



NEW ZEALAND
IMMIGRATION

Student 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 learner's knowledge.

Purpose

The purpose of this course is to deliver all topics within the Student visa stream. This will be achieved by introducing the pathway characteristics, 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 Student visa application
- describe the criteria that make up a Student visa application
- apply the end-to-end process when assessing a Student visa application.

Audience

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

Course duration

Four days

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Preparation

Prerequisites

Before undertaking this course, the learner must have completed all courses in the 'first step' and 'learn your role' parts of induction.

Availability of Technical Advisor

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

Required course resources

- Facilitator computer and projector
- Participant computers
- Pens and whiteboard markers
- Case study files
- Student 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.

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.

Room set-up

The room will need a screen for the facilitator to show PowerPoints and online information about Student visas, a white board and enough table space for learners to be able to write and read and to use their computers. The setup should be suitable for working in pairs as well as a whole class.

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.

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 'learn your role' induction phases,
- c) observation and assessment by the technical advisor (TA) and learning facilitator to ensure the learner has met the learning outcomes for their specific visa pathway workshop,
- d) assessment by their direct manager as capable to perform the role

This 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
- In collaboration with the TA, 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.

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 'learn your 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 for the Student pathway and is laid out as follows:

Time	Topic	Resource	Your notes
Suggested time for each section.	Includes: <ul style="list-style-type: none">instructions on how to deliver each section of the topic.the slide number when there is a PowerPoint to be displayed.model answers or links to the Ops Manual.	Resources needed for each section of a topic, including the relevant PowerPoint slide.	Background information to help the facilitator prepare. Includes links to: <ul style="list-style-type: none">Relevant INZ information (eg Operations manual, INZ website, Verification Toolkit, etc.)Information hosted on government websites (eg NZQA) Includes space so the facilitator can add their own written notes during preparation.

How to use the Student 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 reference and for instances when learners need to be guided if are having difficulty finding relevant instructions.

A printed copy of the PowerPoint slides 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
DAY ONE 7 hrs 30mins	
2 hrs 20mins	Welcome and Introduction to Student visa Purpose: To understand what the Student visa is, the process for applying, and tools used to process applications.
3 hrs	Case study one Purpose: To learn and practically apply the processes and procedures that supports an immigration officer to decide Student visa applications.
2 hrs 15 mins	Case study two Purpose: To practically apply the processes and procedures that supports an immigration officer to decide Student visa applications.
15 mins	Review day one Purpose: To help consolidate learning from the course so far.
DAY TWO 6 hrs 30 mins	
3 hrs 30 mins	Day two - Case study three Purpose: To practically apply the processes and procedures that supports an immigration officer to decide Student visa applications.
2 hrs 30 mins	Case study four

Time	Topic
	Purpose: To practically apply the processes and procedures that supports an immigration officer to decide Student visa applications.
30 mins	Review day two Purpose: To help consolidate learning from the course so far.
DAY THREE 7hrs	
6 hrs 45 mins	Day three - Live applications with TA – session one Purpose: To practically apply the processes and procedures that supports an immigration officer to decide Student visa applications.
15 mins	Review day three Purpose: To help consolidate learning from the course so far.
DAY FOUR 7 hrs	
6 hrs 45 mins	Day four - Live applications with TA – session two Purpose: To practically apply the processes and procedures that supports an immigration officer to decide Student visa applications.
15 mins	Review day four Purpose: Review the key learning points before the course finishes.

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Welcome and introduction to Student visa

Topic outcomes

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



- explain the key characteristics of the Student Visa
- describe the process for applying for a Student Visa
- describe the key agencies in New Zealand's education system
- list the INZ tools used to assess a Student Visa application
- become familiar with the various forms used by student visa applicants.

Topic resources

- Facilitator computer and projector
- Student visa PowerPoint (and **printed** copy for each learner)
- Participant computers
- Flipchart paper on wall or whiteboard (headed Parking Board)
- Printed copy of paper-based Student Visa Application form (INZ1012)
- Case study one (one for each pair)
- Access to local Team site (arranged with TA).

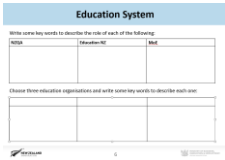
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Lesson Plan


Time	Topic	Resource	Your notes
5 mins	<p>Course welcome Show slide 2</p> <p>Tell learners:</p> <ul style="list-style-type: none"> • about how the course is structured and the topics that will be covered • 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) • site specific health & safety emergency procedures • 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. <p>Course structure and topics covered 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>Printed copy of PowerPoint for each learner</p>  <p>Slide 2</p>	<p>Note: Suggest to learners that as the course progresses, they save key links to external information to their favourites so that they have easy access to these throughout the course and once they are in the role.</p> <p>Facilitator to remind learners to do this as the course progresses.</p>
15 mins	<p>Student visa purpose and objectives Show slide 3 Ask the class</p>	<p>Student Visa purpose and objectives</p> <ul style="list-style-type: none"> • Student Visa Objectives () • Four main types of providers in NZ:  <p>Go to: https://www.studyinnewzealand.govt.nz/why-nz</p>	<p>Study in New Zealand</p> <p>https://www.studyinnewzealand.govt.nz/why-nz</p>


Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • What are the benefits (for both New Zealand and foreign nationals) of having overseas students come to New Zealand to study? • Any ideas why they choose New Zealand? <p>Show Instructions U1 Objectives</p> <p>Lead a discussion about</p> <ul style="list-style-type: none"> • how the policy links into attracting skilled migrants • how the work we do supports New Zealand’s export education market • the ways students bring in foreign exchange. • the other benefits to NZ (increased resources for public institutions, increased cultural exposure for NZ students) <p>Lead discussion about the potential risks associated with student visa entry</p> <p>Allow learners 5 mins to explore the information on the Study with New Zealand website.</p> <p>Notes for facilitator on risks</p> <p>Discussion on risks might include:</p> <ul style="list-style-type: none"> • applying for a higher level of study to gain entrance • education providers admit students who marginally meet academic entry requirements for financial gain. • Education Providers (EP) established to make money while not meeting good educational standards, resulting in closures by 	<p>Slide 3</p>	


Time	Topic	Resource	Your notes
	NZQA or failures and possible damage to NZ's educational reputation.		
10 mins	<p>How does a potential student know which visa type to apply for</p> <p>Show slide 4 and briefly speak to each method</p> <p>Allow learners 5 mins to navigate and explore the INZ website</p> <p>Explain that this is so they become familiar with the INZ website and where to find information about students</p> <p>Methods</p> <ul style="list-style-type: none"> • Approach an immigration adviser or an Education Agent (offshore) • Look on the INZ website • Call the Immigration Contact Centre (ICC) and speak with a customer services officer • Interact directly with a provider, for example offshore at an education fair or via word of mouth • Look on the Education NZ website 	<p>Slide 4</p>	<p>INZ website https://www.immigration.govt.nz/new-zealand-visas</p> <p>Education NZ's student facing page: https://www.studywithnewzealand.govt.nz/en</p>
10 mins	<p>Overview of Student visa criteria (Parking Board)</p> <p>Show slide 5 and talk to each point</p> <p>Allow learners 5 mins to explore the information on the INZ website page "Offering a place to international students".</p>	<p>Slide 5</p>	<p>Offering a place to international students https://www.immigration.govt.nz/assist-migrants-and-students/assist-students/understand-your-obligations/bringing-</p>

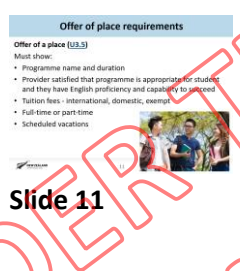
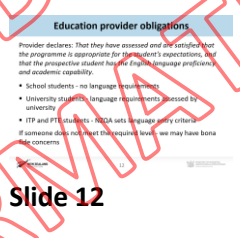
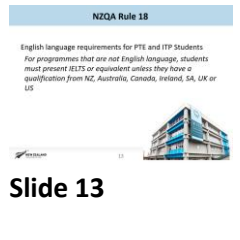
Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Go to https://www.immigration.govt.nz/new-zealand-visas Click ASSIST MIGRANTS & STUDENTS Click Assist students Click Understand your obligations Click Bringing international students to New Zealand Click Offering a place to international students <p>Review instructions and write a list of any organisations or terms mentioned that they are unfamiliar with.</p> <p>Ask learners share the terms or organisations on their list and as they do so create a parking board.</p> <p>Explain that you (the facilitator) will cross the items off as they are taught throughout the course and as students become familiar with them. You, or the learners, may add further terms to the parking board as the course progresses.</p> <p>Parking Board Use a sheet of flipchart paper to keep track of any terms and organisations that learners may be unfamiliar with and cross these items off as they are covered in the course.</p>	<p>Flipchart paper for parking board</p>	<p>international-students-to-new-zealand/offering-a-place-to-international-students</p>
15 mins	<p>Overview of Education system</p> <p>Show slide 6</p> <p>Allow pairs 10 mins to explore the information on the NZQA, ENZ and MoE websites and to fill in the worksheets</p>	 <p>Slide 6</p>	

Time	Topic	Resource	Your notes
	<p>NZQA</p> <ul style="list-style-type: none"> Go https://www.nzqa.govt.nz Click PROVIDERS & PARTNERS Click About education organisations <p>ENZ</p> <ul style="list-style-type: none"> Go to https://www.enz.govt.nz/about-enz/ <p>MoE</p> <ul style="list-style-type: none"> Go to https://www.education.govt.nz/our-work/our-role-and-our-people/ <p>Ask for a pair to share their answers to one (or more) of their descriptions. If any of the education organisations haven't been covered by the pairs, then provide a brief definition.</p> <p>Explain that we will be learning more about some of these organisations and our education system as we work through the case studies.</p>		
10 mins	<p>Tools used by employers and education providers</p> <p>Show slide 7</p> <p>Briefly describe the VisaView tool used by employers and education providers to vet and enroll and students.</p>	<p>Tools used by employers + education providers</p> <ul style="list-style-type: none"> • VisaView – verify that students hold a valid visa, the conditions of the visa and the date of expiry • NZ – provides visa decision data to most of the large providers • Provider Direct – allow some providers to process the majority of an application on INZ's behalf 	<p>VisaView Guide for Education Providers: https://www.immigration.govt.nz/documents/online-</p>

Time	Topic	Resource	Your notes
	<p>VisaView</p> <p>VisaView is available for employers or education providers to verify if a prospective employee or student has the relevant visa to allow them to work /study. They need to register for a RealMe account in order to use VisaView.</p> <p>Education providers can check if a non-New Zealand citizen can study in New Zealand. It verifies that prospective and current students hold a valid visa, the conditions of the visa and the date of expiry.</p> <p>There is a privacy waiver on the student visa form that allows INZ to share information with the education provider named in their visa application, including the visa decision and their immigration status. Medical and character information is not shared.</p> <p>Sometimes when an education provider cannot get a result in VisaView, they will check the Visa Verification Service (with the visa holder’s permission) to see their visa conditions. This service can also be used by the visa holder themselves.</p>	<p>Slide 7</p>	<p>systems/visaviewguideforeducationproviders.pdf</p> <p>Visa Verification Service Immigration New Zealand</p>
<p>15 mins</p>	<p>Visa types</p> <p>Show slide 8</p> <p>Allow pairs 10 mins to use the ‘Explore visa options to study’ tool to complete the table.</p>	 <p>Slide 8</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Go to https://www.immigration.govt.nz/ Click Apply for a visa Click Study Select the visa you'd like to check <p>Ask pairs to share any key differences between visa types.</p> <p>Explain that we will be looking at some of these visa types in more details as we work through the case studies.</p>		
15 mins	<p>How does an immigration officer assess a Student visa application?</p> <p>Show slide 9</p> <p>Briefly explain the INZ tools (1 to 3) used when assessing applications</p> <ul style="list-style-type: none"> Global Process Manual Visa Assessment Tools Operations Manual <p>Ask learners to navigate to each tool /resource so that they know how to access them</p> <p>Ask the TA to give an overview of the resources held on the Sharepoint site and ensure the following are covered (local TA to lead)</p> <ul style="list-style-type: none"> Additional VATs Simplification SOPs 	 <p>Slide 9</p>	<p>Global Process Manual: http://inzkit/publish/globalprocessmanual/#57425.htm</p> <p>Visa Assessment Tools: http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx</p> <p>Operational Manual: http://inzkit/publish/opsmanual/#66958.htm</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Flow charts to help interpret instructions and to understand processes (attendance and progress, NSCs, work rights) <p>Instructions for accessing tools: On Te Taura (The Link), go to:</p> <ol style="list-style-type: none"> About us Our groups Select Immigration New Zealand Resources Click INZkit to access the following: <ol style="list-style-type: none"> Click Processing applications, click on View under 'Global Process Manual', click Temporary visa Click Verifying and assessing, scroll down and click Student Visa Assessment Tool Click Operations Manual, click Temporary entry class visas, then Student visas Your Team (Sharepoint) site 		
10 mins	<p>Overview of student visa requirements Show slide 10</p> <p>Provide a brief overview of the requirements. Explain that we will be referring to and learning more about each of these requirements as we work through the case studies.</p>	<p>U3 Student Visa requirements - overview</p> <ul style="list-style-type: none"> Have an offer of a place or confirmation of enrolment Have paid tuition fees or sufficient funds to pay them Meet accommodation requirements - if under 18yrs Have fulfilled the purpose and met the conditions for temporary visas Have the means to maintain themselves Agree to hold acceptable insurance Have funds for outward travel Not be on a Guardian visa Have a guardian - if under 10 years <p>Slide 10</p> 	<p>Requirements student visas http://inzkit/publish/opsmanual/#66958.htm</p>

Time	Topic	Resource	Your notes
10 mins	<p>Offer of place requirements</p> <p>Ask learners “What do you think an offer of place needs to include?”</p> <p>In pairs, allow them 5 mins to discuss the question and encourage them to use the Ops Manual to find the answer.</p> <p>Show slide 11</p> <p>Take 5 mins to debrief the question and talk to each point.</p>	 <p>Slide 11</p>	<p>Offer of Place</p> <p>http://inzkit/publish/opsmanual/#44909.htm</p>
5 mins	<p>Education provider obligations</p> <p>Show slide 12</p> <p>Explain that U3.5(c) includes responsibilities of the education provider. Go into further detail and talk to each point.</p>	 <p>Slide 12</p>	
5 mins	<p>NZQA Rule 18</p> <p>Show slide 13</p> <p>Talk to each point</p> <p>Facilitator notes - English language requirements</p> <p>The New Zealand Qualifications Authority (NZQA) sets English language entry requirements for international students through the <u>NZQF Programme Approval and Accreditation Rules 2021</u> and the <u>Training Scheme Rules 2012</u>.</p> <p>Providers are responsible for ensuring that the international students they enrol have the required level of English language proficiency for the level at which they intend to study.</p>	 <p>Slide 13</p>	<p>https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/</p> <p>Facilitator to explain</p> <p>Rule 18 is for the EP. The rule is there to ensure that the EP is satisfied with the applicant’s English language ability before offering a place. This therefore raises concerns such as:</p> <ul style="list-style-type: none"> • Can we decline an application on Rule 18? • Can we consider it when assessing a student visa application?

Time	Topic	Resource	Your notes
	<p>Providers must keep evidence of this as part of their enrolment records for at least two years from the date of enrolment.</p> <p>NZQA Rule 18 – lists the evidence a provider can accept for English language ability and therefore offer a place.</p> <p>For all PTE and Te Pūkenga programmes that are not English language, students must present IELTS or equivalent unless they have a qualification from NZ, Australia, Canada, Ireland, South Africa, UK or US. There are other ways to prove English also, best review: https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/miscellaneous-requirements/18/</p> <p>Note: NZQA rules only apply to PTE and Te Pūkenga students. University applicants will need to meet the requirements specified by the university. Schools do not have minimum English standards for entry. It is at the school's discretion.</p>		<p>We cannot decline on Rule 18 as this is not immigration instruction.</p> <p>Note: If you as an IO have concerns about the client's ability to undertake the study as they don't have good English language ability, this therefore raises concerns on the EP's credibility. You should discuss with a TA as this is a different conversation regarding the EP's compliance with NZQA rule. An IO should not be penalising the applicant/student for this unless the offer of place is fraudulent.</p>
5 mins	<p>Offshore applications – what's different?</p> <p>Show slide 14</p> <p>Talk to each point</p> <p>As we prepare to look at some case studies, it's important to keep in mind if the applicant is onshore or offshore and consider our processes around PPI, assessment of bona fides, issue of interim visa, etc.</p>	<p>Offshore applications – what's different?</p> <ul style="list-style-type: none"> Evidence of payment is not required until after the application has been approved in principle (AIP) (13.10) You may not need to PPI an applicant before declining the application - Only do this where your decline is not based on potentially prejudicial information (13.15.1) <p>Slide 14</p>	

Time	Topic	Resource	Your notes
	Ask learners to take a few moments to read through E7.15 which explains the difference for PPI when applicants are on and offshore.		
10 mins	<p>Overview of the Application Forms – Student visa application</p> <p>Explain that some applications require additional forms (e.g. Sponsorship, Financial Undertaking for a student) and we will look at these as they arise in the case studies. You can also direct them to the two student visa checklist on the INZ website.</p> <p>Hand out the following forms (one for each pair) and explain when it is used and briefly look at each section.</p> <ul style="list-style-type: none"> • Student Application form (INZ1012) • Case study one - example of online form 	<p>Case study one (online form)</p> <p>Student Visa Application (INZ 1012)</p>	<p>Student Visa Guide (INZ 1013) https://www.immigration.govt.nz/documents/forms-and-guides/inz1013.pdf</p> <p>Student Visa Application (INZ 1012) https://www.immigration.govt.nz/documents/forms-and-guides/inz1012.pdf</p> <p>First-time student visa checklist: https://www.immigration.govt.nz/documents/checklists/first-time-student-visa-application-checklist.pdf</p> <p>Continuing student visa checklist: https://www.immigration.govt.nz/documents/checklists/student-visa-application-checklist-continuing-international-students.pdf</p>

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Case study one

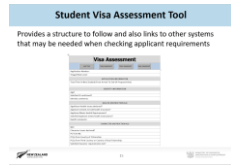
Topic outcomes

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

Topic resources

- Facilitator computer and projector
- Participant computers
- Student visa PowerPoint
- Case study one

Lesson Plan

Time	Topic	Resource	Your notes
15 mins	<p>Explain:</p> <p>Up until now we have focussed on using the Ops Manual to familiarise with visa requirements by answering questions relating to a scenario. We've also assessed some applications using a similar approach.</p> <p>Perhaps you have thought, "wouldn't it be useful if there was a checklist or something that would prompt and remind me to look at the relevant areas when assessing an application."</p>	<p>Student Visa Assessment Tool</p> <p>Provides a structure to follow and also links to other systems that may be needed when checking applicant requirements</p>  <p>Slide 15</p> <p>Student Visa Assessment Tool</p>	<p>Student Visa Assessment Tool</p> <p>http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx</p>

Time	Topic	Resource	Your notes
	<p>This is where the Student Visa Assessment Tool (SVAT) comes in. It provides you with a structure to follow and also links to other systems you may need to use when checking applicant requirements.</p> <p>Learners to spend time browsing the SVAT.</p> <ol style="list-style-type: none"> 1. Go to http://thelink/content/inzkit/Pages/default.aspx 2. Go to Verify and assessing tools 3. Click Visa Assessment Tools 4. Go to Student Visa Assessment Tool 5. Click Open 6. Click Load Tool button 7. In the Triage Risk dropdown select Low 8. Take some time and explore this assessment tool. <p>Tip: Try changing the Triage Risk level to see how the VAT changes.</p> <p>Explain: You will learn more about this tool with your buddy/TA during live application processing later in the workshop.</p> <p>We will use it when working through our case studies.</p>		
5 mins	<p>Case study one Hand out case study one</p>	Case study one	Note: Ask learners, when answering questions about the case study, to summarise and pick out

Time	Topic	Resource	Your notes
	<p>Explain to learners that they are to assume they are assessing this application as at 1 March 2019.</p> <p>Hand out case study one</p> <ul style="list-style-type: none"> • Triaged Risk Level: Low / low touch • Principal Applicant name: XXXX XX • Partnership status: Single • Study period: 6 to 12 months • Type of study: Secondary • Offer of Study: from XXXX XXXXXXXX XXXX XXXXXX 		<p>key points from the source information rather than quoting word-for-word, for example, from the Operations Manual.</p>
5 mins	<p>Low touch vs high touch (onshore only)</p> <p>Explain the different processing requirements for low and high touch applications as per simplification SOP</p> <p>Low touch/ high touch Applications are processed based on the expected amount of work/touches it will likely require.</p> <ul style="list-style-type: none"> • LT applications are those which are likely to be completed within 48 hours once assessment has begun. • HT is everything else. <p>Currently all low risk applications and some medium risk applications are considered or treated as LT. While all high risk and some medium risk applications are treated as HT.</p>		

Time	Topic	Resource	Your notes
	MR applications are currently looked at by a “pre-assessor” to determine which “bucket” they will fall into.		
15 mins	<p>Identity, health and character Show slide 16</p> <p>As a recap ask the class:</p> <ul style="list-style-type: none"> • what are the documents that we need to check to confirm Identity? • why do we assess Health (A4)? • why do we assess Character (A5)? <p>Allow pairs 5 mins to answer the questions Ask a pair to report back on their answers to one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has XXXX provided in relation to identity? • What information has XXXX provided in relation to character? • What information has XXXX provided in relation to health • Is there any information missing? 	Slide 16	
20 mins	<p>Study offer – evidence Show slide 17</p> <p>Briefly explain the evidence requirements to the study offer (U3.5, U3.7)</p>	Slide 17	<p>Offer of Place The school has to confirm they have assessed and are satisfied that the programme is appropriate for the student’s expectations, and that the prospective student has the English</p>

Time	Topic	Resource	Your notes
	<p>Allow pairs 10 mins to answer the questions Ask a pair to report back on their answers to one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What evidence must be included in an offer of place? • What evidence must be included in a confirmation of enrolment? • Does the application include all required evidence? 		<p>language proficiency and academic capability to succeed in the programme offered.</p> <p>http://inzkit/publish/opsmanual/#44909.htm</p>
30 mins	<p>Study offer – Education Providers</p> <p>Show slide 18</p> <p>Provide an overview of requirements for education providers as outlined in the Education and Training Act 2020.</p> <p>Explain that we will be learning more about education providers in later case studies</p> <p>Briefly talk to the facilitator notes below</p> <p>Remind learners that NZQA has rules for English language requirements for Te Pūkenga and private training establishments.</p> <p>Note These rules do not apply to compulsory education and are therefore not applicable in XXXX’s study.</p>	Slide 18	<p>English language entry requirements for international students</p> <p>https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/#heading2-0</p>

Time	Topic	Resource	Your notes
	<p>Allow learners 5 mins to explore the information on the NZQA website</p> <p>Facilitator notes - education providers</p> <p>U5 notes all (1) education providers must comply with a set of obligations via the (2) Education and Training Act 2020 administered by the (3) Ministry of Education and the (4) New Zealand Qualifications Authority (NZQA). (U5.5 Primary to U5.20 Universities)</p> <p>To provide an offer of place to foreign students the education provider must be a (5) signatory to the (6) Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. This is administered by the (7) NZQA and can be confirmed on the NZQA website.</p> <p>The NZQA complete (8) External Evaluation Reviews (EER) and determine what category rating the education provider is. Education Providers must be Cat 1, 2 or 3, so if an education provider (9) falls to a Cat. 4 a Student visa <u>will not</u> be granted (U5.1 d).</p> <p>Note: Not all providers are subject to the EER process.</p> <p>The education provider also needs to be (10) 'accredited' to provide the programme offered and the 'programme' needs to be an approved programme. This is monitored by NZQA also in the case of PTEs and Te Pūkenga.</p> <p>In pairs, allow 10 mins to answer the questions Ask a pair to answer one (or more) of the questions</p>	<p>Slide 19</p>	<p>Emphasise the need for NZQA approval of PTE and Te Pūkenga programmes/courses.</p> <p>Search for Education Providers https://www.nzqa.govt.nz/providers/index.do</p> <p>Once a provider is selected you can see if they are a Code Signatory and click to see further details of their approved programmes.</p>

Time	Topic	Resource	Your notes
	<p>Questions: (slide 19)</p> <ul style="list-style-type: none"> • What are the requirements for schools? (U5.5) • How would you check if XXXX's study offer is from an acceptable education provider? 		
10 mins	<p>Tuition Fees</p> <p>Show slide 20</p> <p>Explain that students are required to provide evidence of having paid tuition fees before the visa is granted (U3.10)</p> <p>Explain that IOs can call the education provider to ask for details if evidence of tuition fee payment has not been provided and then to email a copy of the receipt.</p> <p>In pairs, allow 5 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What instruction number outlines details about students who are exempt from providing evidence of fee payment? (U3.10 c) 	Slide 20	

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Time	Topic	Resource	Your notes
	<p>Show slide 22 Discuss important considerations when assessing evidence of funds (U3.20.20) (needs to include evidence of enough funds for outward travel).</p> <p>Allow pairs 10 mins to answer the questions Ask for a pair to report back on one (or more) or the questions.</p> <p>Facilitator notes - Funds for maintenance The requirements the applicant must meet are clearly defined; however, the evidence/proof of how they meet them can be subjective and open to interpretation. There are some factors to consider in terms of what constitutes a "genuine source" and what "genuinely available" means. Common sense also plays a role here. The application must also include evidence that they have enough funds for outward travel.</p> <p>The risk level of an application does not necessarily mean that the applicant has met all the policy requirements. It guides us as to whether we can accept documents on face value - for example funds documents, but does not mean that they will always hold the amount we require.</p> <p>Availability - are they going to be able to access it while in New Zealand – will it be available to them throughout their stay. If it is in</p>		

Time	Topic	Resource	Your notes
	<p>their account or for a child in a parent’s account this is generally accepted. If the arrangement is something else then we need to ask ourselves is it actually available to meet their maintenance costs?</p> <p>Genuine source - we need to take into account where it has come from so that we can be sure it is genuinely available to the student. The reason we check how long it has been in the account is that it is generally an indicator of whether the source of funds is likely to be of concern. If someone can’t tell you where the funds come from, we can’t be satisfied here.</p> <p>What exactly we accept (loans, how far we go to determine genuine source) can vary at times based on market influences. For example, do we just accept that this money has transferred from the parents offshore is in fact the parents’ funds - or do we ask for the parents’ bank statements to confirm where they got the money etc.</p> <p>Facilitator Notes - Funds transfer scheme The FTS is a secure way for students from certain countries to transfer funds to support themselves while studying in New Zealand. The countries are</p> <ul style="list-style-type: none"> • China • India • Philippines • Sri Lanka. 		

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Time	Topic	Resource	Your notes
	<p>ANZ Bank operates the FTS; it is one way for a prospective student to show they will have funds to support themselves while studying in New Zealand. They can transfer their funds securely to NZ and a set amount is released into their account each month to cover their living costs.</p> <p>If the student wants to withdraw the entire amount they need to apply to ANZ for approval before this can happen. Setting up an account through the FTS scheme does not mean that a student's visa will be automatically granted. FTS does not address the source of funds for INZ, it only goes towards supporting the assertion that funds will be available to the student throughout their stay.</p> <p>Questions:</p> <p>Note to facilitator: Refer to case study one cover sheet for information about potential issues in regards to funds for maintenance.</p> <ul style="list-style-type: none"> • What are some acceptable types of evidence in relation to funds for maintenance? (U3.20) • Does XXXX have sufficient funds? • What are the reasons for your answer? (U3.20.30) 		

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Time	Topic	Resource	Your notes
10 mins	<p>Accommodation Show slide 23</p> <p>Allow pairs 5 mins to answer the questions</p> <p>Ask for a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What are the evidence requirements for accommodation? (U3.15) • How does XXXX's application meet these requirements? 	Slide 23	
10 mins	<p>Guardianship (U3.30.a) Show slide 24</p> <p>Explain that some applications may include a guardian</p> <p>Explain that we will be touching on guardianship in answering the questions below as we look closer at guardianship in a later case study</p> <p>Allow 5 mins to answer the questions</p> <p>Ask for a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • If XXXX wanted his mother to join him, could she apply to come to New Zealand as his guardian? (V3.100) • What are the reasons for your answer? 	Slide 24	
10 mins	<p>Bona fide</p>	Slide 25	

Time	Topic	Resource	Your notes
	<p>Show slide 25</p> <p>As a recap ask the class:</p> <ul style="list-style-type: none"> • why do we assess bona fides (E5.5)? • what's the definition of bona fide (E5.1)? • what do we check to determine whether a person is a bona fide applicant (E5.10)? <p>In pairs, allow 5 mins to answer the questions Ask a pair to answer the question</p> <p>Question: Based on the information in the application, do you have any concerns about XXXX being a "bona fide applicant"? (E5)?</p>		
10 mins	<p>Risk assessment</p> <p>Show slide 26</p> <p>Explain that the risk assessment questions at the end of assessment ensure all risks, as well as ways to mitigate them, are identified.</p> <p>In pairs, allow 5 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Notes to facilitator - Risk assessment</p> <p>While IOs will be prompted to see risks and warnings early in the process of visa processing, at this stage the IO looks more closely at them to ensure all risks as well as ways to mitigate them have been identified.</p>	Slide 26	

Time	Topic	Resource	Your notes
	<p>Questions:</p> <ul style="list-style-type: none"> • Have you identified any risk? • If so what actions would you take to mitigate it? 		
10 mins	<p>Determining the application</p> <p>Show slide 27</p> <p>In pairs, allow 5 mins to answer the question</p> <p>Ask a pair to answer the question</p> <p>Question:</p> <p>What is your decision in relation to the visa application?</p>	Slide 27	
20 mins	<p>Work rights</p> <p>Show slide 28 and 29</p> <p>Explain the work rights flowcharts</p> <p>Show slide 29</p> <p>Explain that there are requirements in relation to allowing a student to work</p> <p>Allow pairs 10 mins to answer</p> <p>Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p>	<p>Slide 28</p> <p>Slide 29</p> <p>Slide 30</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • What age do holders of student visas have to be to be able to work? (U13.1) • Up until what age do students require parental consent to work? (U13.10) • What are the work types that you are not allowed to do on a student visa? (U13.1) • What are the requirements for granting work conditions to a secondary school student? • Has XXXX met these conditions? <p>Note: This case study is a great example of an application that is triaged as low risk but still has issues that need to be resolved. Low risk does not mean everything is perfect and that approval is a given.</p>		

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Case Study One: Visa Assessment Tool

Use the screenshots below to debrief this part of the course for case study one.

Student Visa Assessment Tool

Begin New Assessment Save Assessment Adjust Height

Application Number: student 1 Triaged Risk: Low Version 1.6

Assessment

Identity
 Yes Yes, with comments No I have confirmed the identity of all applicants included in the application.

Health
 Yes Yes, with comments No I am satisfied that all applicants included in the application are of an acceptable standard of health, or meet the instruction by not requiring health checks due to the requested length of stay. (Instruction A4 met)

Character
 Yes Yes, with comments No I am satisfied that all applicants included in the application are of good character. (Instruction A5 met)

NSC: N/A Supplementary Form Sent NSC Required and Requested

Health Insurance
 Yes No N/A – Applicant is a PHD student Applicant holds, or has declared that they will hold health insurance for the duration of their visa.

STUDY OFFER
Course Start Date: 28/01/2019 Course End Date: 13/12/2019
Fees Paid: Yes No Partial Not yet – AIP
Date Fees Paid: 20/02/2019
 Conditional offer for subsequent study
 Exceptions/Comments

FUNDS FOR MAINTENANCE: I am satisfied that the applicant has access to sufficient funds or acceptable sponsorship for maintenance covering the duration of the visa that has been applied for. Yes No **Currency Converter**

OUTWARD TRAVEL: I am satisfied that the applicant has an outward ticket, access to sufficient funds, or acceptable sponsorship to purchase an outward ticket. Yes No

GUARDIAN
 U3.30 applies. Guardian is required unless enrolled in approved school hostel.
 Guardian is not required as the applicant is aged 10 or older

ACCOMMODATION

Statement received from education provider confirming that the applicant's accommodation is compliant with the Education (Pastoral Care of International Student) Code of Practice. U3.15 met.

Evidence of accommodation not required as applicant is aged 18 or over

ATTENDANCE & PROGRESS

Yes No N/A Satisfied applicant has acceptable attendance and progress

Bona Fide

Yes Yes, with comments No I am satisfied that all applicants included in my decision are Bona Fide students. (Instruction E5 met)

Risk

No Risks Apparent Risk Identified

No specific risk has been identified and all application information and supporting evidence has been accepted at face value

Assessment

Yes Yes, with comments No ASSESSMENT: The applicant has provided sufficient evidence to satisfy me that they have access to funds for maintenance, and outwards travel. Instructions met.

Assessment

Exception to Instructions

Exception to Instructions:

N/A Considered and granted Considered and not granted

Limited Visa

N/A Yes and offered to applicant Considered and not offered to applicant

AMS ALERTS/WARNINGS

AMS Alerts/Warnings present? Yes No

Please explain

No warnings or alerts present

DECISION

Approve

Approve Approve in Principle Approve as ETI Approve as Limited Visa

Other

Request further information PPI Withdrawn

Decline

Student Visa instruction requirements met.

WORK RIGHTS (INSTRUCTION U13)

Eligible for work rights? Yes ▾

Secondary School - Up to 20 hours per week (U13.10)	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Secondary School - Christmas/New Years vacation period (U13.10)	<input checked="" type="radio"/> Yes	<input type="radio"/> No
20 hours per week (U13.15.1)	<input type="radio"/> Yes	<input checked="" type="radio"/> No
To fulfil course requirements (U13.5)	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Full time during Christmas/New Years vacation period (U13.15.5)	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Full time during scheduled vacations (U13.15.10)	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Masters/PHD - Unlimited work rights (U13.15.15)	<input type="radio"/> Yes	<input checked="" type="radio"/> No

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Case study two

Topic outcomes

By the end of this topic, learners will be able to apply the end-to-end process when assessing a Student visa application, where there is greater complexity.

Topic resources

- Facilitator computer and projector
- Participant computers
- Student visa PowerPoint
- Case study two

Lesson plan

Time	Topic	Resource	Your notes
5 mins	<p>Organise class into pairs (see note in the 'Your notes' column)</p> <p>Hand out case study two</p> <ul style="list-style-type: none">• Triaged Risk Level: Medium / High touch• Principal Applicant name: YYYYYY YYY (Miss)• Visa status: Does not hold current visa / previous application• Study period: More than 6 months and less than 12 months• Offer of Place: YYYY YYYYYY• Type of study: Primary• Guardian Name: ----- (Ms)• Relationship to PA: Mother• Partnership status: Divorced• Visa status: Application for Special Category Visitor Visa	Case study two	<p>Note: Consider reorganising your pairs so that more confident learners are paired with those that require extra support.</p> <p>Note: Remind learners when answering questions about the case study, to summarise and pick out key points from the source information rather than quoting word-for-word.</p>

Time	Topic	Resource	Your notes
20 mins	<p>Identity, health and character requirements</p> <p>Show slide 31 Allow pairs 10 mins to answer the questions Ask a pair to report back on one (or more) or the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • YYYYYY meets the definition of 'dependent child' (E4.1.10) because she... (complete the sentence) • What are the evidence requirements for 'dependent children' (E4.5.10)? • What evidence is required for this application in relation to custody (E4.1.15)? • What information has been provided in relation to YYYYYY's identity, health and character? • Is there any information missing? 	Slide 31	
10 mins	<p>Study offer – evidence</p> <p>Show slide 32 Allow pairs 5 mins to answer the questions Ask a pair to answer the question</p> <p>Question: Does the application include all the required evidence for the offer of place? (U3.5, U3.7)</p>	Slide 32	
10 mins	<p>Study offer – Education providers</p> <p>Show slide 33</p>	Slide 33	

Time	Topic	Resource	Your notes
	<p>In pairs, allow 5 mins to answer the question Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Is YYYY YYYYYY an acceptable education provider? • What are the reasons for your answer? 		
5 mins	<p>Tuition Fees</p> <p>Show slide 34</p> <p>In pairs, allow 5 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Circle which applies; YYYYYY has: paid in full / AIP / paid partial fees / Not paid / exempt • What are YYYYYY's study start and finish dates? 	Slide 34	
15 mins	<p>Funds for maintenance</p> <p>Show slide 35</p> <p>Allow pairs 10 mins to answer the questions Ask for a pair to report back on one (or more) or the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that there are sufficient funds to cover YYYYYY's stay in New Zealand? • What are the reasons for your answer? 	Slide 35	

Time	Topic	Resource	Your notes
	<p>Note to facilitator</p> <p>Important to consider if the evidence provided was the same for the guardian, if so then IOs need to consider there if is sufficient funds to cover both applicants costs.</p>		
10 mins	<p>Accommodation</p> <p>Show slide 36</p> <p>Allow pairs 5 mins to answer the questions</p> <p>Ask for a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Does YYYYYY's application meet these requirements for accommodation? • What are the reasons for your answer? 	Slide 36	
30 mins	<p>Guardianship</p> <p>Show slide 37</p> <p>Allow pairs 15 mins to answer the questions</p> <p>Ask for a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Complete these statements: <ul style="list-style-type: none"> ○ Student visas will only be granted to students aged under 10 who are enrolled in any provider if they will be living in New Zealand with their legal guardian (see U3.30.1) unless... ○ Visas for students aged under 10 are subject to the condition that... 	Slide 37	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • Are you satisfied that ----- can meet the responsibilities of a legal guardian? • What are the reasons for your answer? <p>Note to facilitator Children aged under 10 years must have their legal guardian with them when they come to New Zealand unless they are deemed domestic students (such as a dependent of a work visa holder) OR they are going to be living in an approved school hostel, eg boarding school.</p> <p>Our definition of guardian is set in line with the Ministry of Education's. Our definition of guardian is:</p> <ol style="list-style-type: none"> a) the person with the legal right and responsibility to provide for the care (including education and health) of an international student. This includes the student's biological or adoptive parents, testamentary guardian, or court-appointed guardian; and b) the person who provides for the care of the student in the student's home country. 		
10 mins	<p>Bona fides</p> <p>Show slide 38</p> <p>In pairs, allow 5 mins to answer the question Ask a pair to answer the question</p> <p>Question:</p>	Slide 38	

Time	Topic	Resource	Your notes
	<p>Based on the information in the application, do you have any concerns about YYYYYY being a “bona fide applicant” (E5)?</p> <p>U6.1 b notes that “potential” students can apply onshore for their student visa. Do you think that YYYYYY meets this or did they take steps to study before arriving in New Zealand as a visitor?</p> <p>Note: U6.1 Programmes of study lasting longer than 3 months</p> <p>People who require a visa to visit New Zealand and who wish to come to New Zealand to study full-time for a period longer than three months must hold a student visa.</p> <p>Potential students who are nationals of countries to whom a visitor visa waiver applies (see E2.1) may enter New Zealand as visitors and apply for a student visa after their arrival.</p> <p>If there are any documents that show the family had taken steps before arriving in NZ (such as payment of fees, obtaining an offer of place etc) then you could PPI on this. Whether we choose to do this or not, would depend on other factors in the application. For example, was applying onshore a deliberate attempt to circumvent an offshore assessment?</p>		
5 mins	<p>Risk assessment</p> <p>Show slide 39</p> <p>In pairs, allow 5 mins to answer the questions</p> <p>Ask a pair to answer one (or more) of the questions</p>	Slide 39	

Time	Topic	Resource	Your notes
	<p>Questions:</p> <ul style="list-style-type: none"> • Have you identified any risk? • If so what actions would you take to mitigate it? 		
15 mins	<p>Determining the application</p> <p>Show slide 40 In pairs, allow 10 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that all of the requirements have been for this application? • If not, what requirements have not been met and what would you do next? <p>Note: YYYYYY is 5 years old and the application is for a student visa to study until 18 December 2019. -----'s current visa expires on 31 March 2019. She has not submitted her application for a guardian visa yet. Therefore it appears that YYYYYY currently does not meet immigration instructions U3.30.</p> <p>Please share PPI responses with learners to show them how the matter was resolved.</p>	Slide 40	

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Case Study Two: Visa Assessment Tool

Use the screenshots below to debrief this part of the course for case study two.

Student Visa Assessment Tool

Student Visa Assessment Tool

Begin New Assessment Save Assessment Adjust Height

Application Number Student 2 Triaged Risk Medium Version 1.6

Total time in NZ (including time spent and proposed visa time)
Between 6 & 12 months

Applicant has accumulated at least 5 years total time in NZ at time of lodgement?

IDENTITY (Instruction A2)

Satisfied identity confirmed? Yes - PPT Scan Valid Yes - MRZ Check Passed Yes - Satisfied Other No

Age: Under 10 Years old 10-16 Years old 17 Years old 18 & over

Applicant's identity has been confirmed, Passport scanned successfully

HEALTH ASSESSMENT (Instruction A4)

Significant health issues declared? Yes No

Applicant intends to hold health insurance? Yes No N/A - Applicant is a PHD student

Applicant Meets Health Requirements?

ASH - Applicant is of an acceptable standard of health (A4.15)

Satisfied Applicant meets health instructions? Yes No

No issues with health or medicals / no serious concerns.
No warnings or other information to suggest any Health issues. I am satisfied applicant is of good health. A4 Health requirements met.
The student declared that they will arrange and hold acceptable insurance from the period of their

CHARACTER ASSESSMENT (Instruction A5)

Character issues declared? Yes No

Satisfied character requirements met? Yes No

No character issues declared. I am satisfied that the applicant is of good character. Instructions A5.1 and A5.5 met.

Identity, Health and Character Assessment Risk and Decision/Further Action Finalise (Optional)

STUDY OFFER (UNCONDITIONAL)

Study Level: **Primary**
 Secondary
 Tertiary
 PHD/Masters by research
 English Language Study
 Other

Acceptable Offer I am satisfied that the offer of study/confirmation of enrolment is from an acceptable education provider compliant with the Education (Pastoral Care of International Students) Code of Practice. Instruction U5.1 (Status of education providers and programmes) met.
 Yes No

Funds Paid
 Paid in full AIP – Fees to be paid post decision outcome Partial fees paid Not paid Exempt

Date fees paid:

Study Start: Study Finish Date:

Conditional offer for subsequent course

I have reviewed the evidence provided and am satisfied that the applicant has an offer of a place or, if returning to continue a programme of study, a confirmation of enrolment in an approved programme of study with an education provider in New Zealand that meets student visa requirements. Instruction U5.1 (Status of education providers and programmes) met.

Fees status: Paid in full. Instruction U3.10 met

NZQA

FUNDS FOR MAINTENANCE

Funds: Funds held by, or on behalf of student
 Student is sponsored by a government or organisation
 Financial undertaking
 Applicant is sponsored
 Student receiving scholarship covering funds required

EVIDENCE OF/SHOWING

Bank account(s) in the student's name
 Bank account(s) in the student's parents'/guardians' name(s)
 Funds held on behalf of student by third party
 Funds held in an FTS account
 Fixed deposits
 Bank drafts
 Traveller's cheques
 Available credit card balance
 Other

Satisfied applicant has sufficient funds to maintain themselves? (U3.20.20) Yes No

Outward Travel: **Currency Converter**

Homestay Fee Paid: Yes No N/A

Comments

No recent, unexplained large deposits. Satisfied that the applicant has sufficient funds available to maintain themselves throughout the period of their stay in New Zealand. U3.20.20 met.

ACCOMMODATION AND GUARDIAN REQUIREMENTS

Age: Under 10 years 10 to 17 years 18 or over

Accommodation

Applicant will be living in New Zealand with their legal guardian. Statement received from provider confirming the applicant's accommodation. U 3.15 met.

- Applicant will be living in New Zealand with their legal guardian
- Applicant will be living in an approved school hostel
- Evidence of accommodation not required as applicant is aged 18 or over

Guardian

U3.30 applies. Applicant will be living with their legal guardian

- Guardian is living in New Zealand
- Guardian is living offshore

Identity, Health and Character Assessment Risk and Decision/Further Action Files (Optional)

BONA FIDE (Instruction E5)

The following evidence provided has been reviewed.

- Applicant has provided evidence of undertaking employment/study outside of New Zealand.
- No previous warnings issued on the student relating to their progress or attendance.
- Applicant has met the conditions of their prior limited visa and is re-applying.

Satisfied applicant(s) is bona fide? Yes No

I am satisfied that the applicant(s) genuinely intend to temporarily stay in New Zealand for a lawful purpose, and do not believe the applicant(s) intent to remain in New Zealand unlawfully, breach the conditions of any visa granted, or will be unable to leave or be deported from New Zealand.

AMS ALERTS/WARNINGS

AMS Alerts/Warnings present? Yes No

Please explain

No warnings or alerts present

RISK ASSESSMENT (Process)

Risk Identified

No - application information and evidence accepted at face value

Exception to Instructions

Exception to Instructions:

- N/A Considered and granted Considered and not granted

Limited Visa

- N/A Yes and offered to applicant Considered and not offered to applicant

DECISION

Approve

- Approve Approve in Principle Approve as ETI Approve as Limited Visa

Other

- Request further information PPI Withdrawn
 Decline

Immigration instructions used to justify PPI: U3.30 Students aged under 10
Actions taken to get information needed to decide application: Sent applicant PPI 23/01/19 regarding not having an application submitted for a guardian visa.

RESPONSE TO PPI

PPI Response / Other Info Requested:

I have checked AMS and noted that the application has been submitted. I have assessed the mother's application for a guardian visa and it meets all relevant immigration instructions (subject to SV is granted). I've noted that mother lives at the same address as the client, the movement's tab in AMS for both client and her mother matches. I have received evidence of their relationship in the form of

- Approve - Instructions met Approve as exception to instructions Decline Withdrawn

All Student Visa instruction requirements met.

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
15 mins	<p>Use this session as an opportunity to answer any questions learners may have as a result of the day's learning</p> <p>Ask class to brainstorm on their key learning points from today. You can use the following topics to help generate ideas.</p> <ul style="list-style-type: none">• NZ's education system• Visa types and requirements for students• Offer of study• Funds for maintenance• Guardianship <p>Provide an overview of tomorrow, ie we will be working on further case studies in pairs.</p>	Whiteboard and markers	

Case study three

Topic outcomes

By the end of this topic, learners will be able to apply the end-to-end process when assessing a Student visa application, where there is greater complexity.

Topic resources

- Facilitator computer and projector
- Participant computers
- Student visa PowerPoint
- Case study three

Lesson plan

Time	Topic	Resource	Your notes
10 mins	<p>Attendance and progress</p> <p>Show slide 41</p> <p>Explain that attendance and progress requirements are set out in instructions E3.20c and E3.20d</p> <p>Explain that we will be look at these requirements in the next two case studies.</p>	Slide 41	<p>Note for Technical Adviser</p> <p>Share tips and provide guidance on how our new IO's can determine acceptable attendance and satisfactory progress.</p>

Time	Topic	Resource	Your notes
45 mins	<p>Acceptable attendance</p> <p>Show slide 42</p> <p>Talk to the flowchart and the notes below on attendance and progress</p> <p>Notes: Attendance and progress</p> <p>Progress and attendance can go hand in hand. You should consider:</p> <ul style="list-style-type: none"> • How was their attendance? • What is their pass rate? • Have they have failed papers before? • What grades did they receive? Cs? Fails? Incompletes? – did they almost pass or not sit the paper at all? • Are they continuing with the same course? – ie. have they moved to a lower level course/subject – which could possibly make sense if they are not progressing but have been attending. • Is the EP showing support for the student–working with them to form a strategy (Study plan) to ensure they progress etc. <p>REMEMBER the EP had an obligation when offering a place, that they had assessed the student’s academic and language abilities and that they were sufficient to undertake the course. They have determined the applicant should be able to successfully complete the course. However, IOs should always be aware that some EPs will enrol people that may not meet the thresholds – usually for financial gain.</p>	Slide 42	

Time	Topic	Resource	Your notes
	<p>Questions:</p> <ul style="list-style-type: none"> • What things should you consider in relation to attendance and progress? • What are some acceptable forms of evidence in terms of attendance and progress? • Are you satisfied that XXXX meets the requirements for progress? • If not what would you do next? <p>Note to facilitator: What is acceptable evidence will vary from provider to provider. Attendance reports and progress (or academic transcripts) vary considerably from EP to EP. Progress is very subjective when it comes to ELS and secondary school. Universities don't take attendance so don't ask for it etc. You won't get progress reports for PhD or Masters by research etc.</p> <ul style="list-style-type: none"> • Primary and intermediate schools – typical to see school reports. Progress is generally accepted. Focus more on attendance. • Secondary schools – attendance should be provided and is carefully considered. Some providers report on all absences, some consider justified absences as present, some deem students more than 5-15 mins late as absent even if they show up. Focus is equal on attendance and progress. • ELS – usually written subjective teacher reports so would generally accept progress unless it was really poor progress noted. Note that there are levels/stages within the different EL courses (e.g. beginner, intermediate, advanced), so just because a student is continuing in the same programme does not mean 		

Time	Topic	Resource	Your notes
	<p>they are not progressing. Because of this attendance is more the focus.</p> <ul style="list-style-type: none"> • PTEs – can vary depending on the type of qualification and structure of course. Often in paper/unit standard format so credits passed or units passed are often reported. Some have grading systems too. Some include those in progress others only indicate those with a result. • ITPs – Institutes of Technology and Polytechnics / Te Pūkenga – don't usually take attendance so not usually requested. Focus is more on progress. • Universities - don't take attendance so don't request this. Focus is progress. This is in the form of papers passed. PhD and Masters students often don't have papers throughout their course so they won't be able to provide academic transcripts - generally accepted unless specific information from the school of otherwise is on file (warnings). • Call the EP if you have questions. 		

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Time	Topic	Resource	Your notes
5 mins	<p>Hand out case study three</p> <ul style="list-style-type: none"> • Risk rating high / high touch • Principle Applicant name: ZZZ ZZZZZ • Partnership status: Single • Study period: One Academic Year • Type of study: Graduate Diploma in IT L7 (120 Credits) • Offer of Study: from ZZZZZZZZ <p>Explain that they will work on the case study activities individually; however, they may ask other class members or the facilitator for guidance if they need help at any stage.</p>	Case study three	Note: Allow time for discussion / an explanation after each set of case study questions in case any learners have come up with different answers
10 mins	<p>Identity, health and character requirements</p> <p>Show slide 43 Allow pairs 5 mins to answer the questions Ask for a volunteer(s) to report back</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has been provided in relation to ZZZ's identity? • What information has been provided in relation to ZZZ's character? • What information has been provided in relation to ZZZ's health • Is there any information missing? 	Slide 43	
10 mins	<p>Study offer – evidence</p> <p>Show slide 44 Allow pairs 5 mins to answer the question</p>	Slide 44	

Time	Topic	Resource	Your notes
	<p>Ask for a volunteer(s) to report back</p> <p>Questions: Does the application include all required evidence for the offer of place? (U3.5, U3.7)</p>		
10 mins	<p>Study offer – Education providers</p> <p>Show slide 45 Allow pairs 5 mins to answer the question Ask for a volunteer(s) to report back</p> <p>Questions:</p> <ul style="list-style-type: none"> • Is ZZZZZZZ an acceptable education provider? • What are the reasons for your answer? <p>Note to facilitator Mention that where schools have NZQA concerns there will be a warning on the EP in AMS.</p>	Slide 45	
5 mins	<p>Tuition Fees</p> <p>Show slide 46 In pairs, allow 5 mins to answer the questions Ask for a volunteer(s) to report back</p> <p>Questions:</p> <ul style="list-style-type: none"> • Circle which applies; ZZZ has: paid in full / AIP / paid partial fees / Not paid / exempt • What are ZZZ's study start and finish dates? 	Slide 46	

Time	Topic	Resource	Your notes
30 mins	<p>Funds for maintenance</p> <p>Show slide 47 In pairs, allow 15 mins to answer the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What financial support does ZZZ have in place for his studies? • What are the reasons for your answer? 	Slide 47	
15 mins	<p>Accommodation</p> <p>Show slide 48 Allow pairs 10 mins to answer the questions Ask for a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Does ZZZ's application meet these requirements for accommodation? • What are the reasons for your answer? 	Slide 48	
20 mins	<p>Education History</p> <p>Show slide 49 Allow 15 mins to answer the question Ask a pair to answer the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What concerns if any, do you have about ZZZ's choice of study given his education history? • What are the reasons for your answer? 	Slide 49	
20 mins	<p>Bona fides</p>	Slide 50	

Time	Topic	Resource	Your notes
	<p>Show slide 50 In pairs, allow 15 mins to answer the question Ask a pair to answer the question</p> <p>Question: Based on the information in the application, do you have any concerns about ZZZ being a “bona fide applicant?” (E5)?</p>		
15 mins	<p>Risk assessment</p> <p>Show slide 51 In pairs, allow 10 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Have you identified any risk? • If so what actions would you take to mitigate it? 	Slide 51	
15 mins	<p>Determining the application</p> <p>Show slide 52 In pairs, allow 10 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that ZZZ has met all of the requirements for this visa type? • If not, what requirements have not been met and what would you do next? 	Slide 52	

Time	Topic	Resource	Your notes
	Note: Please refer to the case study overview to summarise the outcome of ZZZ's application.		

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Case Study Three: Visa Assessment Tool

Use the screenshots below to debrief this part of the course for case study three.

Student Visa Assessment Tool

Begin New AssessmentSave AssessmentAdjust Height

Application Number Triaged Risk Medium Version 1.6

Total time in NZ (including time spent and proposed visa time)

Between 6 & 12 months

Applicant has accumulated at least 5 years total time in NZ at time of lodgement?

IDENTITY (Instruction A2)

Satisfied identity confirmed?

Yes - PPT Scan Valid

Yes - MRZ Check Passed

Yes - Satisfied Other

No

Age:

Under 10 Years old

10-16 Years old

17 Years old

18 & over

Applicant's identity has been confirmed; Passport scanned successfully

HEALTH ASSESSMENT (Instruction A4)

Significant health issues declared? Yes No

Applicant intends to hold health insurance?

Yes No N/A - Applicant is a PHD student

Applicant Meets Health Requirements? IHS Portal

ASH - Applicant is of an acceptable standard of health (A4.15)

Satisfied Applicant meets health instructions? Yes No

No issues with health or medicals / no serious concerns.
No warnings or other information to suggest any Health issues. I am satisfied applicant is of good health. A4 Health requirements met.
The student declared that they will arrange and hold acceptable insurance from the period of their

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Triaged Risk Level

Medium

Application Information

Total Time in New Zealand (From Arrival To End Of Proposed Visa) Between 6 & 12 months

Identity Information

- **Age?** 18 & over
- **Satisfied ID confirmed?** Yes - PPT Scan Valid
- **Identity comments:** Applicant's identity has been confirmed; Passport scanned successfully

Health (Instruction A4)

- **Significant health issues declared?** No
- **Applicant intends to hold health insurance?** Yes
- **Applicant Meets Health Requirements?**
ASH - Applicant is of an acceptable standard of health (A4.15)
- **Satisfied Applicant meets health instructions?** Yes
- **Health comments:** No issues with health or medicals / no serious concerns.
 - No warnings or other information to suggest any Health issues. I am satisfied applicant is of good health. A4 Health requirements met.
 - The student declared that they will arrange and hold acceptable insurance from the period of their enrolment until the expiry of their student visa. Instruction U3.45 met.

CHARACTER ASSESSMENT (Instruction A5)

NSC Not Required
 Supplementary form sent to NSC
 Required and Requested
 Response received with comment
 Response received with no comment

Character issues declared? Yes No

PC from NZ
 PC Status
 Not required

PC(s) from country of citizenship
 PC Status
 Received with this application. Less than 6mths old. Clear. (A5.5)

PC(s) from Third Country or Dual
 PC Status
 Not required. Total stay less than 2 years (A5.5)

Satisfied character requirements met? Yes No

No character issues declared. I am satisfied that the applicant is of good character. Instructions A5.1 and A5.5 met.

Identity, Health and Character | Assessment | Risk and Decision/Further Action | Finalise (Optional)

Character (Instruction A5)

- NSC: Not Required
- Character issues declared? No
- PC from NZ: Not required
- PC(s) from Country of Citizenship: Received with this application. Less than 6mths old. Clear. (A5.5)
- PC(s) from Third Country or Country of Dual Citizenship: Not required. Total stay less than 2 years (A5.5)
- Satisfied character requirements met? Yes
- Character comments: No character issues declared. I am satisfied that the applicant is of good character. Instructions A5.1 and A5.5 met.

STUDY OFFER (UNCONDITIONAL)

Study Level
 Primary
 Secondary
 Tertiary
 PHD/Masters by research
 English Language Study
 Other

NZQA

Acceptable Offer I am satisfied that the offer of study/confirmation of enrolment is from an acceptable education provider compliant with the Education (Pastoral Care of International Students) Code of Practice. Instruction U5.1 (Status of education providers and programmes) met.
 Yes No

Funds Paid
 Paid in full AIP – Fees to be paid post decision outcome Partial fees paid Not paid Exempt

Study Start 23/10/18 Study Finish Date 28/06/19

Conditional offer for subsequent course

I have reviewed the evidence provided and am satisfied that the applicant has an offer of a place or, if returning to continue a programme of study, a confirmation of enrolment in an approved programme of study with an education provider in New Zealand that meets student visa requirements. Instruction U5.1 (Status of education providers and programmes) met.

Fees status: AIP - Fees to be paid post decision outcome

Offer of Study (Unconditional)

- **Study Level:** Tertiary
- **Acceptable Offer:** I am satisfied that the offer of study/confirmation of enrolment is from an acceptable education provider compliant with the Education (Pastoral Care of International Students) Code of Practice. No AMS alerts/warnings of concern. Instruction U5.1 (Status of education providers and programmes) met.
- **Start Date:** 23/10/2018 **Finish Date:** 28/06/2019
- **Date Fees Paid:** DD/MM/YYYY

I have reviewed the evidence provided and am satisfied that the applicant has an offer of a place or, if returning to continue a programme of study, a confirmation of enrolment in an approved programme of study with an education provider in New Zealand that meets student visa requirements. Instruction U5.1 (Status of education providers and programmes) met.

Fees status: AIP - Fees to be paid post decision outcome

FUNDS FOR MAINTENANCE

Funds: Funds held by, or on behalf of student
 Student is sponsored by a government or organisation
 Financial undertaking
 Applicant is sponsored
 Student receiving scholarship covering funds required

EVIDENCE OF/SHOWING

Bank account(s) in the student's name
 Bank account(s) in the student's parents'/guardians' name(s)
 Funds held on behalf of student by third party
 Funds held in an FTS account
 Fixed deposits
 Bank drafts
 Traveller's cheques
 Available credit card balance
 Other

Satisfied applicant has sufficient funds to maintain themselves? (U3.20.20) Yes No

Outward Travel:

Homestay Fee Paid: Yes No N/A

Comments

No recent, unexplained large deposits. Satisfied that the applicant has sufficient funds available to maintain themselves throughout the period of their stay in New Zealand. U3.20.20 met.

Funds for Maintenance

- **Funds:** Funds held by, or on behalf of student
- **Satisfied applicant has sufficient funds to maintain themselves? (U3.20.20):** Yes
- **Outward Travel:** Bank statement shows enough funds to purchase outward ticket.
- **Evidence of/Showing:** Bank account(s) in the student's parents'/guardians' name(s)
- **Homestay Fee Paid:** N/A

Satisfied that the applicant has sufficient funds available to maintain themselves throughout the period of their stay in New Zealand. U3.20.20 met.

ACCOMMODATION AND GUARDIAN REQUIREMENTS

Age: Under 10 years 10 to 17 years 18 or over

Accommodation

Evidence of accommodation not required as applicant is aged 18 or over

Applicant will be living in New Zealand with their legal guardian
 Applicant will be living in an approved school hostel
 Evidence of accommodation not required as applicant is aged 18 or over

Guardian

Guardian is not required as the applicant is aged 10 or older

Guardian is living in New Zealand
 Guardian is living offshore
 Guardian is not required as the applicant is aged 10 or older

ATTENDANCE AND PROGRESS

First time studying in NZ Continuing with current programme of study Changing course or provider Progressing to higher study

Acceptable Attendance Yes No N/A

Acceptable Progress Yes No N/A

First student visa so evidence of attendance and progress studying in New Zealand is not required.

Identity, Health and Character | Assessment | Risk and Decision/Further Action | Finalise (Optional)

Accommodation and Guardian Requirements

- **Age:** 18 or over
- **Accommodation:** Evidence of accommodation not required as applicant is aged 18 or over
- **Guardian:** Guardian is not required as the applicant is aged 10 or older

Attendance and Progress

- **Study Type:** First time studying in NZ
- **Acceptable Attendance:** N/A
- **Acceptable Progress:** N/A

First student visa so evidence of attendance and progress studying in New Zealand is not required.

BONA FIDE (Instruction E5)

The following evidence provided has been reviewed.

- Applicant has provided evidence of undertaking employment/study outside of New Zealand.**
- No previous warnings issued on the student relating to their progress or attendance.
- Applicant has met the conditions of their prior limited visa and is re-applying.

Satisfied applicant(s) is bona fide? Yes No

I am satisfied that the applicant(s) genuinely intend to temporarily stay in New Zealand for a lawful purpose, and do not believe the applicant(s) intend to remain in New Zealand unlawfully, breach the conditions of any visa granted, or will be unable to leave or be deported from New Zealand.

Bona Fide (E5)

- **Satisfied applicant(s) is bona fide:** Yes
- **The following evidence has been provided and reviewed:**
- Applicant has provided evidence of undertaking employment/study outside of New Zealand.

I am satisfied that the applicant(s) genuinely intend to temporarily stay in New Zealand for a lawful purpose, and do not believe the applicant(s) intend to remain in New Zealand unlawfully, breach the conditions of any visa granted, or will be unable to leave or be deported from New Zealand.

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Offer of Place/Fees/Living Expenses:

- **Offer of place** from [REDACTED] - Auckland to study GRADUATE DIPLOMA IN INFORMATION TECHNOLOGY LEVEL 7
- **Duration:** 12 months from 23.10.2018 to 28.06.2019
- **Fees + Living expense:** NZ\$18000+NZ\$ 20000= NZD 38000*INR 48 = INR 1904000

Academics and English language ability:

- IELTS - 6.0 (Verified online genuine - <https://ielts.ucles.org.uk/ielts-trf/trf/search.do>)
- BCA - 2018 from Tilak Maharashtra University (verified online genuine <http://www.tmv.edu.in/Exam%20Section/Result%20May%202018/BCA%20APRIL%202018.pdf>)
- Diploma in Medical Electronics – 2015
- Class X- 2011

Work Experience: Never Employed

Partnership Status: Single

Evidence of Funds:

- **Education Loan** - INR 1483500 [REDACTED]
- **FD** - INR 60000 [REDACTED]
- **FD** - INR 243250 [REDACTED]
- **Total:** INR 1786750

Source of Income documents provided: Yes

Miscellaneous documents submitted: Sop

Immigration History: NA

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AMS ALERTS/WARNINGS

AMS Alerts/Warnings present? Yes No

I have reviewed and considered all warnings, none affect this application

Please explain

I have reviewed and considered all warnings, none affect this application

AMS Alerts/Warnings

- **AMS Alerts Warnings Present:** Yes

I have reviewed and considered all warnings, none affect this application

***** Care should be taken when considering this information for release – please contact the writer in the first instance *****

Warning on the agent has been noted however it does not affect as the correct contact has been added.

The information warning against the education provider noted however does not affect as the dates provided on the offer of place is in line with the duration of the course.

Risk has been noted however it does not affect as the necessary checks have been performed as mentioned below basis which the application will be approved.

*****END*****

RISK ASSESSMENT (Process)

Risk Identified | No - application information and evidence accepted at face value

Risk (Process)

- **Risk Identified:** Yes
- **Verification Activities:** EXTRACT FROM RISK AND VERIFICATION INFORMATION FORM:
A risk has been identified in this application and verification has been undertaken in response to this risk. Details below.
- **Risk area:** Bona Fide/Intention Concerns
- **Risk specific:** Suspected intentions do not match stated intention
- **Check 1:** Online database searches
- **Outcome 1:** No concerns identified
- **Check 2:** Online database searches
- **Outcome 2:** No concerns identified
- **Check 3:** Telephone interviews
- **Outcome 3:** No concerns identified

- **Check 4:** N/A
- **Outcome 4:** N/A

- **"Details:"**

IELTS - 6.0 (Verified online genuine - <https://ielts.uct.ac.za/ielts-trf/trf/search.do>)

BCA - 2018 from Tilak Maharashtra University (verified online genuine - <http://www.tmv.edu.in/Exam%20Section/Result%20May%202018/BCA%20APRIL%202018.pdf>)

Telephonic Interview

Called the applicant on #08879496327 on 29/09/2018 at 11:38 am. Applicant was interviewed to gauge his genuine intent to study in NZ. Applicant answered security questions correctly and confirmed that it was the right time to talk. Applicant during the course of the interview was prompt with his answers. Applicant could reciprocate to all the questions that were asked. Applicant could provide details around his previous qualification including subjects he studied. He was able to give detailed information around the project he submitted for the last year.

He also mentioned that after completing Diploma he took admission to study Bio Medical Engineering. However he dropped the programme as he was not too keen on it and got a direct admission for BCA two year course as he had completed Diploma and it was a lateral programme. When asked questions around the course selected to study in New Zealand he could justify his rationale behind choosing the respective course. Applicant had decent research around the course that he has chosen and was well versed with the course contents. He was able to relate to the skills that he could gain with its benefits and how it could help him achieve his career pathway. Hence I am satisfied with the selection of the course.

- **Satisfied risk acceptable (if applicable)?** Yes

Exception to Instructions

Exception to Instructions:

- N/A Considered and granted Considered and not granted

Exception to Instructions

- **Exception to instructions:** N/A

Limited Visa

- N/A Yes and offered to applicant Considered and not offered to applicant

Limited Visa

- **Limited Visa:** N/A
- **Express Purpose:** N/A
- **Limited Visa Conditions:** N/A
- **Limited Visa Accepted:** N/A

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DECISION

Approve

Approve Approve in Principle Approve as ETI Approve as Limited Visa

Other

Request further information PPI Withdrawn

Decline

Student Visa instruction requirements met. Application has been approved in principle.

AIP subject to:

Valid passport

Evidence of tuition fee payment issued by your New Zealand educational provider (w

Evidence that FTS funds for maintenance have been transferred to New Zealand (lette

An updated offer of place from your New Zealand institution, advising when the cour

Other

Other AIP requirements:

Identity, Health and Character | Assessment | Risk and Decision/Further Action | Finalise (Optional)

Decision

- Approve in Principle
Student Visa instruction requirements met. Application has been approved in principle.

Final Assessment

- **Rationale:**
U3.5 Offer of place -
Acceptable offer of place from [REDACTED] to study GRADUATE DIPLOMA IN INFORMATION TECHNOLOGY LEVEL 7

E5 Bona fides -

PA has completed his BCA - 2018 from Tilak Maharashtra University. Moreover applicant has submitted IELTS with his application with an overall score of 6.0

The student has shown clear reasons in SOP for pursuing the course. PA demonstrated satisfactory knowledge about the proposed course.

- **Verification/Credibility of Documents:**

The highest qualification and IELTS has been verified as genuine.

There is no major gap in education and the course selected shows career progression.

Applicant was also being interviewed and was able to provide plausible answers pertaining to the course selected.

Relation between student and sponsor is established. He is being sponsored by his father. The applicant has shown majority of the funds in the form of an education loan with an acceptable security which will be verified at the disbursal stage. Given there is no concern with the funds shown hence it would be accepted moreover will make FTS as an AIP requirement to ensure continual availability of funds.

- **Recommendation/Decision:**

Based on the assessment above, I am satisfied that, under E5, the applicant is a bona fide student who will abide by the visa conditions. Ok to approve for multiple entries visa

- **AIP Pending:**

Evidence of tuition fee payment issued by your New Zealand educational provider (which includes your name and date of birth and/or application number)

Evidence that FTS funds for maintenance have been transferred to New Zealand (letter or certificate from the New Zealand appointed bank)

An updated offer of place from your New Zealand institution, advising when the course you have paid for will begin and when it will finish.

- **Loan disbursement Letter**

DO NOT DELETE THIS LINE #VATInterimTHPBSD4

PPI Response / Further Information Section

- N/A -- Section has not been used.

Administration Section (Optional)

Work Rights

- **Work Rights Granted? WORK RIGHTS GRANTED (U13)**
- **Secondary School - Up to 20 hours per week (U13.10) N/A**
- **Secondary School - Christmas/New Year vacation period (U13.10) N/A**
- **20 hours per week (U13.15.1) Yes**
- **To fulfil course requirements (U13.5) N/A**
- **Full time during Christmas/New Years vacation period (U13.15.5) Yes**
- **Full time during scheduled vacations (U13.15.10) Yes**
- **Masters/PHD - Unlimited work rights (U13.15.15) N/A**
- **Comments:**

Applicant Advised:

- Applicant advised of decision by AIP letter sent to applicant/representative
- **Documents to be returned by N/A** - Online Application.
- **Original documents returned: N/A** - Online Application

Case study four

Topic outcomes

By the end of this topic, learners will be able to apply the end-to-end process when assessing a Student visa application, where there is greater complexity.

Topic resources

- Facilitator computer and projector
- Participant computers
- Student visa PowerPoint
- Case study four

Lesson plan

Time	Topic	Resource	Your notes
5 mins	<p>Hand out case study four</p> <ul style="list-style-type: none">• Risk rating high / high touch• Principal Applicant name: AAAAAA AAAA• Partnership status: Single• Study period: One Academic Year• Type of study: Graduate Diploma in Applied Management (120 Credits)• Offer of Study: from AAAAAAAAAA AAAAAA <p>Explain that they will work on the case study activities individually; however, they may ask other class members or the facilitator for guidance if they need help at any stage.</p>	Case study four	Note: Allow time for discussion / an explanation after each set of case study questions in case any learners have come up with different answers

Time	Topic	Resource	Your notes
10 mins	<p>Identity, health and character requirements</p> <p>Show slide 53 Allow pairs 5 mins to answer the questions Ask for a volunteer(s) to report back</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has been provided in relation to AAAAA's identity? • What information has been provided in relation to AAAAA's character? • What information has been provided in relation to AAAAA's health • Is there any information missing? 	Slide 53	
10 mins	<p>Study offer – evidence</p> <p>Show slide 54 Allow pairs 5 mins to answer the question Ask for a volunteer(s) to report back</p> <p>Questions: Does the application include all required evidence for the offer of place? (U3.5, U3.7)</p>	Slide 54	
10 mins	<p>Study Offer – Education providers</p> <p>Show slide 55 Allow pairs 5 mins to answer the question</p>	Slide 55	

Time	Topic	Resource	Your notes
	<p>Ask for a volunteer(s) to report back</p> <p>Questions:</p> <ul style="list-style-type: none"> • Is AAAAAAAAAA AAAAAA an acceptable education provider? • What are the reasons for your answer? 		
10 mins	<p>Tuition Fees</p> <p>Show slide 56 In pairs, allow 10 mins to answer the questions Ask for a volunteer(s) to report back</p> <p>Questions:</p> <ul style="list-style-type: none"> • Circle which applies; AAAAA has; paid in full / AIP / paid partial fees / Not paid / exempt • What are AAAAA's study start and finish dates? 	Slide 56	
30 mins	<p>Funds for maintenance</p> <p>Show slide 57 In pairs, allow 15 mins to answer the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • What financial support does AAAAA have in place for his studies? • What are the reasons for your answer? 	Slide 57	
15 mins	<p>Accommodation</p> <p>Show slide 58 Allow pairs 10 mins to answer the questions</p>	Slide 58	

Time	Topic	Resource	Your notes
	<p>Ask for a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> Does AAAAA's application meet these requirements for accommodation? What are the reasons for your answer? 		
20 mins	<p>Bona fides</p> <p>Show slide 59 In pairs, allow 10 mins to answer the question Ask a pair to answer the question</p> <p>Question: Based on the information in the application, do you have any concerns about AAAAA being a "bona fide applicant?" (E5)?</p>	Slide 59	
20 mins	<p>Risk assessment</p> <p>Show slide 60 In pairs, allow 10 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> Have you identified any risk? If so what actions would you take to mitigate it? 	Slide 60	
20 mins	<p>Determining the application</p> <p>Show slide 61</p>	Slide 61	

Time	Topic	Resource	Your notes
	<p>In pairs, allow 15 mins to answer the questions Ask a pair to answer one (or more) of the questions</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that AAAAA has met all of the requirements for this visa type? • If not, what requirements have not been met and what would you do next? <p>Note: Please refer to the case study overview to summarise the outcome of AAAAA's application.</p>		

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Case Study Four: Visa Assessment Tool

Use the screenshots below to debrief this part of the course for case study four.

Total time in NZ (including time spent and proposed visa time)
Between 6 & 12 months

Applicant has accumulated at least 5 years total time in NZ at time of lodgement?

IDENTITY (Instruction A2)

Satisfied identity confirmed? Yes - PPT Scan Valid Age: Under 10 Years old
 Yes - MRZ Check Passed 10-16 Years old
 Yes - Satisfied Other 17 Years old
 No 18 & over

Applicant's identity has been confirmed; Passport scanned successfully

HEALTH ASSESSMENT (Instruction A4)

Significant health issues declared? Yes No

Applicant intends to hold health insurance?
 Yes No N/A - Applicant is a PHD student

Applicant Meets Health Requirements?

ASH - Applicant is of an acceptable standard of health (A4.15)

Satisfied Applicant meets health instructions? Yes No

No issues with health or medicals / no serious concerns.
No warnings or other information to suggest any Health issues. I am satisfied applicant is of good health. A4 Health requirements met.
The student declared that they will arrange and hold acceptable insurance from the period of their

Triaged Risk Level

High

Application Information

Total Time in New Zealand (From Arrival To End Of Proposed Visa) Between 6 & 12 months

Identity Information

- **Age?** 18 & over
- **Satisfied ID confirmed?** Yes - PPT Scan Valid
- **Identity comments:** Applicant's identity has been confirmed; Passport scanned successfully

Health (Instruction A4)

- **Significant health issues declared?** No
- **Applicant intends to hold health insurance?** Yes
- **Applicant Meets Health Requirements?**
ASH - Applicant is of an acceptable standard of health (A4.15)
- **Satisfied Applicant meets health instructions?** Yes
- **Health comments:** No issues with health or medicals / no serious concerns.
 - No warnings or other information to suggest any Health issues. I am satisfied applicant is of good health. A4 Health requirements met.
 - The student declared that they will arrange and hold acceptable insurance from the period of their enrolment until the expiry of their student visa. Instruction U3.45 met.