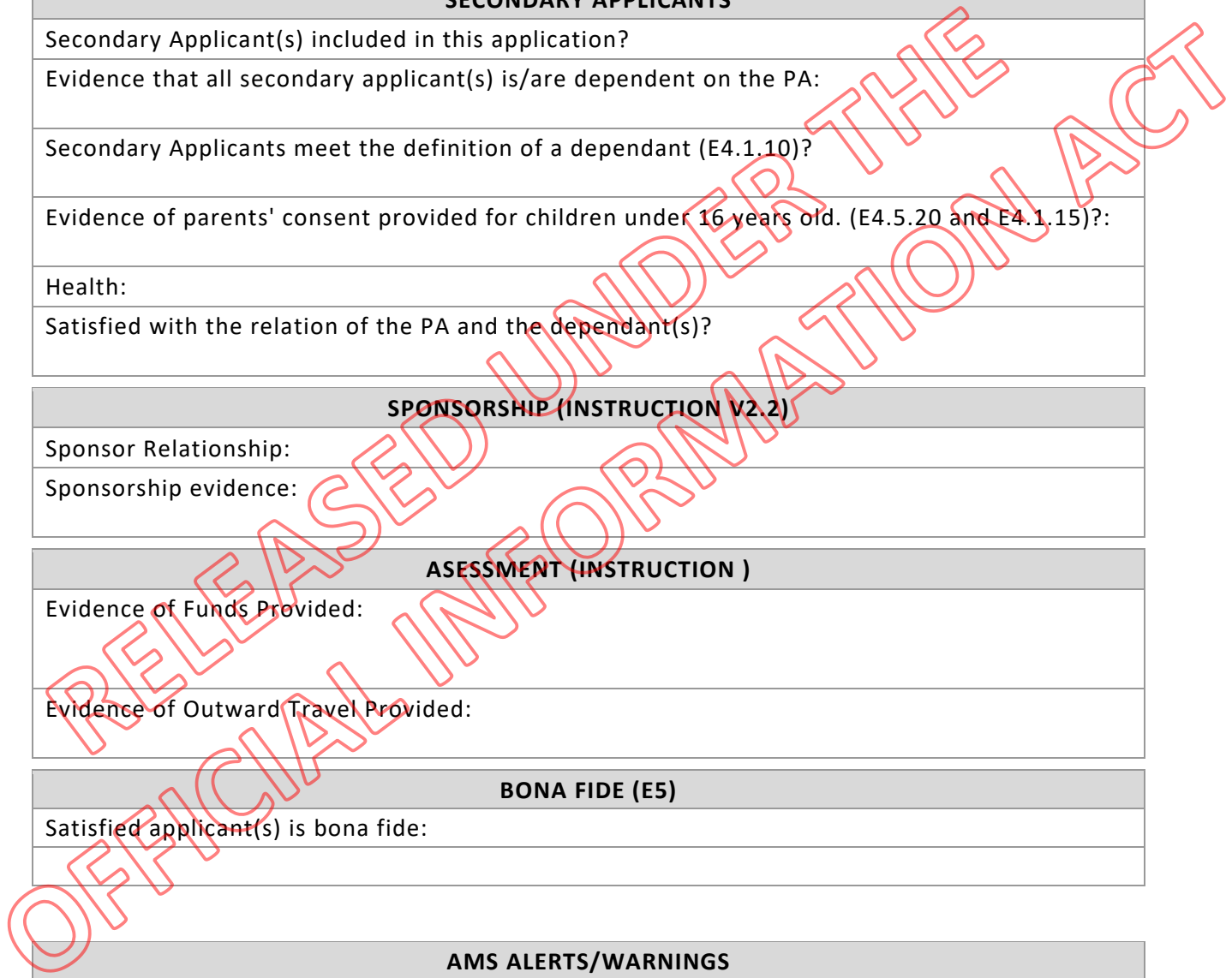
Satisfied applicant(s) is bona fide:

**AMS ALERTS/WARNINGS**

AMS Alerts/Warnings present:

**RISK (PROCESS)**

Risk Identified:
Verification Activities :
Satisfied risk acceptable(if applicable)?



**EXCEPTION TO INSTRUCTIONS**

Exception to instructions:

**LIMITED VISA**

Limited Visa:

Express Purpose:

Limited Visa Conditions:

Limited Visa Accepted:

**BOND**

Bond:

Bond Amount:

Bond Offer:

Bond Conditions:

Bond Paid:

**DECISION**

**Administration Section (Optional)**

**APPLICANT ADVISED**

Applicant advised of decision by  
Documents to be returned by .

Original documents returned:

Tracking number:

Version 1.5  
Version Date: 15/06/2017

**Visa Assessment**

Load Tool

Copy Assessment

Clear Assessment

Save Assessment

Application Number:  
Triaged Risk Level: Low  
Application Type:

**ASSESSMENT**

Purpose of Travel: Permitted length of stay requirements met with requested visa length:
Identity:
Health:
Character:  NSC:
Bona Fide:
AMS Alerts/Warnings Present:
Risk:  Satisfied risk acceptable (if applicable)?
Assessment:
Secondary Applicants (if applicable):
<b>DECISION</b>
Exception to Instructions?
Limited Visa:  Limited Visa Conditions: Limited Visa Accepted:
Bond: Bond Amount: Bond Offer: Bond Conditions: Bond Paid:
Decision:
<b>APPLICANT ADVISED</b>
Form of Advice: Document Return via:

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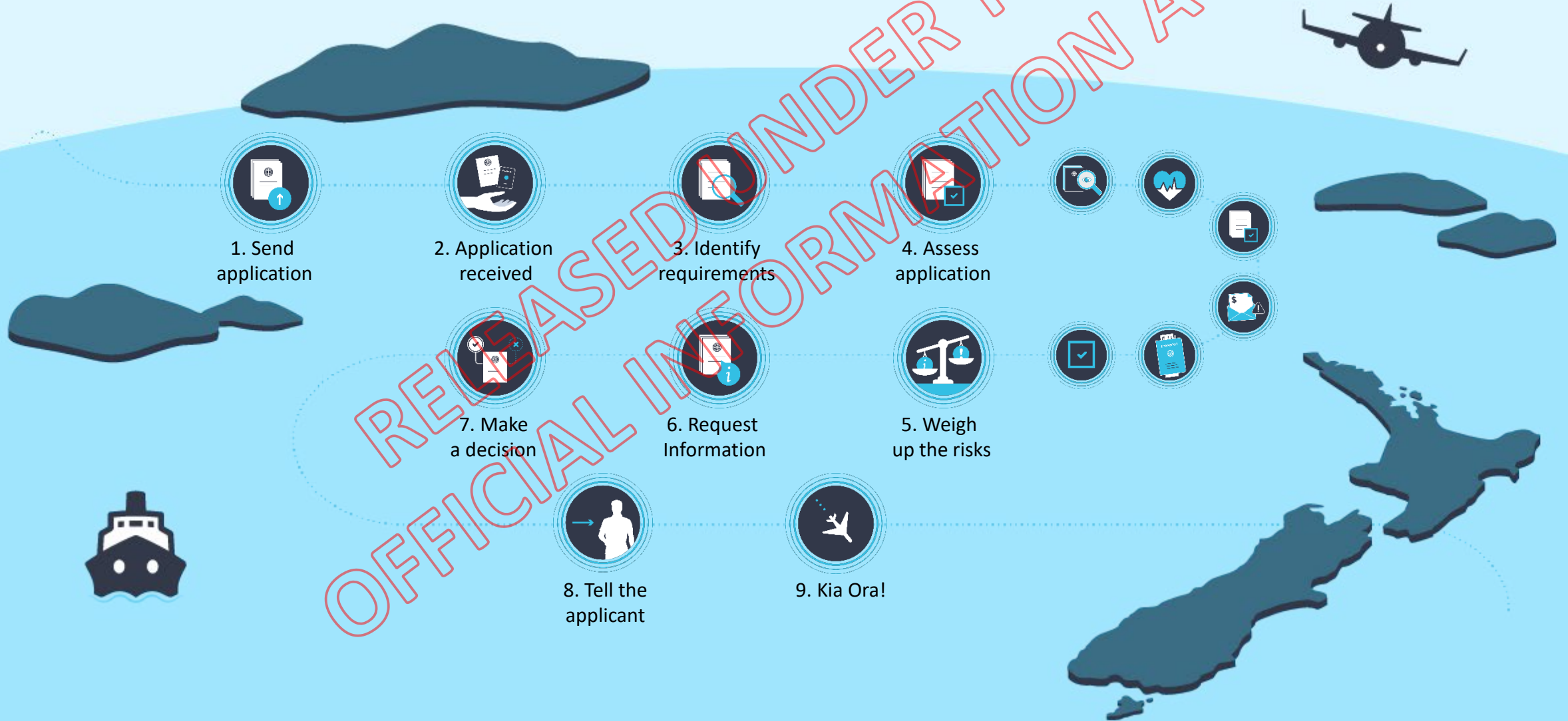
Original documents returned:
Tracking number:

Version 1.5  
Version Date: 15/06/2017

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# A Visitor's Journey



# Meet James

Challenge



## Adventurer

Since his divorce James has been on an adrenaline fix seeking out the next big challenge – let's go Queenstown!

He's keen to stay for 3 months but he has some old university mates in New Zealand so might stay longer.

He's got a British passport and is ready to go.

## Questions

1. What visitor visa options are available to James?
2. How long could he stay in New Zealand?
3. What activities could he do while in New Zealand?

**Age:**

42

**Family:**

2 Children

**Work:**

Director

**Location:**

Glasgow



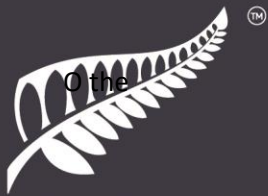
### RESOURCES

- Ops Manual

- INZ Website



### NEW ITEM



**NEW ZEALAND  
IMMIGRATION**

# Visitor visa

Facilitator guide

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**MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT**  
HĪKINA WHAKATUTUKI

New Zealand Government

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## Introduction

This guide prepares the facilitator to run a practical session based around case studies that build a learner's knowledge.

## Purpose

The purpose of this course is to deliver all topics within the visitor visa stream. This will be achieved by introducing the pathway attributes, application criteria, and then learning through practically applying case studies to provide an end-to-end view of the process.

## Learning outcomes

At the end of this course, learners will be able to:

- explain the end-to-end process for applying and assessing a Visitor visa application
- describe the criteria that make up a Visitor visa application
- apply the end-to-end process when assessing a Visitor visa application.

## Audience

This course has been developed for immigration officers that will be processing applications under the Visitor visa stream.

## Course duration

4 days

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## Preparation

### Prerequisites

Before undertaking this course, the learner must have completed all the courses in the “first steps” and “my role” parts of induction.

### Pre-work

Before delivering this course, contact the target training site to arrange for a Technical Advisor (TA) to support the facilitation of the course and to oversee the processing of live applications.

### Required course resources

- Facilitator computer and projector
- Participant computers
- Pens and whiteboard markers
- Case study files (printed copies for each pair)
- Visitor visa PowerPoint (electronic version and **printed** copy for each learner)
- Unprocessed applications for session with TA

### Preparation

- Pre-read this Facilitator Guide, in particular the **Facilitator Topics** that can be found in the right-hand column of each lesson plan. These topics provide generic information and links to instructions to help you prepare for the sessions.
- Check all links are still working and going to the correct places. Both within this document, and the linking ‘topic’ documents.
- Ensure you have all of the required course resources (see above) and the list of Topic resources under each topic heading that specifies when these resources are used.



## Room set-up

The room will need a screen for the facilitator to show PowerPoints and online information about the Visitor visa, a whiteboard and enough table space for learners to be able to write, read and to use their computers. The set-up should be suitable for working in pairs as well as a whole class.

## Facilitator topics

The facilitator topics, listed in the right-hand column of each lesson plan, are designed to help the facilitator prepare for the delivery of this course. They provide generic information as well as links to relevant information, including instructions and external websites. As you deliver the course, keep the Facilitator Topic open in the background, so that you have the links at hand when you want to demonstrate or show information on the screen to learners.

## Case studies

Familiarise yourself with the case studies. Each case study has a cover sheet aimed to give the facilitator guidance on how the activity questions should be answered. Facilitators have the option of covering additional case studies, over and above those covered in this guide, if they feel the learners will benefit from extra instruction.

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## Designation and authorisation assessment

### Designation and authorisation

For an immigration officer to be eligible to be designated and authorised, they must successfully complete all courses and assessments on the immigration officer induction programme. Your role in contributing to the triangulation of evidence for designation and authorisation assessment is detailed below.

### Triangulation of evidence

An immigration officer's eligibility to be designated and authorised will be evidence based from the following sources:

- a) passing a number of self-paced knowledge assessments
- b) observations by the learning facilitator to ensure the learner has met the learning outcomes during the 'first steps' and 'my role' induction phases
- c) observation and assessment by the technical advisor (TA), buddy and learning facilitator to ensure the learner has met the learning outcomes for their specific visa pathway workshop
- d) assessment by their technical advisor and direct manager as capable to perform the role.

This triangulation of evidence ensures the consistency of an immigration officer's skills, knowledge and practice from the learning process.

### Learning facilitator

The learning facilitator supports the learner by:

- marking attendance on induction programme workshops. By marking attendance, the learning facilitator confirms that the learner has attended all courses and has also satisfactorily met all learning outcomes
- collaborating with the TA, discuss and agree on the learner's overall performance in meeting the learning outcomes for their specific visa pathway
- raising any concerns with the learner's People Leader, so they can make an informed decision about what further support is needed.

### Technical advisor

The technical advisor supports the learner during their role specific visa stream learning by:

- observing the learner throughout the practical activities during the specific visa stream workshop
- completing quality control (QC) on any live applications assessed by an IO during the specific visa stream workshop
- in collaboration with the learning facilitator, discuss and agree on the learner's overall performance in meeting the learning outcomes for their specific visa pathway
- raise any concerns with the learner's People Leader, so they can make an informed decision about what further support is needed
- complete declaration of completion for each learner in Learn@MBIE.

Sign off is based on the learner's performance in meeting:

1. the learning outcomes in the 'first steps' and 'my role' induction phases *and*
2. the learning outcomes in their specific visa pathway workshop.

The learning facilitator and technical advisor must be in agreement about a learner's overall performance in meeting the criteria for their specific visa pathway workshop in order to be suitably qualified and trained.

Confirm a time with the technical advisor to discuss each learner at the conclusion of the workshop. There is an observation and assessment guide to support this discussion. You'll find it on the Learn@INZ course page on Learn@MBIE under 'induction guides and resources'

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## How to use this guide

This guide sets the order and key talking points, and is laid out as follows:

Time	Topic	Resource	Your notes
Suggested time for each section.	Includes: <ul style="list-style-type: none"><li>instructions on how to deliver each section of the topic.</li><li>model answers or links to the immigration instructions where questions relate.</li></ul>	Resources needed for each section of a topic, including the relevant PowerPoint slide.	Background information to help the facilitator prepare. Includes: <ul style="list-style-type: none"><li>facilitator topics: information on topics including links to relevant instructions</li><li>where the content is specific to a particular role/audience eg immigration officer, border officer, or compliance officer.</li></ul> Includes space so the facilitator can add their own written notes during preparation.

## How to use the Visitor visa PowerPoint

The facilitator guide and PowerPoint slides should guide the facilitator through the delivery of this course. The slides contain:

- key points for the facilitator to talk to
- instructions for how learners can navigate to online information relating to a topic
- questions that learners need to answer on each of the case studies

The case study questions in the **PowerPoint** slides do not include a corresponding immigration instruction number. The intention is that learners gain skill and confidence in finding relevant instructions. Links to immigration instructions, however, are included in this guide. This is for the facilitator's easy references and for instances when learners need to be guided if are having difficulty finding relevant instructions.

A printed copy of the PowerPoints is to be given to each learner with the idea that they will use it to write their answers to the case study questions on it.

## Course outline

Time	Topic
<b>DAY ONE 6 hours 30 mins</b>	
1 hr 50 mins	<b>Welcome and Introduction to Visitor Visa Category</b> <b>Purpose:</b> To understand what the Visitor Visa is, the requirements for applying, and tools used to process applications. <b>Scenarios:</b> James and Xiao
4 hr 20 mins	<b>A Visitor's Journey</b> <b>Purpose:</b> To step into the shoes of an applicant and see how the requirements relate to their circumstances. <b>Scenarios:</b> XXXX XX (2hrs 10 mins) and YYYY YYYYY (2hr 10 mins)
20 mins	<b>Review day one</b> <b>Purpose:</b> To help consolidate learning from the course so far.

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Time	Topic
<b>DAY TWO 6 hours 30 minutes</b>	
20 mins	<p><b>Assess a Visitor Visa Application</b></p> <p><b>Purpose:</b> To learn and practically apply the processes and procedures that supports an immigration officer to decide on visitor visa applications.</p>
1 hr 55 mins	<p><b>Case study one XXXX XX</b></p> <p><b>Purpose:</b> To learn and practically apply the processes and procedures that supports an immigration officer to decide on visitor visa applications.</p>
1 hr 55 mins	<p><b>Case study two YYYY YYYYY</b></p> <p><b>Purpose:</b> To learn and practically apply the processes and procedures that supports an immigration officer to decide on visitor visa applications.</p>
2 hrs	<p><b>Case study three ZZ ZZZZZ</b></p> <p><b>Purpose:</b> To learn and practically apply the processes and procedures that supports an immigration officer to decide on visitor visa applications.</p>
20 min	<p><b>Review day two</b></p> <p><b>Purpose:</b> To help consolidate learning from the course so far.</p>

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Time	Topic
<b>DAY THREE 2 hours 45 minutes</b>	
30 mins	<p><b>Assess a Special Visitor Visa Application</b></p> <p><b>Purpose:</b> To learn and practically apply the processes and procedures that supports an immigration officer to decide on visitor visa applications.</p>
1 hr 30 mins	<p><b>Case study five AAAAA AAAAA</b></p> <p><b>Purpose:</b> To learn and practically apply the processes and procedures that supports an immigration officer to decide on visitor visa applications.</p>
20 mins	<p><b>Visa Labels and Conditions</b></p> <p><b>Purpose:</b> To learn how visa labels are issued and the different conditions that may apply.</p>
20 min	<p><b>Review day three</b></p> <p><b>Purpose:</b> To help consolidate learning from the course so far.</p>

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## Welcome and Introduction to Visitor Visa Category

### Topic outcomes

By the end of this topic, learners will be able to:

- describe the process for applying for a visitor visa
- give examples of different types of visitor visa
- summarise how the Immigration Act and Immigration Instructions enable them to fulfil their role as an Immigration Officer
- list the three main pieces of criteria that are the basis for a visitor visa application
- explain in their own words the role of the Immigration Officer in relation to visitor visa processing.

### Topic resources

- Facilitator computer and projector
- Participant computers
- INZ IO Induction Pathway.pdf
- Topic Objectives.pptx
- Scenario 0: James.pptx
- Scenario 0: Xiao.pptx
- Printed copy of VV PowerPoint for each learner
- INZ 1017 Visitor Visa Form.pdf
- INZ 1018 Visitor Visa Guide.pdf

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## Lesson plan

Time	Topic	Resource	Your notes
	Remind learners they can note any key points in their Learning Journal throughout the workshop.	<b>Learning Journal</b>	
1 hrs 50 mins	<p><b>Introduction</b></p> <p><b>Course welcome and introduction</b></p> <p><b>Tell learners:</b></p> <ul style="list-style-type: none"> <li>• how the course is structured and the topics that will be covered</li> <li>• the time that you will be taking breaks (morning, lunch and afternoon tea breaks and what time the day finishes; ensure you cover this point at the beginning of each day)</li> <li>• site specific health and safety emergency procedures</li> <li>• hand out the printed copy of the PowerPoints and suggest that they use it to record their answers on once we get to the case study questions.</li> </ul> <p><b>Course structure and topics covered</b></p> <p>Use the Course Outline as a reference as you provide learners with an overview of how the course is structured and the topics that will be covered. Explain that once we start working on the case studies they will first work in pairs, and then individually once they have gained confidence.</p>	<p><b>Show Topic Objectives.pptx</b></p> <p><b>Slide 1</b></p>	

Time	Topic	Resource	Your notes
10 mins	<p><b>Learning Journey Recap</b></p> <p><b>Explain:</b> Throughout your induction pathway you have learnt about different topics, concepts and tools that are designed to support you becoming an Immigration Officer.</p> <p>In <b>First steps</b> you had an overview of immigration, different visa types and you were introduced to some of the tools used in the IO role.</p> <p>In <b>My Role</b> you learned about verifying an applicant's identity, funds, character and health. You also considered the different reasons why a person wants to come to NZ and what motivates them to return home after their stay – bona fides.</p> <p>Now you get to apply your new found knowledge and skills to the Visitor Visa pathway.</p> <p>We will start by looking at General Visitor Visas. The majority of applications we receive fall into this category. Then we'll take a look at some of the Special Visitor Visas which you'll also process.</p>	<p><b>Show INZ IO Induction Pathway</b></p>	

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Time	Topic	Resource	Your notes
20 mins	<p><b>VV purpose and objectives</b></p> <p><b>Ask:</b> What do you know about visitor visas?</p> <p><b>Explain:</b> New Zealand is an amazing country that people around the world want to visit. The options are endless as a tourist you experience:</p> <ul style="list-style-type: none"> <li>• diverse and unspoiled scenery</li> <li>• native wildlife</li> <li>• the people and culture of New Zealand</li> <li>• adrenaline adventures in the great outdoors</li> <li>• world famous wine from the different regions of the country.</li> </ul> <p>There are a range of visas that allow people to come to New Zealand to visit family and friends and special visitor visas that allow them to complete a range of other activities.</p> <p><b>Activity: Promote Visitor Visas Poster activity</b> In small groups use the INZ website to learn more about visitor visas and create a poster to summarise your findings.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Who is a visitor and why might they want to visit New Zealand?</li> <li>• What are the benefits of allowing visitors to come to New Zealand?</li> <li>• What are some things to note about the visitor visa pathway?</li> </ul>		<p><b>Note:</b> Try and keep the discussion at a high level and maximise their time for the activity. The aim of the Q&amp;As is to give learners an overview the VV, including the key distinct characteristics for this category. Learners will gain more in-depth knowledge about the VV as the course progresses.</p> <p><b>Exploring visa options for visiting</b> <a href="https://www.immigration.govt.nz/new-zealand-visas/options/visit/explore-visitor-visa-options">https://www.immigration.govt.nz/new-zealand-visas/options/visit/explore-visitor-visa-options</a></p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• How long can you stay in New Zealand under this visa type?</li> <li>• What are special visitor visas?</li> </ul> <p><b>Debrief:</b> What we are looking for from posters presentations.</p> <p><b>Q.</b> <i>Who is a visitor and why would they come to New Zealand?</i></p> <p><b>A.</b> A visitor can be an individual or group of people who want to visit New Zealand for a holiday, or visit friends and family. They may also enjoy competing in amateur sports or participate in adventure activities. Businesses from around the world may send their staff here conduct business thereby contributing to our economy. Some visitors may even take up the opportunity to complete some short study opportunities while visiting.</p> <p><b>Q.</b> <i>What are the benefits of allowing visitors to come to New Zealand?</i></p> <p><b>A.</b> To foster tourism, trade and commerce, international understanding and cross-cultural links, educational and scientific activities.</p> <p><b>Q.</b> <i>What are some things to note about the visitor visa pathway?</i></p> <p><b>A.</b> People from certain countries can travel to NZ without applying for a visa first; this is called visa waiver.</p> <ul style="list-style-type: none"> <li>• An applicant can include their partner and dependent children aged 19 and under on their application</li> <li>• You can't work in NZ on this visa</li> <li>• You may study up to 3 months in any 12-month period</li> </ul>		

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>There are a number of special category visitor visas with conditions that vary.</li> </ul> <p><b>Q.</b> <i>How long can you stay in New Zealand under this visa type?</i></p> <p><b>A.</b> Depending on an applicant's plans, unless otherwise stated under special instructions, visitors to New Zealand are limited to a maximum stay of nine months on a visitor visa. However, we may allow you to stay a further three months if you have financially supported yourself and you have not worked, studied, or been sponsored during your stay.</p> <p><b>Q.</b> <i>What are special visitor visas?</i></p> <p>Special visitor visa categories are used for specific circumstances for visitors coming to New Zealand. There are 32 special visitor visa categories. Some of the most frequently used include business visitor visas and group visitor visas.</p>		
20 mins	<p><b>My role as an Immigration Officer</b></p> <p><b>Explain:</b></p> <p>The majority of people who visit New Zealand have genuine intentions, have an amazing time, abide by our laws and adhere to the visa conditions we have given them. These visitors are welcome to come back any time.</p>		

Time	Topic	Resource	Your notes
	<p>However, there are others who wish to come to New Zealand with ulterior motives.</p> <p>It is our job to assess visitor visa applications and ensure the applicants meet all the requirements to entry our country. We must weigh up all the information and evidence they provide and make a decision whether to allow them entry or not. You may need to request additional information from applicants to make your decision, so you'll get to apply your writing skills from earlier in your learning pathway.</p> <p><b>Activity: The Motives of a visitor</b>            In small groups discuss what motivates people to visit New Zealand. Consider if they are bona fide ie are their intentions for travelling genuine or non-genuine.</p> <ul style="list-style-type: none"> <li>• Create two lists (good visitors and bad visitors)</li> <li>• List the positive and negative impact they could have if they come to New Zealand.</li> </ul> <p><b>Good visitors/ Genuine</b></p> <ul style="list-style-type: none"> <li>• See friends and family</li> <li>• Meet grandchildren for the first time</li> <li>• Celebrate special occasions eg wedding or birth of a baby</li> <li>• The group may come up with more examples.</li> </ul> <p><b>Bad visitors/ Non-Genuine</b></p>		

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• Not intending to go home (part of a strategy to stay permanently)</li> <li>• Claim benefits</li> <li>• Work illegally</li> <li>• Run up large medical bills</li> <li>• Illegal behaviour which causes expense to our legal system</li> <li>• Failed attempts to enter the country with other visa applications</li> <li>• Overstay or non-genuine asylum claim, refused entry at border</li> <li>• The group may come up with more examples.</li> </ul> <p><b>Ask:</b> What about people:</p> <ul style="list-style-type: none"> <li>• from war torn countries?</li> <li>• who have been out of work for long periods of time?</li> <li>• who are ill or have a poor health record?</li> <li>• who do similar jobs in New Zealand but earn more money?</li> </ul> <p><b>Explain:</b> When you are thinking about genuine and non-genuine applicants think of it as Push vs Pull.</p> <ul style="list-style-type: none"> <li>• Push – what things where I live in my home country would ‘push’ me or make me want to leave</li> <li>• Pull – what things where I live in my home country ‘pull’ me back or motivate me to go back</li> </ul>		

Time	Topic	Resource	Your notes
	<p><b>Examples of Bad Behaviour of Visitors</b></p> <p>Let's take a look at some examples of visitors who made the news recently.</p> <p><u><a href="#">Four Examples of Bad Behaviour of Visitors</a></u></p> <ul style="list-style-type: none"> <li>• Did someone make a mistake when processing their application forms to entry New Zealand?</li> <li>• Did we miss something vital in their documents that would have prevented them coming here?</li> </ul> <p><b>Explain:</b></p> <p>These people were from visa waiver countries but their actions and behaviour could apply to anyone.</p> <p>We may not be able to prevent all of these incidents but we can certainly do our best to prevent this for applications we assess.</p> <p><b>Debrief:</b></p> <p>We receive visitor visa requests from all over the world.</p> <p>To help us process visitor visa requests we group people and their requests into different markets. Within each market applications are triaged as Low Medium or High Risk.</p>		



Time	Topic	Resource	Your notes
	<p>The Chinese market has the highest volume of visitor visa applications.</p> <p>In this workshop we'll focus on the most common visitor requests.</p> <p><b>Why my job is important</b>  <b>Explain:</b>  As trusted stewards of the immigration system, we facilitate and protect New Zealand's interests.</p> <p><b>How do we do this?</b></p> <ul style="list-style-type: none"> <li>• We grow New Zealand by allowing the right people to enter to enhance the economy.</li> <li>• We stop people coming to New Zealand who may be seeking to exploit New Zealand (i.e. work opportunities)</li> <li>• We bring people (families) together and provide them with opportunities for a better life.</li> <li>• We make important decisions that can have a large impact on people's lives – the work we do is very important.</li> </ul> <p>While working as an Immigration Officer it is important to remember that while our job is to ensure that our actions and decisions are made for the purpose of growing and benefiting New Zealand, this sometimes means that we will make decisions that will not benefit some individuals.</p>		

Time	Topic	Resource	Your notes
	<p><b>Example: 'Vague' visitor visa rules blamed for 'nightmare' wedding scenario</b></p> <p><a href="https://www.stuff.co.nz/travel/travel-troubles/119482344/vague-visitor-visa-rules-blamed-for-nightmare-wedding-scenario">https://www.stuff.co.nz/travel/travel-troubles/119482344/vague-visitor-visa-rules-blamed-for-nightmare-wedding-scenario</a></p>		
	<p><b>What empowers me to do my job?</b></p> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>Immigration Act 2009 The Act is the legal basis for managing immigration in a way that balances the national interest, as determined by the Crown, and the rights of individuals.</li> <li>Immigration Instructions / Operations Manual The instructions we use day-to-day when assessing applications in alignment with the Immigration Act 2009.</li> <li>Warrants and Delegations To make immigration decisions under the Immigration Act a person must be designated by the chief executive as an Immigration Officer. The purpose of this workshop is to get you to this point, which we refer to as being designated.</li> </ul> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>You are responsible for assessing applicant requests to visit New Zealand.</li> </ul>		<p><b>Immigration Act 2009</b> <a href="http://www.legislation.govt.nz/act/public/2009/0051/latest/DLM1440303.html">http://www.legislation.govt.nz/act/public/2009/0051/latest/DLM1440303.html</a></p> <p><b>Immigration Instructions / Operations Manual</b> <a href="http://inokit/publish/opsmanual/#35439.htm">http://inokit/publish/opsmanual/#35439.htm</a></p> <p><b>Warrants and Delegations</b> <a href="http://inokit/publish/opsmanual/#36816.htm">http://inokit/publish/opsmanual/#36816.htm</a></p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>You need to consider how they meet the requirements including supporting documents with their application.</li> <li>You must weigh up the risks of allowing them to visit before granting them a visa to do so.               <ul style="list-style-type: none"> <li><b>Identify</b> what risks are present.</li> <li><b>Assess</b> the degree to which risk is present (likelihood of a negative outcome vs consequence if negative outcome takes place).</li> <li><b>Control</b> the risks we have identified based on the degree of risk we have assessed</li> </ul> </li> </ul> <p>There are many tools to help you to identify risk on a visa application:</p> <ul style="list-style-type: none"> <li>Triage</li> <li>Internal branch profiles and information</li> <li>Intelligence (including country profiles)</li> <li>Information shared by staff – RVI form, information provided to VST, Risk Managers and colleagues</li> <li>The most important tool – the assessment of an Immigration Officer!</li> </ul> <p><b>Next Steps:</b> We are now going to look at some customer scenarios and learn about the requirements for obtaining a visitor visa.</p>		

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Time	Topic	Resource	Your notes
15 mins	<p><b>Visiting New Zealand</b></p> <p><b>Explain:</b> Visitor visa applications are based on three main pieces of criteria. These are then expanded upon when an applicant submits their application form.</p> <ul style="list-style-type: none"> <li>• Where they come from.</li> <li>• How long they want to stay and are they likely to return.</li> <li>• The purpose of their visit.</li> </ul> <p><b>Activity: Exploring Requirements</b> In pairs or small groups work together to use the INZ website to answer questions in each scenario.</p> <p><b>Scenario 1</b></p> <ul style="list-style-type: none"> <li>• Name: James</li> <li>• From: UK</li> <li>• Stay: 3 months possibly longer</li> <li>• Purpose for travelling: Holiday</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Familiarise with online options available to people</li> <li>• Learn about NZeTA</li> <li>• Online and paper based visa applications</li> <li>• Length of stay</li> <li>• Requirements they must meet</li> </ul>	<p><b>Scenario 0</b> <b>James.pptx</b></p>	<p>You may wish to refer to the posters created earlier in the workshop as some of the items in this area may have been touched upon.</p> <p><b>NZeTA</b> <a href="https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/about-visa/nzeta">https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/about-visa/nzeta</a> Facilitators to take learners through NZeTA and how it works.</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• What evidence they must provide</li> </ul> <p><b>Scenario 2</b></p> <ul style="list-style-type: none"> <li>• Name: Xiao Bai</li> <li>• From: China</li> <li>• Stay: 3 months possibly longer</li> <li>• Purpose for travelling: Holiday</li> </ul> <p>Similar to Scenario 1.</p> <ul style="list-style-type: none"> <li>• Different or additional requirements</li> <li>• Additional evidence is required</li> <li>• Do supporting documents/evidence need to be translated into English?</li> </ul> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>• Link back to three main pieces of criteria and how these determine what needs to be included with an application.</li> <li>• NZeTA Some visitors and transit passengers can travel to New Zealand without a visa if they get an NZeTA (New Zealand Electronic Travel Authority) before they travel. <ul style="list-style-type: none"> <li>• If you are from a visa waiver country like James you must hold an NZeTA before you travel.</li> </ul> </li> <li>• Whiteboard up any key themes or questions</li> <li>• We'll now take some time to read and review the visitor visa application and supporting guidelines.</li> </ul>	<p><b>Scenario 0</b> <b>Xiao Bai.pptx</b></p>	<p><b>Visa Waiver Countries</b>  <a href="https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/general-information/visa-waiver-countries">https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/general-information/visa-waiver-countries</a></p>

Time	Topic	Resource	Your notes
30 mins	<p><b>Visitor Visa requirements</b></p> <ul style="list-style-type: none"> <li>• Remind learners of the requirements (proof of identity, health, character, sufficient funds, onward travel and bona fides) which they first encountered earlier in their learning pathway.</li> <li>• In the next section we are going to step into the shoes of a visitor visa applicant to see what's involved from their perspective and how this relates to our application assessment process in INZ.</li> </ul>		

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## A Visitor's Journey

### Topic outcomes

By the end of this topic, learners will be able to:

- list the general requirements to be assessed for each visa application
- use supporting resources to look up criteria relating to general requirements
- explain in their own words the purpose of assessing bona fides
- give four examples of information considered when assessing bona fides.

### Topic resources

- Facilitator computer and projector
- Participant computers
- VV PowerPoint
- Topic Objectives.pptx
- Scenario 1: Requirements XXXX XX.pptx
- Scenario 2: Requirements YYYY YYYYYY.pptx

**Note for facilitator:** When delivering this learning to an ADERT-specific group of learners, note for learners that the application format in the case study PDFs will look different in ADEPT. These scenarios have been formatted with Identity and Health first so that these sections can be worked through quickly and the focus can be on the tasks that will trigger manual activities for IOs:

- Character
- Sufficient funds
- Bona fides
- Onward travel

Make sure the discussions on the case studies focus on these manual activities. Slides and sections of the scenarios can be removed/included based on learner's need.

## Lesson plan

Time	Topic	Resource	Your notes
10 mins	<p><b>Introduction</b></p> <p><b>Explain:</b></p> <p>Prior to an applicant submitting a visitor visa application they'll spend some researching what they need to do, they may need some understanding of what's required before completing their application form and supporting documents.</p>	<p><b>Show Topic Objectives.pptx</b></p> <p><b>Slide 2</b></p>	
2 hrs 10 mins	<p><b>Activity: Scenario XXXX XX</b></p> <p>This scenario is used to walk learners through the process of establishing what is required when submitting a visitor visa application. Learners work in small groups or pairs as the facilitator takes them through the different sections of the scenario.</p> <p>The two main questions learners should keep in mind as they work through each part of the scenario are:</p> <ul style="list-style-type: none"> <li>• What does the applicant need to include to meet the requirement?</li> <li>• What do I need to consider as an Immigration Officer?</li> </ul>	<p><b>Scenario 1 Requirements XXXX XX.pptx – Slide 1</b></p>	
15 mins	<p><b>Meet XXXX XX</b></p> <p>Give learners some time to learn about XXXX and establish what she is telling us.</p> <p><b>Ask:</b> Do you remember what resource is used to find requirements for visa applications?</p>	<p><b>Ops Manual</b></p>	<p><a href="http://inzkit/publish/opsmanual/#35439.htm">http://inzkit/publish/opsmanual/#35439.htm</a></p>



Time	Topic	Resource	Your notes
	<p><b>Answer:</b> Ops Manual, which we are going to use throughout this scenario.</p> <p><b>Question:</b> What requirements are applicable to XXXX's application?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• V2 General requirements for visitors</li> <li>• V2.1 Visitor visa requirements</li> <li>• Requirements for generic temporary entry (E4)</li> <li>• Bona fides (E5)</li> <li>• Health and Character (A4 and A5)</li> <li>• Fund/Sponsorship (V2.20 and E6)</li> <li>• Onward Travel (V2.25)</li> <li>• Lawful reason for travel.</li> </ul>		
15 mins	<p><b>General Requirements</b></p> <p><b>Question:</b> What does XXXX need to include with her application to show she meets these requirements?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• Passport or certificate of identify, birth cert or other identify document (Refer to A 2.1 and A2.10)</li> <li>• Two passport-sized photos</li> </ul>	Slide 2	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• Application fees/levies (Refer to A6)</li> <li>• Evidence of funds for maintenance in New Zealand (Refer to A 2.20 and A2.25) or evidence of sponsorship (Refer to E6)</li> <li>• Evidence of bona fides (Refer to E5)</li> <li>• Evidence of health and good character (Refer to A4 and A5).</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• Concerns about an applicant’s identity Passport fraud is a common problem we encounter. Make a note for now and ask your buddy or TA about it, they might even give you a demonstration.</li> <li>• Expired passport / ID card.</li> </ul>		
15 mins	<p><b>Health</b></p> <p><b>Question:</b> Given the duration of her holiday, what does XXXX need to provide for this requirement?</p> <p><b>Answer:</b> <b>A4 Health requirements</b> XXXX plans to stay for 19 days and does not need to provide any additional documents for this requirement.</p> <p><b>Statement:</b> XXXX would need a:</p> <ul style="list-style-type: none"> <li>• Chest x-ray if she stays for <b>6 – 12 months.</b></li> </ul>	Slide 3	

Time	Topic	Resource	Your notes
	<p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• If the applicant is a citizen of a country that is not on the low incidence of tuberculosis such as China then chest x-ray is needed.</li> <li>• What if they are citizen of China but have lived in UK for four years? You can see how it gets complicated.</li> <li>• Chest x-rays older than 3 months.</li> </ul>		<p><b>Connect duration of stay to medical information required</b></p> <p>If applicant intends to stay less than 6 months and no health issues are declared, a chest X-ray is not required.</p> <p>If the applicant intends to stay 6-12 months, and comes from TB risk country, then the chest X-ray is required.</p> <p>If the applicant intends to stay more than 12 months, regardless where they come from, they are required to provide a general medical cert (GMC) and a chest x-ray.</p>
15 mins	<p><b>Character Question:</b> Why does XXXX think a character check is not needed?</p> <p><b>Answer:</b> <b>A5 Character requirements</b></p>	Slide 4	<p><b>Character Requirements</b></p> <p>To meet the requirement for good character (A5.1) there are 2 parts:</p> <ul style="list-style-type: none"> <li>• Be of good character</li> <li>• Not pose a potential security risk.</li> </ul>

Time	Topic	Resource	Your notes
	<p>XXXX read A5.5 (a) (ii)</p> <p>a) Character checks must be carried out for the following categories of applicant:</p> <p>ii) those aged 17 and over applying for temporary entry class visas who intend to stay in New Zealand for 24 months or longer.</p> <p>However, (iii) states</p> <p>iii) other applicants for temporary entry class visas who warrant a character check if the immigration officer decides it is necessary.</p> <p><b>Question:</b> Does she need to include a Police check with her application?</p> <p><b>Answer:</b> No. A police check is only necessary if staying for 24 months or more.</p> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• Refused other visa types</li> <li>• Under investigation for an offence</li> <li>• Driving offences in other countries</li> </ul> <p><b>National Security Check (NSC)</b></p>		<p>The character check requirement, i.e. PC letter refers to '<b>be of good character</b>', the NSC refers to '<b>not pose potential security risk</b>'.</p> <p>The NZPC is ordered automatically by ADEPT if needed. A home country PC will be requested by ADEPT based on what the client enters into the application form.</p> <p><b>Police Check</b> If the applicant has declared a character issue in their application form, INZ officers may want to request for a PC even if the duration means they normally wouldn't need one.</p>

Time	Topic	Resource	Your notes
	<p>In the My role section of your induction, you completed a workshop on Risk and Verification. This workshop introduced you to National Security Checks (NSC).</p> <p>Applicants may pose a risk to New Zealand’s National Security, which includes the risk of terrorism or espionage activities but there may be others.</p> <p>These applicants have been identified as a risk because they are nationals of a country identified as a security concern, and they are applying offshore or for a residence visa; or because they want to study academic disciplines of possible proliferation concern.</p>		
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b> What does XXXX need to provide to meet this requirement?</p> <p><b>Answer:</b> <b>V2.20 Fund or Sponsorship requirements</b> XXXX needs to have access to:</p> <ul style="list-style-type: none"> <li>• \$1000 for each month of her stay or</li> <li>• \$400 for each month of her stay if she has already paid his accommodation.</li> </ul> <p><b>Question:</b></p>	Slide 5	<p><b>WeChat</b> This is a multi-purpose messaging, social media and mobile payment app. In China, users who have provided bank account information may use the app to pay bills, order goods and services, transfer money to other users, and pay in stores if the stores have a WeChat payment option.</p> <p><b>Alipay</b></p>

Time	Topic	Resource	Your notes
	<p>What evidence is sufficient to prove she meets this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Bank statements/Alipay/WeChat screenshot showing sufficient funds available.</li> <li>• Access to a credit card with sufficient funds available.</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for? There are many things to think about in this area which we'll go into in more detail later but think about:</p> <ul style="list-style-type: none"> <li>• Authenticity of the documents provided</li> <li>• Statement history showing consist payments in and out as opposed to a large amount being deposited around the time of the application submission.</li> <li>• Must be in the name of the applicant, co-traveller or in the name of a close relative.</li> </ul>		<p>This is a third party mobile and online payment platform. It overtook PayPal as the world's largest mobile payment platform in 2013.</p> <p><b>Note:</b> As long as the wechat or Alipay can show the bank holder's name, we will accept it</p>
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b> What options are available to XXXX to meet this requirement?</p> <p><b>Answer:</b> <b>V2.25 Onward travel requirements</b></p> <ul style="list-style-type: none"> <li>• XXXX's best option is to prove she has sufficient funds to purchase an outbound ticket.</li> <li>• Alternatively she could use sponsorship as a way of meeting this requirement. Refer to E6 Sponsorship for temporary entry.</li> </ul>	Slide 6	

Time	Topic	Resource	Your notes
	<p><b>Question:</b> How does the evidence required for the onward travel requirement relate to other evidence that XXXX needs to provide?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• This links to Sufficient Funds.</li> <li>• If XXXX provides bank statements showing she has enough money then this will show she can purchase an outbound ticket.</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• Similar to Sufficient Funds.</li> </ul>		
30 mins	<p><b>Bona Fide</b></p> <p><b>Ask:</b> Can anyone remember what bona fides is from earlier in your learning pathway?</p> <p><b>Question:</b> What is a bona fide applicant?</p> <p><b>Answer:</b> E5 Requirements to be a bona fide applicant.</p> <p><b>Question:</b> How would you explain to XXXX why assessing bona fides is a critical step in the INZ process?</p> <p><b>Answer:</b></p>	Slide 7	<p><b>Use if learners are finding this part difficult or as part of the debrief before moving to next slide.</b></p> <p>We'll expand on this further as we go through the workshop.</p> <p>Bona fide – genuine, real or true.</p> <ul style="list-style-type: none"> <li>• What motivates a person to come to New Zealand?</li> <li>• What motivates a person to return home once their visitor visa expires?</li> </ul>

Time	Topic	Resource	Your notes
	<p>It is great that people from around the world want to visit New Zealand. This can have many advantages for our country.</p> <p>We also want people to go home in a timely manner. Not everyone can stay. Think back to some of our discussions at the beginning of the workshop.</p> <p><b>Question:</b> How can XXXX demonstrate she is a bona fide applicant?</p> <p><b>Answer:</b> XXXX needs to show that the reason for her trip is genuine and that she will not breach her visa conditions e.g. by not:</p> <ul style="list-style-type: none"> <li>• working while on a visitor visa, or</li> <li>• staying in New Zealand after her visa has expired.</li> </ul> <p>She can do this by proving that she has commitments at home which she wants to go back to e.g.:</p> <ul style="list-style-type: none"> <li>• lives in a desirable city</li> <li>• has a well-paid job</li> <li>• owns a house / car</li> <li>• if applicable – married, children.</li> <li>• can show she has previously travelled internationally and complied with the immigration requirements of other countries.</li> </ul>		<ul style="list-style-type: none"> <li>• Are their motives for visiting New Zealand genuine?</li> </ul> <p>Applicants need to provide supporting documents to show they are bona fide.</p> <p>Consider the following while assessing bona fides:</p> <ul style="list-style-type: none"> <li>• <b>Age</b> – How does this link with their ability to sustain their stay during their visit?</li> <li>• <b>Travel purpose</b> – is it for genuine purpose?</li> <li>• <b>Travel history</b> – does their travel history show they have adhered to visa conditions in other countries or previous trips to New Zealand?</li> <li>• <b>Family immigration history</b> – is there anything in this area to support their application?</li> </ul>



Time	Topic	Resource	Your notes
	<p><b>Note:</b> This can sometimes be a deal maker/breaker for applicants. If they have overall poor circumstances but hold a visa to Australia and have recently travelled and left, we are likely to grant the visa.</p> <p><b>Explain:</b> Bona fides is an essential part of assessing applicants wishing to visit New Zealand. We'll go into this further later in the workshop.</p> <p><b>Debrief:</b> Refer to the contents in the Your notes column to summarise this section.</p>		<ul style="list-style-type: none"> <li>• <b>Employment commitment</b> – a well-paid job is something you want to keep so it's one reason for returning home</li> <li>• <b>Financial commitment</b> – to pay a mortgage, to pay for medical insurance and other commitments.</li> <li>• <b>Sponsorship</b> – History of the person acting as sponsor</li> <li>• <b>Education background</b></li> <li>• <b>Special circumstances</b> – such as a wedding or a funeral</li> </ul>
5 mins	<p><b>Pop Quiz</b></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who can tell me one thing to look out for when assessing character information? <ul style="list-style-type: none"> <li>• Refused other visa types</li> <li>• Under investigation for an offence</li> <li>• Driving offences in other countries.</li> </ul> </li> <li>2. What two requirements may be covered by providing authentic bank statements?</li> </ol>		

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>Sufficient Funds.</li> <li>Onward Travel.</li> </ul> <p>3. Give four examples of information that would help to show an applicant is bona fide? (Different learners for each answer)</p> <ul style="list-style-type: none"> <li>lives in a desirable city</li> <li>Has a well paid job</li> <li>owns a house / car</li> <li>if applicable – married, children</li> <li>refer to additional options from <b>Your notes</b> column on previous page.</li> </ul>		
5 mins	<p><b>Key Messages</b></p> <ul style="list-style-type: none"> <li>Ask the group if they have any questions.</li> <li>Recap and emphasise the key messages.</li> <li>Explain they will now work through another scenario with a colleague to embed their learning.</li> </ul>	<b>Slide 8</b>	

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Time	Topic	Resource	Your notes
2 hrs	<p><b>Activity: Scenario YYYY YYYYY</b></p> <p><b>Explain:</b> This scenario is used to give learners further practice navigating the Ops Manual to answer questions based on a scenario.</p> <ul style="list-style-type: none"> <li>This is similar to the XXXX XX scenario so you can let learners work in pairs to answer the questions.</li> <li>Step in for any questions or to introduce any new items which are listed below.</li> </ul> <p><b>Ask:</b> What two questions should you keep in mind as you work through the scenario?</p> <ul style="list-style-type: none"> <li>What does the applicant need to include to meet the requirement?</li> <li>What do I need to consider as an Immigration Officer?</li> </ul>	<p><b>Scenario 2 Requirements YYYY YYYYY.pptx</b></p>	
10 mins	<p><b>Meet YYYY</b> Give learners some time to learn about YYYY and establish what she is telling us.</p> <p><b>Ask:</b> Do you remember what resource is used to find requirements for visa applications?</p> <p><b>Answer:</b> Ops Manual, which we are going to use throughout this scenario.</p>	<p><b>Ops Manual</b></p> <p><b>Scenario 2 Requirements YYYY YYYYY.pptx – Slide 1</b></p>	<p><a href="http://inzkit/publish/opsmanual/#35439.htm">http://inzkit/publish/opsmanual/#35439.htm</a></p>

Time	Topic	Resource	Your notes
	<p><b>Question:</b> What requirements are applicable to YYYY's application?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• V2 General requirements for visitors</li> <li>• V2.1 Visitor visa requirements</li> <li>• Requirements for generic temporary entry (E4)</li> <li>• Bona fides (E5)</li> <li>• Health and Character (A4 and A5)</li> <li>• Fund/Sponsorship (V2.20)</li> <li>• Onward Travel (V2.25)</li> <li>• Lawful reason for travel.</li> </ul>		
10 mins	<p><b>General Requirements</b></p> <p><b>Question:</b> What does YYYY need to include with her application to show she meets these requirements?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• A2.1 Types of acceptable travel document</li> <li>• A2.10 Acceptable travel documents</li> <li>• E4/E4.50 Generic Temporary Entry Requirements</li> <li>• Passport or certificate of identity, birth certificate or other identity document (A2.1 and A2.10)</li> <li>• Two passport sized photos</li> </ul>	Slide 2	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• Fee and levies paid</li> <li>• Evidence of funds for maintenance in New Zealand</li> <li>• Other evidence YYYY believes will support her application for visiting.</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• Expired passport / ID card.</li> </ul>		
15 mins	<p><b>Health</b></p> <p><b>Question:</b> How does living in both countries affect health requirements?</p> <p><b>Answer:</b></p> <p><b>A4 Health requirements</b> Canada is on the list of countries with low incidences of tuberculosis. India is not on this list. Therefore more checks maybe required.</p> <p><b>Question:</b> What does YYYY need to provide for this requirement?</p> <p><b>Answer:</b> YYYY does not need to provide any supporting documents for this requirement as she has been living in Canada for the last 5 years and her duration of stay in New Zealand is less than 6 months.</p> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• If the applicant is a citizen of a country that is not on the low incidence of tuberculosis such as India then a chest x-ray is needed.</li> </ul>	Slide 3	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• What if they are citizen of India but have lived in UK for four years? You can see how it gets complicated.</li> <li>• Chest x-rays older than 3 months.</li> </ul>		
15 mins	<p><b>Character</b></p> <p><b>Question:</b> Why does YYYY think a character check is not needed?</p> <p><b>Answer:</b> <b>A5 Character requirements</b> YYYY read A5.5 (a) (ii) a) Character checks must be carried out for the following categories of applicant: ii) those aged 17 and over applying for temporary entry class visas who intend to stay in New Zealand for 24 months or longer.</p> <p>However, (iii) states iii) other applicants for temporary entry class visas who warrant a character check if the immigration officer decides it is necessary.</p> <p><b>Question:</b> Does she need to include a Police check with her application?</p> <p><b>Answer:</b> No. A police check is only necessary when staying for 24 months or more.</p>	Slide 4	

Time	Topic	Resource	Your notes
	<p><b>Question:</b> What does YYYY need to include with her application?</p> <p><b>Answer:</b> Nothing, she just needs to make sure that she completes the character section of the application form.</p> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• refused other visa types</li> <li>• under investigation for an offence</li> <li>• driving offences in other countries.</li> </ul>		
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b> How can YYYY's friend in Auckland help her meet this requirement?</p> <p><b>Answer:</b></p> <p><b>V2.20 Fund or Sponsorship requirements</b></p> <ul style="list-style-type: none"> <li>• YYYY's friend could act as her sponsor during her visit.</li> <li>• For IGMS: They would need to complete INZ 1025: Sponsorship Form for Temporary Entry and the friend would need to meet the requirements listed in INZ 1025.</li> <li>• For ADEPT: Declare their sponsor and their details when making the application. The sponsor will use their RealMe account to complete the form.</li> </ul>	Slide 5	

Time	Topic	Resource	Your notes
	<p><b>Question:</b> What evidence from the friend is needed to prove the requirements have been met?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• INZ 1025</li> <li>• Section E: Evidence of sponsorship undertakings</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for? There are many things to think about in this area which we'll go into in more detail later but think about:</p> <ul style="list-style-type: none"> <li>• Authenticity of the documents provided</li> <li>• Statement history showing consist payments in and out as opposed to a large amount being deposited around the time of the application submission.</li> </ul>		
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b> How can YYYY's friend in Auckland help her meet this requirement?</p> <p><b>Answer:</b></p> <p><b>V2.25 Onward travel requirements</b></p> <p>YYYY has 2 options:</p> <ul style="list-style-type: none"> <li>• Prove she has sufficient funds to purchase an outbound ticket.</li> <li>• Sponsorship for a temporary entry visa if she can meet these requirements. (E6 Sponsorship for temporary entry).</li> </ul>	Slide 6	



Time	Topic	Resource	Your notes
	<p><b>Question:</b> How does the evidence required for the onward travel requirement relate to other evidence that YYYY needs to provide?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• This links to having Sufficient Funds.</li> <li>• If YYYY provides bank statements showing she has enough money then this will show she can purchase an outbound ticket.</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• Similar to Sufficient Funds.</li> </ul>		
30 mins	<p><b>Bona Fide</b></p> <p><b>Ask:</b> Can anyone remember what bona fides is from earlier in your learning pathway?</p> <p><b>Question:</b> What is a bona fide applicant?</p> <p><b>Answer:</b> E5 Requirements to be a bona fide applicant.</p> <p><b>Question:</b> How would you explain to YYYY why assessing bona fides is a critical step in the INZ process?</p> <p><b>Answer:</b></p>	Slide 7	<p><b>Use if learners are finding this part difficult or as part of the debrief before moving to next slide.</b></p> <p>We'll expand on this further as we go through the workshop.</p> <p>Bona fide – genuine, real or true.</p> <ul style="list-style-type: none"> <li>• What motivates a person to come to New Zealand?</li> <li>• What motivates a person to return home once their visitor visa expires?</li> </ul>

Time	Topic	Resource	Your notes
	<p>It is great that people from around the world want to visit New Zealand. This can have many advantages for our country.</p> <p>We also want people to go home in a timely manner. Not everyone can stay. Think back to some of our discussions at the beginning of the workshop.</p> <p><b>Question:</b> How can YYYY demonstrate she is a bona fide applicant?</p> <p><b>Answer:</b> YYYY needs to show that the reason for her trip is genuine and that she will not breach her visa conditions e.g. by not:</p> <ul style="list-style-type: none"> <li>• working while on a visitor visa, or</li> <li>• staying in New Zealand after their visa has expired.</li> </ul> <p>She can do this by proving that she has responsibilities at home which she wants to go back to e.g.:</p> <ul style="list-style-type: none"> <li>• lives in a desirable city</li> <li>• has a well-paid job</li> <li>• owns a house / car</li> <li>• if applicable – married, children</li> </ul> <p><b>Explain</b> Bona fides is an essential part of assessing applicants wishing to visit New Zealand. We'll go into this further later in the workshop.</p> <p><b>Debrief</b></p>		<ul style="list-style-type: none"> <li>• Are their motives for visiting New Zealand genuine?</li> <li>• Applicants need to provide supporting documents to show they are bona fide.</li> </ul>

Time	Topic	Resource	Your notes
	Refer to the contents in the Your notes column to summarise this section.		
5 mins	<p><b>Pop Quiz</b></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. If an applicant is unable to provide proof of funds for duration of their stay, what alternative option is available? <ul style="list-style-type: none"> <li>• Sponsorship (INZ 1025).</li> </ul> </li> <li>2. If you are a citizen of one country but living in another country how can this affect the requirements and supporting documents required? It depends on: <ul style="list-style-type: none"> <li>• how long you wish to stay</li> <li>• how long you have lived in the other country.</li> </ul> </li> <li>3. How does having a valid visa to live and work in one country relate to bona fides? <ul style="list-style-type: none"> <li>• If the person has been accepted into another country, this may support their claim of being a bona fide applicant eg The UK have granted this person a study visa, this may help reduce some of our concerns about their bona fide status.</li> <li>• They would still need to meet our other requirements with supporting documents.</li> </ul> </li> </ol>		

Time	Topic	Resource	Your notes
5 mins	<b>Key Messages</b> Talk to the points on the slide and answer any questions from the group.	<b>Slide 8</b>	

## Review day one

### Topic outcomes

By the end of this topic, learners will be able to recall and consolidate the learning from the course so far.

### Topic resources

Whiteboard markers

### Lesson plan

Time	Topic	Resource	Your notes
20 mins	Use this session as an opportunity to answer any questions they may have as a result of the day's learning.  Brainstorm the key learning points from today.  Provide an overview of tomorrow, ie we will begin to look at assessing visitor visa applications.	<b>Whiteboard and markers</b>	

## Assess a Visitor Visa Application

### Topic outcomes

By the end of this topic, learners will be able to:

- analyse an application against the requirement criteria for a visitor visa application
- use supporting resources to ensure the information provided in the application meets the requirements
- make a decision to approve, decline or request further information for a range of common application scenarios
- write a clear, concise well-structured summary explaining how you came to your decision.

### Topic resources

- Facilitator computer and projector
- Participant computers
- Case studies one – three
- Scenario 1: Assess XXXX XX.pptx and Scenario 1: Case Study XXXX XX
- Scenario 2: Assess YYYY YYYYY.pptx and Scenario 2: Case Study YYYY YYYYY
- Scenario 3: Assess ZZ ZZZZ.pptx and Scenario 3: Case Study ZZ ZZZZ
- Printed copy of VV PowerPoint for each learner

**Note for facilitator:** Remind learners again that the application format will look different within the ADEPT system, and you will be focusing on the content for this training. The case studies are structured so that the activities that are automatically taken care of by ADEPT (e.g. Identity, Health, Character) appear first. This is so that you can move through these sections quickly or skip them if needed.

### Lesson plan

Time	Topic	Resource	Your notes
5 mins	<p><b>Introduction</b></p> <p><b>Explain:</b></p> <p>In this topic we are going to assess common visitor visa applications.</p> <p>We helped XXXX XX and YYYY YYYYYY with their requirements and what they need to include with their application.</p> <p>In this session we'll see what they have submitted – hopefully they took our advice!</p>	<p><b>Show Topic Objectives.pptx Slide 3</b></p>	
15 mins	<p><b>New Resource</b></p> <p><b>Explain:</b></p> <p>The Verification Toolkit includes resources and tools that assist with verifying application information and documents.</p> <p>Learners to spend time browsing the Verification Toolkit and subsequent links.</p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://thelink/content/inzkit/Pages/default.aspx">http://thelink/content/inzkit/Pages/default.aspx</a></li> <li>2. Go to <b>Verify and assessing tools</b></li> <li>3. Click <b>View</b></li> <li>4. Go to <b>Country Information</b></li> <li>5. Click on <b>Asia</b></li> <li>6. Click on <b>China</b></li> <li>7. Click on <b>China Province Information</b></li> <li>8. Take some time and explore this website.</li> </ol>	<p><b>Verification Toolkit</b></p>	<p><b>Verification Toolkit</b></p> <p><a href="http://inzkit/publish/vt/index.htm#57125.htm">http://inzkit/publish/vt/index.htm#57125.htm</a></p> <p>This toolkit provides useful knowledge and resources which will assist you with knowledge about people from certain countries, provide guidance on what genuine documents should look like, update you with the most recent fraud trends from certain areas etc. To be explained in detail by a TA.</p>

Time	Topic	Resource	Your notes
	<p><b>Tip:</b> Our first case study is for XXXX XX who is from Tacheng, Xinjiang although she is currently living and studying in Germany. This will give you some idea on what to look out for as you assess her application.</p>		
1 hrs 55 mins	<p><b>Case study one (XXXX XX)</b></p> <ul style="list-style-type: none"> <li>• Triaged Risk Level: Medium</li> <li>• Principal Applicant name: XXXX XX</li> <li>• Partnership status: Single</li> <li>• Country of birth: China</li> <li>• Travelling purpose: Sightseeing for 19 days</li> </ul>	<p><b>Scenario 1: Assess XXXX XX pptx and Scenario 1: Case Study XXXX XX</b></p>	<p><b>Important note:</b> The case study/visa application for XXXX XX has a lot of pages. To reduce it several pages of banks statements have been removed.</p>

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<p>10 mins</p>	<p><b>Proof of Identity</b></p> <p><b>Question:</b> What has XXXX provided as proof of identity?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Passport</li> <li>• ID Card with translation.</li> </ul> <p><b>Question:</b> Based on the China Province information, what concerns, if any do you have with the documents XXXX has provided to meet this requirement?</p> <p><b>Answer:</b> No concerns, documents are all valid.</p> <p><b>Note:</b> China Province information provides general information for each province in China. It <b>does not</b> mean people from high risk areas are always declined. Each application should be considered on its own merits.</p> <p><b>Explain:</b> There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.</p> <p><b>Health</b></p> <p><b>Question:</b> What has XXXX provided to meet the health requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Given her length of stay, nothing is required.</li> </ul> <p><b>Question:</b></p>	<p><b>Scenario 1: Assess XXXX XX pptx – Slide 1-2</b></p>	<p><b>Additional Information</b> You may wish to include this at the end of the scenario as part of your debrief.</p>
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Are you satisfied that XXXX meets the health requirement?

**Answer:**

Yes.

**Character**

**Question:**

Based on XXXX's application, is a National Security Check required?

**Answer:**

Yes based on (Z1.5).

**Note:** ADEPT will request this automatically.

**Question:**

Are you satisfied that XXXX meets the character requirement?

**Answer:**

Yes.

INZ has the discretion to ask for a medical if we think one is needed (just like a PC). For example, if there is some indication in the application or previous application (or in a warning) that the applicant is not of good health.

**1209 National Security Check Form**

**Note:** It's not a character check, but this is the most logical place for it.

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Time	Topic	Resource	Your notes
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b> What has XXXX provided to show she has sufficient funds for her visit?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Bank Statement from Deutsche Bank.</li> </ul> <p><b>Question:</b> What concerns, if any do you have with the documents XXXX has provided?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul>	Slide 3	
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b> XXXX seems to have forgotten to include a copy of her airline ticket to leave New Zealand when her holiday is over. What would you do?</p> <p><b>Answer:</b> XXXX is not required to include a copy of an airline ticket as long as she has provided other valid supporting documentation.</p> <p><b>Question:</b> What has XXXX included with her application to meet this requirement?</p> <p><b>Answer:</b> Bank Statement (reminder, sufficient funds in XXXX's bank account to sustain her stay in New Zealand and also purchase an airline ticket are sufficient).</p>		

Time	Topic	Resource	Your notes
25 mins	<p><b>Bona Fide</b></p> <p><b>Question:</b> What has XXXX included with her application to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• German visa with translation – shows she is legally allowed to live and study in Germany</li> <li>• Australian visa – shows they have approved her visit</li> <li>• Authentic identity documents.</li> </ul> <p><b>Question:</b> Given the region XXXX is from, what concerns, if any do you have with the documents XXXX has provided to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• XXXX was born in a high-risk region of China where non-genuine asylum claims are common. This would normally merit close scrutiny of her application.</li> <li>• However, XXXX lives in Munich, Germany. This acts in her favour given German immigration have approved her stay and study in their country.</li> </ul> <p><b>Question:</b> Is XXXX a bona fide applicant?</p> <p><b>Answer:</b> Yes.</p> <p><b>Explain:</b></p>	Slide 4	

Time	Topic	Resource	Your notes
	<p>There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.</p> <ul style="list-style-type: none"> <li>• Keesing document checker Available through the Verification Toolkit – TA can expand upon this point.</li> </ul>		
15 mins	<p><b>Decision and Outcome</b></p> <p><b>Question:</b> Would you approve, decline or request more information for this application?</p> <p><b>Answer:</b> Approve.</p> <p><b>Question:</b> What are the consequences of making the wrong decision?</p> <p><b>Answer:</b> Prompts discussion with the group and causes them to think about the importance of their role as IO.</p> <p><b>Write a brief summary explaining how you came to your decision.</b></p>	Slide 5	

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Time	Topic	Resource	Your notes
1 hrs 55 mins	<p><b>Case study two (YYYY YYYYY)</b></p> <ul style="list-style-type: none"> <li>• Triaged Risk Level: low</li> <li>• Principal Applicant name: YYYY YYYYY</li> <li>• Partnership status: Married</li> <li>• Country of birth: India</li> <li>• Travelling purpose: Sightseeing for 10 days</li> </ul>	<p><b>Scenario 2: Assess YYYY YYYYY pptx and Scenario 2: Case Study YYYY YYYYY</b></p>	
10 mins	<p><b>Proof of Identity</b></p> <p><b>Question:</b> What has YYYY provided as proof of identity?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Passport</li> <li>• ID Card</li> <li>• Driving license supplied</li> </ul> <p><b>Question:</b> What concerns, if any do you have with the documents YYYY has provided to meet this requirement?</p> <p><b>Answer:</b> No concerns, documents are all valid.</p> <p><b>Explain:</b> There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.</p>	<p><b>Scenario 2: Assess YYYY YYYYY pptx – Slide 1-2</b></p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>MRZ Check Have a TA talk about this and how it is used.</li> </ul> <p><b>Health</b></p> <p><b>Question:</b> What has YYYY provided to meet the health requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>Given her length of stay, nothing is required.</li> </ul> <p><b>Question:</b> Are you satisfied that YYYY meets the health requirement?</p> <p><b>Answer:</b> Yes.</p> <p><b>Character</b></p> <p><b>Question:</b> Based on YYYY's answers in the <b>Principal Applicant's Character Details</b> section of her application, is there anything she needs to include with her application?</p> <p><b>Answer:</b> She has declared that she has been refused entry to another country and explained what happened.</p> <p>"I was on a work permit in the United Kingdom and had applied for a Visitor Visa to visit my fiancé ----- (my now husband) in Canada in March 2012. Unfortunately my visa got rejected as my</p>		

Time	Topic	Resource	Your notes
	<p>work permit was expiring in August 2012.”</p> <p><b>Question:</b> Does YYYY require a National Security Check?</p> <p><b>Answer:</b> No.</p> <p><b>Question:</b> Are you satisfied that YYYY meets the character requirement?</p> <p><b>Answer:</b> Yes.</p>		
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b> What has YYYY provided to show she has sufficient funds for her visit?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Bank statements</li> <li>• Pay slips</li> <li>• Employer letter.</li> </ul> <p><b>Question:</b> What concerns, if any do you have with the documents YYYY has provided?</p> <ul style="list-style-type: none"> <li>• None.</li> </ul>	Slide 3	
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b></p>		

Time	Topic	Resource	Your notes
	<p>What has YYYY included with her application to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Bank statements</li> <li>• Flight tickets.</li> </ul>		
25 mins	<p><b>Bona Fide</b></p> <p><b>Questions:</b></p> <p>What has YYYY included with her application to meet this requirement?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• Canada permeant card to show legal status in Canada</li> <li>• Employment letter and pay slip to show employment commitment in Canada</li> <li>• Friend's invitation letter and confirmation of flight booking to show reasonable travelling purpose to New Zealand.</li> </ul> <p><b>Questions:</b></p> <p>Is YYYY a bona fide applicant?</p> <p><b>Answer:</b></p> <p>Yes.</p>	Slide 4	
15 mins	<p><b>Decision and Outcome</b></p> <p><b>Question:</b></p> <p>Would you approve, decline or request more information for this application?</p> <p><b>Answer:</b></p> <p>Approve.</p>	Slide 5	



Time	Topic	Resource	Your notes
	<p><b>Question:</b> What are the consequences of making the wrong decision?</p> <p><b>Answer:</b> Prompts discussion with the group and causes them to think about the importance of their role as IO.</p> <p><b>Write a brief summary explaining how you came to your decision.</b> Give the case study cover sheet to learners to allow them to read the outcome.</p>		<p><b>Consequences</b> What would happen if something was missed in an applicant's health records and the Coronavirus came to New Zealand?</p>

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Time	Topic	Resource	Your notes
2 hrs	<p><b>Case study three (ZZ ZZZZZ)</b></p> <ul style="list-style-type: none"> <li>• Triaged Risk Level: low</li> <li>• Principal Applicant name: ZZ</li> <li>• Partnership status: Engaged</li> <li>• Country of birth: China</li> <li>• Travelling purpose: Sightseeing for 10 days</li> </ul>	<p><b>Scenario 3: Assess ZZ ZZZZZ.pptx and Scenario 3: Case Study ZZ ZZZZZ</b></p>	
10 mins	<p><b>Proof of Identity</b></p> <p><b>Question:</b> What has ZZ provided as proof of identity?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Passport.</li> </ul> <p><b>Question:</b> What concerns, if any do you have with the documents ZZ has provided to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• No concerns, documents are all valid.</li> </ul> <p><b>Explain:</b> There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.</p> <p><b>Health Question:</b></p>	<p><b>Scenario 3: Assess ZZ ZZZZZ.pptx – Slide 1-2</b></p>	

Time	Topic	Resource	Your notes
	<p>What has ZZ provided to meet the health requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>Given his length of stay, nothing is required.</li> </ul> <p><b>Question:</b></p> <p>Are you satisfied that ZZ meets the health requirement?</p> <p><b>Answer:</b></p> <p>Yes.</p> <p><b>Character</b></p> <p><b>Question:</b></p> <p>Based on ZZ's application, is a National Security Check required?</p> <p><b>Answer:</b></p> <p>Yes based on (Z1.5).</p> <p><b>Question:</b></p> <p>Are you satisfied that ZZ meets the character requirement?</p> <p><b>Answer:</b></p> <p>Not yet satisfied, the character instruction needs to be further assessed, as in the Character section, ZZ declared he had a drink drinking conviction in New Zealand four years ago. He declared he was not sentenced to prison, and was able to pay off the fine.</p>		<p><b>Note:</b> It's not a character check, but this is the most logical place for it.</p>
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b></p> <p>What has ZZ provided to show he has sufficient funds for his visit?</p>	Slide 3	

Time	Topic	Resource	Your notes
	<p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>Bank statements.</li> </ul> <p><b>Question:</b> What concerns, if any do you have with the documents ZZ has provided?</p> <ul style="list-style-type: none"> <li>None.</li> </ul>		
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b> What has ZZ included with his application to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>Bank statements.</li> </ul>		
25 mins	<p><b>Bona Fide</b></p> <p><b>Question:</b> What has ZZ included with his application to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>ZZ has provided sufficient evidence to show he is a bona fide applicant.</li> </ul> <p><b>Question:</b> Is ZZ a bona fide applicant?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>I-20 and US visa show the legal status in US</li> <li>Flight ticket confirmation shows his make arrangement for the trip.</li> </ul>	Slide 4	

Time	Topic	Resource	Your notes
	<p><b>Explain:</b> There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.</p>		
20 mins	<p><b>Decision and Outcome</b> Ask the group what they think is the outcome on this example. You may need to help them by referring to the answers below.</p> <p><b>Question:</b> Would you approve, decline or request more information or PPI for this application?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• ZZ meets all other instructions except character instructions.</li> </ul> <p>Based on ZZ's answers in the Principal Applicant's Character Details section of his application, is there anything you would like to see to help you make your decision?</p> <p>This will prompt discussion as different people might approach these questions differently. For example:</p> <ul style="list-style-type: none"> <li>• Should we ask for evidence to show the fine has been paid?</li> <li>• Would seeing a NZ Police Check help?</li> <li>• Should we request Police checks for each country ZZ has been to?</li> </ul>	Slide 5	

Time	Topic	Resource	Your notes
	<p><b>Ask:</b> Can anyone remember from their Character workshop an option that may be applicable in this scenario?</p> <p><b>Answer:</b></p> <p><b>Character Instruction</b></p> <ul style="list-style-type: none"> <li>Refer to A5.40 and A5.45</li> </ul> <p><b>Character Waiver (Refer to A 5.45.1)</b></p> <p>Where an applicant does not meet character requirements, a character waiver may be considered in certain circumstances, depending on the character issue. You learnt how to identify such circumstances, and the relevant factors in a character waiver assessment that Immigration Officers should weigh up and balance in deciding whether to grant a waiver.</p> <p><b>Ask:</b> What are you going to do if you receive the evidence of the fine being paid and the New Zealand police check?</p> <p><b>Answer:</b></p> <p>You will need to check the evidence of the payment of the fine and the New Zealand police check. You need to use this information to determine whether ZZ is caught by character instructions and then if a PPI is required.</p> <p>If it is determined ZZ does not fall under character instructions, we can then look at approving the application.</p> <p>If a PPI is required, then it will be based on character instructions (A 5.45d) and character waiver instructions (A5.45.1)</p> <ul style="list-style-type: none"> <li>ZZ was convicted of drink driving in New Zealand previously which means that we (INZ) will have concerns over his character.</li> </ul>		<p><b>Character Waiver</b></p> <p>Once a decision to assess a character waiver has been made, the next steps are to draft the character waiver report. This will then be submitted to a TA for a final decision.</p> <p>This will be covered at a later stage. However, for the sake of this application consider that the Character waiver was granted by the TA.</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• What INZ will do next, i.e. consider a character waiver.</li> </ul> <p>If INZ grants the character waiver, then the application can be approved. If INZ declines the character waiver, then the application needs to be declined.</p> <p><b>Question:</b> What are the consequences of making the wrong decision?</p> <p><b>Answer:</b> Prompts discussion with the group and causes them to think about the importance of their role as IO.</p> <p><b>Write a brief summary explaining how you came to your decision.</b></p> <ul style="list-style-type: none"> <li>• Now they have the reasons for requesting more information, give them an opportunity to write the PPI (show WALC guideline to remind them how to structure it).</li> <li>• Give them the real PPI to allow them to compare it with their version.</li> </ul> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Ensure the concerns outlined in the PPI letter are the same reasons upon which the decision is based.</li> <li>• Concerns not put to the applicant must not be relied on in the final decision.</li> <li>• If further information is requested, a PPI letter should not be sent prior to the expiry of the deadline.</li> </ul>	<p><b>Slide 6</b></p>	<p><b>Note:</b> A PPI is a requirement before an <b>onshore</b> application gets declined. A PPI is not a requirement for an offshore application unless it is likely that the applicant was not aware of something.</p> <p>Learners may need/request help with writing of PPI's at this point, using the following points as a recap:</p> <ul style="list-style-type: none"> <li>• PPI - Potentially Prejudicial Information (E7.15).</li> <li>• Anything unfavourable to the likely success of the application.</li> <li>• Any issue that an application may be declined on.</li> <li>• Formal document expressing concern.</li> </ul>

Time	Topic	Resource	Your notes
	<p>Make it clear to applicants the type of evidence that INZ requires and will accept.</p>		<ul style="list-style-type: none"> <li>• PPI is information that we have about an applicant that could mean we cannot approve their application. It is information that could be prejudicial to the applicant's success.</li> <li>• PPI is factual information or material that will or may adversely affect the outcome of the application.</li> </ul>

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## Review day two

### Topic outcomes

By the end of this topic, learners will be able to recall and consolidate the learning from the course so far.

### Topic resources

Whiteboard markers

### Lesson plan

Time	Topic	Resource	Your notes
20 mins	<p>Use this session as an opportunity to answer any questions they may have as a result of the day's learning.</p> <p>Brainstorm the key learning points from today.</p> <p>Provide an overview of tomorrow, ie we will begin to look at live applications with the TAs</p>	<b>Whiteboard and markers</b>	

# Assess a Special Visitor Visa Application

## Topic outcomes

By the end of this topic, learners will be able to:

- list the three most common special visitor visa categories
- analyse an application against the requirement criteria for a visitor visa application
- use supporting resources to ensure the information provided in the application meets the requirements
- make a decision to approve, decline or request further information for a range of common application scenarios
- write a clear, concise well-structured summary explaining how you came to your decision.

## Topic resources

- Facilitator computer and projector
- Participant computers
- Topic Objectives.pptx
- Case studies five
- Scenario 5: Requirements AAAAA AAAAA.pptx
- Scenario 5: Assess AAAAA AAAAA.pptx and Scenario 5: Case Study AAAAA AAAAA
- Writing a PPI.pptx

## Lesson plan

Time	Topic	Resource	Your notes
10 mins	<b>Introduction</b> <b>Explain:</b> We discovered during your poster activity at the beginning of the workshop that there are 32 special visitor visa categories.	<b>Show Topic Objectives.pptx</b> <b>Slide 3</b>	

Time	Topic	Resource	Your notes
	<p>The most frequently used are visitor visas for:</p> <ul style="list-style-type: none"> <li>• Business activities</li> <li>• Groups</li> <li>• Parent and Grandparents.</li> </ul> <p><b>Explain:</b> The process we established with our General Visitor Visa scenarios still applies for Special Visitor Visas. However, you'll need to follow the Ops Manual closely to ensure any unique requirements have been met by the applicant(s).</p>		
20 mins	<p><b>Activity: Special Visitor Visas Poster activity</b> Divide learners into 3 groups and give each group one of the special categories above. Ask them to use the INZ website to learn more about special visitor visas and create a poster to summarise their findings.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Who would use this visa?</li> <li>• Are the requirements similar to what we have covered so far?</li> <li>• Are there any new requirements to consider?</li> <li>• How long can you stay in New Zealand under this visa type?</li> <li>• Are there any support tools to help us assess these applications on the INZKit website?</li> </ul>		

Time	Topic	Resource	Your notes
	<p><b>Debrief:</b> What we are looking for from posters presentations.</p> <ul style="list-style-type: none"> <li>• <b>Business</b> <ul style="list-style-type: none"> <li>• To work on short work projects for no longer than 3 months in a calendar year.</li> <li>• If you are from a visa waiver country you do not need a Business Visitor Visa but, you must hold an NZeTA (New Zealand Electronic Travel Authority) before travelling to New Zealand.</li> </ul> </li> <li>• <b>Group</b> <ul style="list-style-type: none"> <li>• Tour party travelling together for a holiday.</li> <li>• The group will be arriving in, and visiting New Zealand together, for the same purpose.</li> <li>• A group leader must complete a 'Group Visa Application', each individual group member will need to complete a 'Visitor Visa Application'.</li> <li>• You may be able to stay for longer than one month if your trip is longer, such as if you are here on a study tour.</li> </ul> </li> <li>• <b>Parent and Grandparent</b> <ul style="list-style-type: none"> <li>• The Parent and Grandparent Visitor Visa category allows the parent or grandparent of a New Zealand citizen or resident to apply for a three year multiple entry visitor visa. The Parent and Grandparent Visitor Visa will have multiple entry conditions and generally be valid for 3 years from the date of issue.</li> <li>• You can only apply for this visa while you're outside New Zealand.</li> </ul> </li> </ul>		

Time	Topic	Resource	Your notes
1 hr 30 mins	<p><b>Explain:</b> We have established an approach for assessing visitor visa applications against the requirements in the Ops Manual. We have discovered some resources which may prove useful depending on the application you are assessing. Using these resources will help you make good decisions.</p> <p>We'll continue to use this approach as we look at a business visitor visa application.</p> <p><b>Activity: Scenario AAAAA AAAAA</b></p> <p><b>Explain:</b> This scenario will give you further practice navigating the Ops Manual and other resources to answer questions based on a scenario while learning about business visitor visas.</p>	<p><b>Scenario 5: Requirements AAAAA AAAAA.pptx</b></p> <p><b>Scenario 5: Assess AAAAA AAAAA.pptx</b></p>	
10 mins	<p><b>Meet AAAAA</b> Give learners some time to learn about AAAAA and establish what he is telling us.</p> <p><b>Question:</b> What requirements are applicable to AAAAA's application?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• Business visitor (V 3.5)</li> <li>• Requirement for generic temporary entry (E4)</li> <li>• Bona fide (E5)</li> <li>• Health and character (A4 and A5)</li> </ul>	<p><b>Ops Manual</b></p> <p><b>Scenario 5: Requirements AAAAA AAAAA.pptx – Slide 1</b></p>	<p><a href="http://inzkit/publish/opsmanual/#35439.htm">http://inzkit/publish/opsmanual/#35439.htm</a></p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• Fund/Sponsorship (V2.20)</li> <li>• Onward Travel (V2.25) Lawful reason for travel.</li> </ul> <p><b>Question:</b> Based on AAAAA's planned business activities, would you have any concerns about him meeting the requirements?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• No</li> </ul> <p>V3.5 Business visitors (b) (iv) people undertaking business consultations or negotiations in New Zealand on establishing, expanding, or winding up any business enterprise in New Zealand.</p>		
15 mins	<p><b>General Requirements</b></p> <p><b>Question:</b> How long can AAAAA stay in New Zealand on the business visitor visa?</p> <p><b>Answers:</b> V3.5 Business visitors (a) Business visitors.....may be granted a visitor visa, provided they intend to stay in New Zealand for no longer than 3 months in any one year.</p> <p><b>Question:</b> If the installation takes longer than expected, what options are available to AAAAA to stay longer to complete his task?</p>	Slide 2-4	

Time	Topic	Resource	Your notes
	<p><b>Answer:</b> If he arrives in October, AAAAA could stay for three months for one year and then through to March for the second year.</p> <p><b>Health</b> <b>Complete the statements:</b></p> <p>Based on the information provided and if:</p> <ul style="list-style-type: none"> <li>• AAAAA stays for three months his needs to provide <u>nothing</u>.</li> </ul> <p><b>Note:</b> A chest x-ray completed in the last three months will be requested, even if you've provided one to us previously, if:</p> <ul style="list-style-type: none"> <li>• you have spent six consecutive months in China since the last x-ray certificate was issued, and</li> <li>• you are now coming to NZ for more than six months.</li> </ul> <p>AAAAA needs to stay longer than six months he would need <u>a different visa as he can only stay for a maximum of three months in a calendar year with a business visitor visa.</u></p> <p><b>Character</b> <b>A4 Health requirements</b> <b>Question:</b> Why does AAAAA think a character check is not needed? <b>Answer:</b> <b>A5 Character requirements</b></p>		

Time	Topic	Resource	Your notes
	<p>AAAAA read A5.5 (a) (ii)</p> <p>a) Character checks must be carried out for the following categories of applicant:</p> <p>ii) those aged 17 and over applying for temporary entry class visas who intend to stay in New Zealand for 24 months or longer.</p> <p>However, (iii) states</p> <p>iii) other applicants for temporary entry class visas who warrant a character check if the immigration officer decides it is necessary.</p> <p><b>Question:</b> What does AAAAA need to include with his application?</p> <p><b>Answer:</b> Nothing.</p> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>• Refused other visa types</li> <li>• Under investigation for an offence</li> </ul> <p>Driving offences in other countries</p>		
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b> What options are available to AAAAA and his employer to meet this requirement?</p> <p><b>Answer:</b> <b>V2.20 Fund or Sponsorship requirements</b></p>	Slide 5	



Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>• V2.20.1 a AAAAA could provide proof of his own personal funds (think about earlier scenarios)</li> <li>• V2.20.1 a vii A letter of financial support from his employer</li> <li>• V2.20.1 b AAAAA could be sponsored by the New Zealand business he is working with.</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for? There are many things to think about in this area which we'll go into in more detail later but think about:</p> <ul style="list-style-type: none"> <li>• Authenticity of the documents provided</li> <li>• Statement history showing consist payments in and out as opposed to a large amount being deposited the around the time of the application submission</li> </ul>		
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b> What two pieces information can AAAAA use as evidence of meeting this requirement?</p> <p><b>Answer:</b> <b>V2.25 Onward travel requirements</b> AAAAA has 2 options.</p>	Slide 6	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>A letter from his employer showing they have provided sufficient funds for his stay and also the ability to purchase an outbound ticket.</li> <li>A copy of his outbound ticket which shows he will leave New Zealand in a timely manner.</li> </ul> <p><b>Ask:</b> What are some of the common issues an IO needs to look out for?</p> <ul style="list-style-type: none"> <li>Similar to Sufficient Funds</li> </ul>		
15 mins	<p><b>Bona Fide</b>  <b>E5 Requirements to be a 'bona fide' applicant</b>  <b>Question:</b>  Does the bona fide requirement apply to AAAAA or his employer?  <b>Answer:</b>  AAAAA. However, showing that his employer is genuine too will support him being bona fide.</p> <p><b>Question:</b>  How can AAAAA demonstrate the bona fide requirement is met?  <b>Answer:</b>  AAAAA needs to show that the reason for his trip is genuine and that his will not breach his visa conditions. He can do this by proving that he has responsibilities at home which he wants to go back to or reasons for being a frequent traveller e.g.:</p>	Slide 7	<p><b>Use if learners are finding this part difficult or as part of the debrief before moving to next slide.</b></p> <p>We'll expand on this further as we go through the workshop.</p> <p>Bona fide – genuine, real or true.</p> <ul style="list-style-type: none"> <li>What motivates a person to come to New Zealand?</li> <li>What motivates a person to return home once their visitor visa expires?</li> <li>Are their motives for visiting New Zealand genuine?</li> </ul>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>IT conferences that he attends around the world</li> <li>Other clients he visits in different parts of the world</li> <li>lives in a desirable city</li> <li>Has a well paid job</li> <li>Owens a house / car</li> <li>If applicable – married, children</li> <li>Letter of invitation from New Zealand company</li> <li>Letter from his employer</li> <li>Other visas he my hold</li> </ul> <p><b>Explain</b> Bona fides is an essential part of assessing applicants wishing to visit New Zealand.</p> <p><b>Debrief</b> Refer to the contents in the Your notes column to summarise this section.</p>		<ul style="list-style-type: none"> <li>Applicants need to provide supporting documents to show they are bona fide.</li> </ul>
5 mins	<p><b>Key Messages</b> Talk to the points on the slide and answer any questions from the group.</p>	<b>Slide 8</b>	

Time	Topic	Resource	Your notes
1 hr 30 mins	<p><b>Case study five (AAAAA AAAAA)</b></p> <ul style="list-style-type: none"> <li>• Triaged Risk Level: low</li> <li>• Principal Applicant name: AAAAA AAAAA</li> <li>• Partnership status: Married</li> <li>• Country of birth: South African</li> <li>• Travelling purpose: Business trip 2 weeks.</li> </ul>	<p><b>Scenario 5: Assess AAAAA AAAAA.pptx</b></p>	<p><b>Note:</b> Learners will still follow the Powerpoint for the scenario to guide them and they populate the VVAT. Use the screenshots of VVAT to demo/debrief using the tool.</p>
10 mins	<p><b>Proof of Identity</b></p> <p><b>Question:</b> What has AAAAA provided as proof of identity?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Passport.</li> </ul> <p><b>Explain:</b> There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.</p> <p><b>Health</b></p> <p><b>Question:</b> What has AAAAA provided to meet the health requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Given his length of stay, nothing is required.</li> </ul> <p><b>Question:</b> Are you satisfied that AAAAA meets the health requirement?</p>	<p><b>Scenario 5: Assess AAAAA AAAAA.pptx – Slide 1-2</b></p>	

Time	Topic	Resource	Your notes
	<p><b>Answer:</b> Yes.</p> <p><b>Character Question:</b> Based on AAAAA's answers in the <b>Principal Applicant's Character Details section</b> of his application, is there anything he needs to include with his application?</p> <p><b>Answer:</b> No.</p> <p><b>Question:</b> Are you satisfied that AAAAA meets the character requirement?</p> <p><b>Answer:</b> Yes.</p>		
15 mins	<p><b>Sufficient Funds</b></p> <p><b>Question:</b> What has AAAAA provided to show he has sufficient funds for his visit?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Sponsorship by New Zealand company</li> </ul> <p><b>Question:</b> What concerns, if any do you have with the documents AAAAA has provided?</p> <p><b>Answer:</b></p>	Slide 3	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>None.</li> </ul>		
15 mins	<p><b>Onward Travel</b></p> <p><b>Question:</b> What has AAAAA included with his application to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>Flight ticket invoice.</li> </ul>		
15 mins	<p><b>Bona Fide</b></p> <p><b>Question:</b> What has AAAAA included with his application to meet this requirement?</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>AAAAA has included a letter from his employer</li> <li>Invitation letter from client company</li> <li>USA Visa page of his passport (If the person has been accepted into another country, this may support their claim of being a bona fide applicant eg The UK have granted this person a study visa, this may help reduce some of our concerns about their bona fide status).</li> </ul> <p><b>Question:</b> Is AAAAA a bona fide applicant?</p> <p><b>Answer:</b> Yes.</p> <p><b>Explain:</b></p>	Slide 4	

Time	Topic	Resource	Your notes
	There are other tools and resources used to help assess and verify the authenticity of documents which will be covered by your buddy or Technical Adviser on the job.		
15 mins	<p><b>Decision and Outcome</b> Ask the group what they think is the outcome on this example. You may need to help them by referring to the answers below.</p> <p><b>Question:</b> Would you approve, decline or request more information for this application?</p> <p><b>Answer:</b> Approve.</p> <p><b>Question:</b> What are the consequences of making the wrong decision?</p> <p><b>Answer:</b> Prompts discussion with the group and causes them to think about the importance of their role as IO.</p>	Slide 5	<p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>• AAAAA has success with the system installation</li> <li>• His company's investment results in more jobs in the region</li> <li>• Continued good business relationship between South African and New Zealand</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• AAAAA's client is left frustrated as the system implementation was delayed</li> <li>• Significant investment opportunity for New Zealand economy is lost</li> <li>• New Zealand government receives negative publicity</li> </ul>

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## Visa Labels and Conditions

Time	Topic	Resource	Your notes
20 mins	<p><b>Introduction to Labels</b></p> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>• When an applicant is approved for a visitor visa they will receive a letter confirming an eVisa has been issued.</li> <li>• Their visa record is held in INZ's system. The applicant should print their eVisa letter, keep it in a safe place, and bring it with them when they travel to New Zealand.</li> <li>• The days of having a physical label (sticker) added to a passport are gone, although physical visa labels may be granted on request.</li> </ul> <p><b>Benefits of eVisa</b></p> <p><b>Explain:</b></p> <p>There are three ways to check your visa details online:</p> <ul style="list-style-type: none"> <li>• <b>Immigration Online</b> Log in to your account to view your visa approval notification. This contains all your visa conditions.</li> <li>• <b>Visa Verification Service</b> Use the Visa Verification Service to view your visa record. You can also authorise other organisations to view the details of your current visa, such as banks and health care providers.</li> <li>• <b>VisaView</b> Employers or education providers can check if you are eligible to work or study in New Zealand using our VisaView system.</li> </ul>		

## Review day three

### Topic outcomes

By the end of this topic, learners will be able to recall and consolidate the learning from the course so far.

### Topic resources

Whiteboard markers

### Lesson plan

Time	Topic	Resource	Your notes
20 mins	<p>Use this session as an opportunity to answer any questions they may have as a result of the day's learning.</p> <p>Brainstorm the key learning points from today.</p> <p>Provide an overview of tomorrow, i.e. we will begin to look at live applications with the TAs</p>	<b>Whiteboard and markers</b>	

## Day four - Live applications with TA

### Topic outcomes

By the end of this topic, learners will be able to apply the end-to-end process when assessing a visitor visa application.

### Topic resources

- Facilitator computer and projector
- Participant computers
- Live applications

### Lesson plan

Time	Topic	Resource	Your notes
	<p><b>Summary for Technical Adviser</b></p> <p>Learners have used the:</p> <ul style="list-style-type: none"><li>• INZ website and Ops Manual</li><li>• Verification Toolkit: China Province Information</li><li>• completed five common applicant scenarios with different outcomes for each.</li></ul> <p>As they start live applications they will need:</p> <ul style="list-style-type: none"><li>• general support and reassurance to build their confidence</li><li>• support using the different systems</li></ul> <p>Explain what they are, why they are used and demonstrating how to use them at the relevant moments will help embed their learning.</p>		

**Tip:** Source a good LR/MR application to demonstrate from start to finish how you would assess and process it. This way you can incorporate the system components throughout the demonstration.

Time	Topic	Resource	Your notes
6 hrs	<p><b>Hand out</b> applications to individuals, pairs or to groups of three</p> <p><b>Explain</b> that learners can raise their hand at any time to ask questions of the TA or the facilitator.</p> <p><b>Explain</b> that each time learners get to a point of wanting to make a determination in AMS they are to stop and seek approval from the TA before proceeding. Explain that this is crucial as the learners do not yet have the authority to make such decisions.</p> <p>If learners get to a point that they have determined that further information is required, write a bullet list of required information, and show it to the TA. Once approved the TA will put the file aside. Provide the learners with a new application to work on.</p>	<b>Live applications</b>	<p><b>Note:</b> Organise the class to work individually, in pairs or in threes. This will depend on the confidence and skill levels of the learners, and the size of the class.</p> <p>If the class is larger, then you may want to organise into threes so that the TA has the ability to have oversight over all applications being processed.</p>

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## Review day four

### Topic outcomes

By the end of this topic, learners will be able to articulate any questions from the case studies and/or live application practice, to gain clarity and consolidate learning before the course finishes.

### Topic resources

Whiteboard markers

### Lesson plan

Time	Topic	Resource	Your notes
	This is the end of the workshop. Ask learners to reflect on the workshop and capture any additional key points in their Learning Journal.	<b>Learning Journal</b>	
30 mins	Ask each individual/pair/group to tell the class <ul style="list-style-type: none"><li>• About their applications?</li><li>• What they identified?</li><li>• What they did?</li><li>• Any key learning points?</li></ul> Ask the class if they have any questions before the course finishes.	<b>Whiteboard and markers</b>	