



NEW ZEALAND
IMMIGRATION

Partnership-based Residence visa

Facilitator guide



MINISTRY OF BUSINESS,
INNOVATION & EMPLOYMENT
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New Zealand Government

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Introduction

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

Purpose

The purpose of this course is to deliver all topics within the Partnership-based Residence visa stream. This will be achieved by introducing the pathway attributes, application criteria, and then through practically applying skills learnt to case studies and live applications 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 Partnership-based Residence visa application
- describe the criteria that makes up a Partnership-based Residence visa application
- apply the end-to-end process when assessing a Partnership-based Residence visa application.

Audience

This course has been developed for immigration officers that will be processing applications under the Partnership-based Residence 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 steps' 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
- Partnership-based Residence 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.
- Contact the TA for an up-to-date version of the RESIDENCE ASSESSMENT TEMPLATE SEP 2019. Provide copies for the learners.

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 the PowerPoint presentation and online information about Partnership-based Residence visa, a whiteboard and enough table space for learners to be able to write and read and to use their computers. The set-up 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.

Case Study 2 has the PPI and decision letter separated from the evidence so that it can be viewed once the learners make their conclusions.

Case Study 3 has two parts. Part 1 will ensure the learners use their verification tools for common partnership risks. Part 2 covers the verification of Part 1 including an interview with the SP and PA and more background information. Part 2 can be used when time and the needs of the group allows.

Exercises and Energisers

Some suggestions for activities to energise or recap topics covered whenever they are needed during the workshop:

- One word game – ideal for the beginning of the workshop. Split learners into small groups of three or five. Ask them to think for a minute or two on one word that describes the subject matter ie Partnerships. Invite the groups to share. Capture their ‘one word’ on a flip chart. The learners start thinking about the subject matter and this can be linked back to during the workshop.
- Pop Quiz – Split the learners into two or more groups (depending on the size of the overall group) ask them to write two to three questions on what has been covered so far for the other group to answer. The Facilitator may want to check in on the questions/answers as they are being written and write up a score board to capture the scores (it can be competitive or friendly depending on the group). This energiser can be used over a number of days with the same teams or be mixed around as needed. Covering topics from the previous session or day.

- Fun Questions – Choose and ask just one fun question as a way to energise the learners. The question you choose can be anything for example “If you are stranded on a desert island and could only bring three things, what would they be?” “If you could be an animal, what would you be and why?” “What was the first concert you ever went to?” “If you could have a celebrity over for dinner, who would it be and why?” Each learner will have a different answer. Helps as an icebreaker and lets the learners get to know each other better.

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Designation and authorisation assessment

Designation and authorisation

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

Triangulation of evidence

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

- a) passing a number of self-paced knowledge assessments
- b) observations by the learning facilitator to ensure the learner has met the learning outcomes during the 'first steps' and '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 triangulation of evidence ensures the consistency of an immigration officer's skills, knowledge and practice from the learning process.

Learning facilitator

The learning facilitator supports the learner by:

- marking attendance on induction programme workshops. By marking attendance, the learning facilitator confirms that the learner has attended all courses and has also satisfactorily met all learning outcomes
- 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 pathway learning by:

- observing the learner throughout the practical activities during the specific visa pathway workshop
- completing quality control (QC) on any live applications assessed by an IO during the specific visa pathway 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 learning outcomes for their specific visa pathway 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 available 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 Partnership-based Residence visa, and is laid out as follows:

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

How to use the Partnership-based Residence 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
- case study questions for the learners.

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 they are having difficulty finding relevant instructions.

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

Course outline

Time	Topic
DAY ONE 6 hours 35 minutes	
1hr 55 mins	Welcome and introduction to Partnership-based Residence visas Purpose: To understand what the Partnership-based Residence visa is. The process for applying, and the tools used to process applications.
45 mins	Unconscious bias Purpose: To understand how unconscious bias can impact on the processing of visa applications and to learn practical ways to reduce the impact of unconscious bias.
3 hrs 55 mins	Case study one Purpose: To learn and have practical experience applying the processes and procedures that supports an immigration officer to decide on Partnership-based Residence visa applications.
30 mins	Review day one Purpose: To help consolidate learning from the course so far.
DAY TWO 5 hours 25 minutes	
2 hrs 10mins	Case study two Purpose: To gain practical experience and apply the processes and procedures which supports an immigration officer to decide on Partnership-based Residence visa applications.

Time	Topic
2 hrs 45mins	<p>Case study three</p> <p>Purpose: To gain practical experience and apply the processes and procedures which supports an immigration officer to decide on Partnership-based Residence visa applications.</p>
30mins	<p>Review day two</p> <p>Purpose: To help consolidate learning from the course so far.</p>
DAY THREE 6 hours 30 minutes	
6 hrs	<p>Live applications with TA – session one</p> <p>Purpose: To gain practical experience and apply the processes and procedures which supports an immigration officer to decide on Partnership-based Residence visa applications.</p>
30 mins	<p>Review day three</p> <p>Purpose: To help consolidate learning from the course so far.</p>
DAY FOUR 6 hours 30 minutes	
6 hrs	<p>Live applications with TA – session two</p> <p>Purpose: To gain practical experience and apply the processes and procedures which supports an immigration officer to decide on Partnership-based Residence visa applications.</p>
30 mins	<p>Review day four</p> <p>Purpose: Review of the key learning points before the course finishes.</p>

Welcome and introduction to Partnership-based Residence visa

Topic outcomes


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


- explain the key requirements of the Partnership-based Residence visa
- describe the process for applying for a Partnership-based Residence visa
- list the INZ tools used to assess a Partnership-based Residence visa application
- describe the sections that make up a Partnership-based Residence visa application.



Topic resources

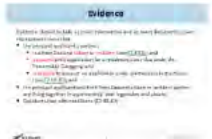
- Facilitator computer and projector
- Partnership-based Residence visa PowerPoint and printed copy for each learner
- Participant computers
- Case study one


Lesson plan


Time	Topic	Resource	Your notes
10 mins	<p>Course welcome Show slide 2</p> <p>Tell learners:</p> <ul style="list-style-type: none">• 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 and safety emergency procedures	<p>Printed copy of PowerPoint for each learner</p>  <p>Slide 2</p>	

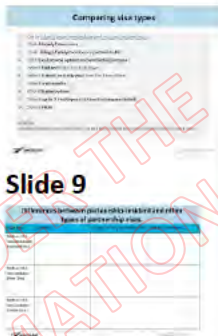
Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Hand out the printed copy of the PowerPoint presentation and suggest that they use it to record their answers on once we get to the case study questions. <p>Course structure and topics covered</p> <p>Use the Course Outline as a reference as you provide learners with an overview of how the course is structured and the topics that will be covered. Explain that they will first work on the case studies in pairs, and then individually once they have gained confidence.</p>		
15 mins	<p>Overview of visas based on partnership</p> <p>Allow learners five minutes to navigate and explore the information about partners on the INZ website.</p> <p>Explain that this is so they become familiar with where they and applicants may find information about the Partner of a NZ Resident Visa.</p> <p>Ask the class to brainstorm key points about this visa type and write on the whiteboard.</p> <p>Exploring information about Partner of a NZ Resident Visa:</p> <ul style="list-style-type: none"> Go to https://www.immigration.govt.nz/new-zealand-visas Click Apply for a visa. Select Residence from the “Select the visa you’d like to apply for...” dropdown Select Family from the “What is your residence based on?” dropdown 	 <p>Slide 3</p>	<p>Information about partners:</p> <p>https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/about-visa/partnership-resident-visa</p>


Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Select Partner of a New Zealander Resident Visa Click VIEW VISA DETAILS & APPLY. 		
10 mins	<p>What is a partnership? Show slide 4</p> <p>Briefly explain how partnership is defined (F2.5)</p> <p>Explain that we will be examining partnership requirements in more details when we work through the case studies.</p> <p>Questions:</p> <p>Referring to instructions complete these sentences:</p> <ul style="list-style-type: none"> A partnership is genuine if an IO is satisfied that... <ul style="list-style-type: none"> the Principal Applicant (PA) and Supporting Partner (SP) are both found to be genuine in their reasons for marrying / intentions to maintain a long term partnership. A partnership is stable if an IO is satisfied that... <ul style="list-style-type: none"> the PA and their partner demonstrate that their partnership is likely to endure. 	 <p>Slide 4</p>	<p>F2.5 How do partners of New Zealand citizens and residents qualify for a residence class visa?</p>
10mins	<p>Minimum Requirements Show slide 5</p> <p>Provide a brief overview of the minimum requirements for partnership and explain that we will be looking at further requirements in more depth as we progress through the case studies.</p>	 <p>Slide 5</p>	<p>Prohibited degrees of marriage: http://www.legislation.govt.nz/act/public/195/5/0092/latest/DLM292639.html</p> <p>Prohibited degrees of civil union/ Civil Union</p>


Time	Topic	Resource	Your notes
	<p>For a recap ask the class to name the two acts that are used to define close relatives (Marriage Act 1955 and Civil Union Act 2004).</p> <p>Brainstorm the relationship types that are listed under the prohibited degrees of marriage or civil union:</p> <ul style="list-style-type: none"> ● Prohibited degrees of marriage: <ul style="list-style-type: none"> ○ Grandparent ○ Parent ○ Child ○ Grandchild ○ Sibling ○ Parent's sibling ○ Sibling's child ○ Grandparent's spouse or civil union partner ○ Parent's spouse or civil union partner (follow the link over for more). <p>Question: Ask learners if it is illegal to marry your cousin in New Zealand?</p> <p>Answer: No, but it is unusual in New Zealand. The aim is to challenge the learner's assumptions.</p>		<p>Act 2004: http://www.legislation.govt.nz/act/public/2004/0102/latest/DLM323488.html?search=qs_act%40bill%40regulation%40deemedreg_%22civil+union%22_resel_25_h&p=1</p>
20 mins	<p>Evidence – Supporting Partner</p> <p>Show slide 6</p> <p>The SP is a NZ citizen or Resident and is eligible to support an application under partnership instructions.</p>	 <p>Slide 6</p>	<p>F2.10.5 Definition of 'New Zealand resident' for the purposes of Partnership Category and F2.10.10 Definition of 'eligible to support a residence class visa application under the Partnership Category':</p>

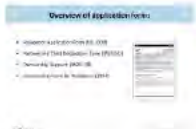
Time	Topic	Resource	Your notes
	<p>Allow learners five minutes to look up F2.10.10.</p> <p>In order to be eligible to support a residence class visa a SP:</p> <ul style="list-style-type: none"> • Must not have acted in more than one previous successful residence class visa application. • Must not have acted as a partner in a successful application for a residence class visa in the five years preceding the date of the current application. • Cannot have been the perpetrator of an incident of family violence, which results in the grant of a resident visa to a person under the category for victims of family violence. See S4.5 and F2.10.10 (a) (ii). Note: This can apply even if the SP has never been charged or convicted. It also refers to whether a previous partner has successfully obtained residence under the category for victims of family violence. • Must meet the character requirement R5.95. • Must not be liable for deportation or be a person whose deportation liability has been suspended. <p>As per F2.410.10 If the supporting partner has a resident visa with conditions then the PA's resident visa will be subject to the condition that the supporting partner complies with those conditions (see also R5.65.1).</p> <p>An Australian citizen living in NZ is classed as a NZ resident but an IO must be satisfied that NZ is their primary place of residence.</p>	 <p>Slide 7</p>	<p>http://inzkit/publish/opsmanual/#46176.htm</p> <p>F2.40.10 Resident visas with conditions imposed under section 49(1):</p> <p>http://inzkit/publish/opsmanual/#46515.htm</p> <p>Note: R5.95.5 Action: this covers that an IO should not automatically decline partnership applications if the SP does not meet the character requirements. (R5.95)</p>

Time	Topic	Resource	Your notes
	<p>Show slide 8 –Partner eligibility.</p> <p>Scenario 1</p> <ul style="list-style-type: none"> 9(2)(a) got residence under the Partnership category on 1 September 2013. (b)(c) of the OIA, 9(2)(a) was his New Zealand partner and was his supporting partner. 9(2)(a) separated in 2015. (b)(c) of the OIA is now with (b)(c) of the OIA, SP and is acting as her SP for her application for Residence under the partnership category. 9(2)(a)'s application was submitted on 20 January 2020. Is 9(2)(a) eligible to be a supporting partner? Yes. <p>Scenario 2</p> <ul style="list-style-type: none"> 9(2)(a) is the New Zealand supporting partner for 9(2)(a) (b)(c) of the OIA was previously convicted for family violence. Is 9(2)(a) eligible to be a supporting partner? No, not unless a 'character waiver' is granted. <p>Activity</p> <ol style="list-style-type: none"> Go to https://www.immigration.govt.nz/new-zealand-visas Click Apply for a visa. Select Tools and information for meeting criteria Select Support family Click Partnership <p>List the types of evidence that are required to prove that the</p>	 <p>Slide 8</p>	

Time	Topic	Resource	Your notes
	partnership is genuine and stable.		
15 mins	<p>Key differences between partnership residence and other types of partnership visas.</p> <p>Show slide 9 and slide 10.</p> <p>Explain the activity.</p> <p>In pairs, allow 10 minutes to complete the activity.</p> <p>Ask the class for feedback on the key differences between visa types.</p> <p>Ask pairs to report back.</p> <p>Activity</p> <ol style="list-style-type: none"> 1. Go to https://www.immigration.govt.nz/new-aland-visas 2. Click Live permanently 3. Click Explore visa options for living permanently 4. Select join family from the drop-down 5. Select partner from the drop-down 6. Select NZ citizen or residence 7. Select a country from the scroll bar 8. Click DISPLAY OPTIONS 9. Select up to 3 visa types at a time to compare details 10. Select View. 	 <p>The resource section contains three screenshots. The top one is titled 'Comparing visa types' and shows a list of visa options with checkboxes. The middle one is titled 'Slide 9' and shows a table with columns for 'Visa type', 'Duration', and 'Requirements'. The bottom one is titled 'Slide 10' and shows a table with columns for 'Visa type', 'Duration', and 'Requirements'.</p>	

Time	Topic	Resource	Your notes
15 mins	<p>How does an immigration officer assess a Partnership-based Residence visa application?</p> <p>Show slide 11.</p> <p>Briefly explain the INZ tools used when assessing applications.</p> <p>Ask learners to navigate to each tool so that they know how to access them.</p> <p>Tools</p> <ul style="list-style-type: none"> • Global Process Manual – also referred to as the Standard Operating Procedures (SOPS) • Visa Assessment Tools • Operations Manual • Visa assessment template in word (On line VAT for Partnership Residence visas has not been released yet, use the word document until available). <p>Instructions for accessing tools:</p> <p>On Te Taura (The Link) go to About us, then Our groups, select Immigration New Zealand, Resources, then click INZkit to access the following:</p> <ul style="list-style-type: none"> • Global Process Manual – From Processing applications click on View • Operations Manual - click Residence/Family Categories/Partnership Category 	 <p>Slide 11</p> <p>Handout copies of the Residence Assessment Template</p>	<p>Global Process Manual – Family Category Residence: http://inzkit/publish/globalprocessmanual/#64915.htm</p> <p>Global Process Manual – Home page: http://inzkit/publish/globalprocessmanual/#57117.htm</p> <p>Visa Assessment Tools: http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx</p> <p>Operational Manual: http://inzkit/publish/opsmanual/#46512.htm</p> <p>Note: The Facilitator needs to contact the TA prior to running the course for an up to date version of the Residence Assessment Template.</p>

Time	Topic	Resource	Your notes
10 mins	<p>Interviews and Home visits</p> <p>Show slide 12</p> <p>In pairs, allow the learners five minutes to look up the answers to slide 12 and report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Which instruction covers the requirement for an interview in residence applications? <ul style="list-style-type: none"> ○ F2.25 Verification. • When may an interview be waived? <ul style="list-style-type: none"> ○ When an IO is satisfied without an interview that the couple is living together in a partnership that is genuine and stable. • When may a Home visit be conducted and what is the purpose of a Home visit? <ul style="list-style-type: none"> ○ As per F2.25.1 (c) and (d) IO's can make home visits and conduct interviews with any person relevant to the application in order to verify that the relationship is 'genuine and stable'. ○ Home visits may only be made between the hours of 07.00am and 09.00pm so long as the time of the visit is reasonable in the circumstances. <p>Note: Home visits are also known as 'Unannounced Site Visits'. Home visits are rare but do happen.</p> <p>Show slide 13</p>	 <p>Slide 12</p>	<p>F2.25 Verification:</p> <p>http://inzkit/publish/opsmanual/#30881.htm</p> <p>If a refresher needed on interviewing refer learners to:</p> <p>Introduction to interviewing</p>

Time	Topic	Resource	Your notes
	<p>Picture 1:</p> <ul style="list-style-type: none"> This was taken on a home visit of a non-married Indian couple. Came to NZ on a Student Visa. Supported previous husband who has been noted in AMS as OUT (out of the country) since January 2016. Pathways exhausted. Site visit conducted. 6(c) of the OIA [REDACTED] [REDACTED] [REDACTED] [REDACTED] Application denied. Client UNLI (unlawfully in NZ). <p>Picture 2:</p> <ul style="list-style-type: none"> 6(c) of the OIA [REDACTED] for a Japanese female with a NZ male. No significant age gap, PAs teenage children in NZ. INZ history concerns, pathways exhausted. 6(c) of the OIA [REDACTED]. 	<p>6(c) of the OIA [REDACTED]</p> <p>Slide 13</p>	
10 mins	<p>Overview of the Application Forms Show slide 14 Allow learners 10 minutes to find and view the forms on the INZ website associated with partnership-residence.</p> <ul style="list-style-type: none"> Residence Application Form (INZ1000) Partner and Child Declaration Form (INZ1242) Partnership Support (INZ1178) Sponsorship Form for Residence (1024). 	 <p>Slide 14</p>	<ul style="list-style-type: none"> Residence Application Form (INZ1000) Partner and Child Declaration Form (INZ1242) Partnership Support (INZ1178) Sponsorship Form for Residence (1024)

Time	Topic	Resource	Your notes
	<p>Note: 'IGMS' refers to application forms submitted directly through Immigration NZ online. Some applications received will be IGMS Partnership Residence applications.</p>		

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Unconscious bias

Topic outcomes

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



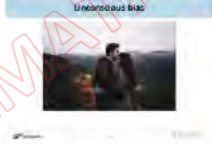
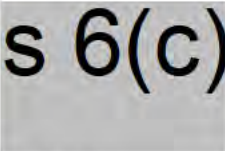
- describe what unconscious bias is
- explain how your own unconscious bias could impact on your work assessing applications
- explain strategies to counter unconscious bias when assessing applications.

Topic resources

- Facilitator computer and projector
- Participant computers
- Access to e-Learning module – Unconscious bias

Lesson plan

Time	Topic	Resource	Your notes
30 mins	E-learning course – Unconscious bias Allow 25 minutes for learners to do the following sections of the Unconscious bias e-Learning course 01) WELCOME 02) UNDERSTANDING BIAS 03) SCENARIO: THE RIGHT PROJECT LEAD 04) CLOSING REMARKS Explain that they should explore other sections of the course if they complete these sections before the allocated time is up.	Access to e-Learning module	Unconscious bias https://mbihas.live.kineoplatforms.net/course/view.php?id=957

Time	Topic	Resource	Your notes
15 mins	<p>Facilitated session –Unconscious bias</p> <p>Explain that you will be showing three slides showing different relationships. As you show the slides ask learners to reflect on their thoughts and feelings and whether they notice either negative bias or affinity bias.</p> <p>Show slides 15, 16 and 17.</p> <p>Ask the class how unconscious bias might influence their day-to-day work processing of partnership-based visa applications.</p> <p>Discuss the article. Cultural and age differences are risk factors however, we must be fair and take a holistic view in assessing the couple’s relationship. Reminder to choose wording carefully. https://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=11527493</p> <p>Ask what Immigration Instruction specifically addresses unconscious bias? (A1 Fairness and Natural Justice, A.10 Bias).</p> <p>Ask the class how they can reduce the impact of unconscious bias in their day-to-day work (A1.15 Practical steps towards achieving fairness and natural justice in decision-making – see link over) for possible answers. Include in the discussion the importance of being aware of actual risk as identified by INZ. Common risks are identified using the triage system.</p>	 <p>Slide 15</p>  <p>Slide 16</p>  <p>Slide 17</p>  <p>Slide 18</p>	<p>Country specific information in Verification Toolkit http://inzkit/publish/vt/#40209.htm</p> <p>NZ Herald article https://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=11527493</p> <p>A1.15 Practical steps towards achieving fairness and natural justice in decision-making: http://inzkit/publish/opsmanual/#35022.htm</p>

Time	Topic	Resource	Your notes
	<p>Show slide 18 and discuss common partnership risks.</p> <p>Explain that information relating to specific partnership risks can be found in the Verification Toolkit under country specific information. The risk rating tab will specify risks and direct you to the country profiles. Officers must still be aware of risks that aren't generic and triggered as a rule.</p> <p>Note: History of family violence / family violence call outs. In the PCC what would be shown is a number of visits to the residence, it would not state the nature of the reason for the visits. .</p> <p>Allow learners five minutes to explore the information in the Verification Toolkit.</p> <p>Discuss appropriate wording when communicating with clients. Linking back to the 'Critical thinking workshop'.</p> <p>Direct learners when they have time to complete the Including the Rainbow Community module at Learn@MBIE. This should take approximately 15 minutes.</p>		

Case study one

Topic outcomes

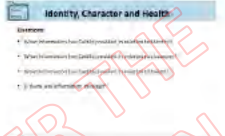

By the end of this topic, learners will be able to follow the end-to-end process when assessing a Partnership-based Residence visa application.

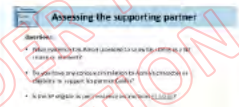
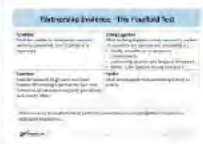
Topic resources

- Facilitator computer and projector
- Participant computers
- Partnership-based Residence visa PowerPoint
- Case study one

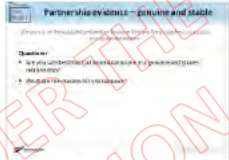
Lesson plan


Time	Topic	Resource	Your notes
5 mins	<p>Introduction</p> <p>We are going to learn the steps for processing a Partnership-Based Residence Visa application by applying the topics to a number of case studies.</p> <p>Hand out case study one</p> <ul style="list-style-type: none">• Risk Level: Low• Visa Type: Residence• Dependency Type: Partner• Partner Status: NZ Citizen or Resident• Principal Applicant name: 9(2)(a)	Case study one	<p>Note: Ask 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, for example, from the Operations Manual.</p> <p>Note: Not all Partnership Residence applications are given a Risk rating. An IO may need to determine themselves if there is any risk.</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> Supporting Partner name: 9(2)(a) <p>Facilitator Cover sheet: This contains all the information for this case study, including any actions to be taken or points to be aware of.</p>		
20 mins	<p>Identity, health and character</p> <p>Show slide 19</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 10 minutes to answer the question.</p> <p>Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> What information has 9(2)(a) provided in relation to identity? What information has 9(2)(a) provided in relation to character? What information has 9(2)(a) provided in relation to health Is there any information missing? <p>Show slide 20</p> <p>Question:</p> <p>When should an applicant provide a General Medical Certificate and when should they provide a Limited Medical Certificate?</p>	 <p>Slide 19</p>  <p>Slide 20</p>	<p>More information: Health Requirements (INZ1121) covers when a general medical certificate is required or a limited medical certificate. It also has a list of low incidence TB countries for if a chest x-ray certificate is required.</p> <p>https://www.immigration.govt.nz/documents/forms-and-guides/inz1121.pdf</p> <p>Note: The flow chart on slide 18 is currently used to determine when a general medical certificate or limited medical certificate is</p>



Time	Topic	Resource	Your notes
	<p>Answer: Guide learners through the flow chart, a limited medical certificate (and chest x-ray) must be provided by applicants who are applying under the Partnership category and whose partner is a citizen or residence class visa holder. They must meet the requirements for the category. The flow chart shows the exceptions, when a general medical certificate is required.</p>		<p>required with an application. This section is intended as a brief refresher for Health requirements but also introduces the learners to a resource used in assessing the applications.</p>
20 mins	<p>Assessing the supporting partner</p> <p>Show slide 21</p> <p>Allow 10 minutes to answer the question.</p> <p>Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What evidence has 9(2)(a) provided to show his status as a citizen or resident? • Do you have any concerns in relation to 9(2)(a)'s character or eligibility to support his partner (R5.95 and F2.10.10)? • Is the SP eligible as per residence instructions F2.10.10? <p>Note: Encourage learners to make a note of any instructions not met by the SP.</p>	 <p>Slide 21</p>	<p>R5.95 Character requirement for partners supporting Partnership Category applications: http://inzkit/publish/opsmanual/#66589.htm</p> <p>F2.10.10 Definition to 'eligible to support a residence class visa application under the Partnership Category': http://inzkit/publish/opsmanual/#46176.htm</p>
25 mins	<p>Partnership evidence – Fourfold test</p> <p>Show slide 22</p> <p>Explain the Fourfold test.</p>		<p>F2.20 Evidence of living together in partnership that is genuine and stable: http://inzkit/publish/opsmanual/#30880.htm</p>

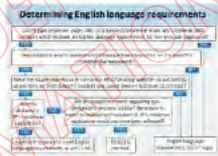

Time	Topic	Resource	Your notes
	<p>As a recap, ask the class to brainstorm types of acceptable evidence (F2.20, specifically F2.20.1 to F2.20.15). Write answers on the whiteboard.</p> <p>Fourfold test Satisfactory and sufficient proof (from documents, other corroborating evidence, or interviews) must show that all four elements have been met.</p> <ul style="list-style-type: none"> • 'Credibility': the principal applicant and the partner both separately and together, must be credible in any statements made and evidence presented by them. • 'Living together': the principal applicant and partner must be living together unless there are genuine and compelling reasons for any period(s) of separation (see F2.30 and F2.30.1). Discuss F2.30.1 Assessment of periods of separation, what are genuine and compelling reasons for periods of separation? <ul style="list-style-type: none"> ○ Genuine and compelling reasons for periods of separation. As per F2.30.1 the circumstances may require consideration of either partner's family, education or employment commitments, the duration of the partnership and the length of time the couple has spent apart. The extent to which the couple has made efforts to be together during the time apart. • 'Genuine partnership': the principal applicant and partner must both be found to be genuine as to their: <ul style="list-style-type: none"> ○ reasons for marrying, entering a civil union or entering into a de facto relationship; and 	<p>Slide 22</p>	<p>F2.30 Determining if the couple is living together in a partnership that is genuine and stable: http://inzkit/publish/opsmanual/#30882.htm</p>

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> ○ intentions to maintain a long term partnership exclusive of others. ● 'Stable partnership': the principal applicant and partner must demonstrate that their partnership is likely to endure. 		
35 mins	<p>Partnership evidence – Genuine and stable</p> <p>Show slide 23</p> <p>Allow pairs 20 minutes to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> ● Are you satisfied that 9(2)(a) [redacted] are in a genuine and stable relationship? <ul style="list-style-type: none"> ○ The birth of their son 9(2)(a) [redacted] on the 19.04.2016 and their marriage on the 06.03.2018 show that the PA and SP's relationship is committed. ● What are the reasons for your answer? <ul style="list-style-type: none"> ○ The emotional commitment between the PA and the SP is shown through their getting married and having a child. <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 23</p>	


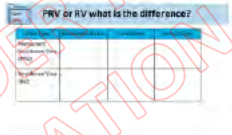

Time	Topic	Resource	Your notes
15 mins	<p>Partnership evidence – living together</p> <p>Show slide 24</p> <p>Allow pairs 10 mins to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are living together? <ul style="list-style-type: none"> ○ Evidence of their Apartment Lease agreement provided. On the INZ 1178 they declare that they have been living together since 01.04.2015 (application was submitted on the 20.08.2019). • What period of time does the evidence cover? <ul style="list-style-type: none"> ○ The Apartment Lease agreement is from 1st September 2017 to 31st August 2018 and as above the INZ1178 states from 01.04.2015. <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 24</p>	


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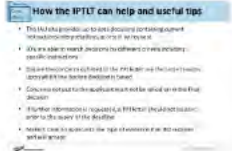
Time	Topic	Resource	Your notes
20 mins	<p>Partnership evidence - credible</p> <p>Show slide 25</p> <p>Allow pairs 10 mins to answer the questions.</p> <p>Ask for a pair to answer one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied the relationship is credible? <ul style="list-style-type: none"> ○ Prompt the learners to use the evidence provided by the PA and the SP here. The timeline and evidence of their son, marriage and living together. • Are there any inconsistencies in the information provided? <ul style="list-style-type: none"> ○ The evidence supplied is consistent between the PA and SP. • What are the reasons for your answer? <ul style="list-style-type: none"> ○ Both the PA and the SP have shown that the relationship is committed (marriage and their son 9(2)(a)) and that they are living together (Apartment Lease agreement). <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 25</p>	
20 mins	<p>Partnership requirements</p> <p>Show slide 26</p> <p>Allow pairs 10 mins to answer the questions.</p> <p>Ask for a pair to report back on one (or more) of the questions.</p>	 <p>Slide 26</p>	<p>F2.5 How do partners of New Zealand citizens and residents qualify for a residence visa?:</p> <p>http://inzkit/publish/opsmanual/#46503.htm</p>

Time	Topic	Resource	Your notes
	<p>Question: Are you satisfied that the partnership meets the requirements for recognition of partnership (F2.5 and F2.15).</p> <p>Note: Encourage learners to make a note of any instructions that are not met.</p>		<p>F2.15 Minimum requirements for the recognition of partnerships: http://inzkit/publish/opsmanual/#46502.htm</p>
10 mins	<p>English language requirements Show slide 27</p> <p>Question: Do the English language requirements apply in this case? Allow learners to check on F2.40 and F2.5 to confirm.</p> <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 27</p>	<p>F2.40.1: http://inzkit/publish/opsmanual/#46515.htm</p> <p>F2.5: http://inzkit/publish/opsmanual/#46503.htm</p>
20 mins	<p>Risk assessment (Risk Rating/Risk Assessment) Show slide 28</p> <p>Explain to learners that when following the Residence Assessment Template this is where they will be prompted to confirm if there are is a risk, alerts or warnings for the client/application. Then to confirm if any verification is required.</p> <p>Explain that one of the first things you do when assessing an</p>	 <p>Slide 28</p>	<p>Note: As per F2.25 have the applicant and the supporting partner provided sufficient evidence that they are in a genuine and stable relationship? If not is an interview required?</p> <p>Note: Learners do not have access to AMS for the case studies but will be able to access it for the live applications with the TA.</p>

Time	Topic	Resource	Your notes
	<p>application is look for alerts/warnings in AMS.</p> <p>Walk through the process for checking for alerts in AMS.</p> <p>Ensure learners mention checking alerts and warnings on the PA, SP (and advisor if applicable) in AMS.</p> <p>Case study one does not have a Risk Rating, ask learners what their next steps would be if there is no risk rating and no advice in the risk summary ie look at the surrounding circumstances and evidence provided to determine if there is any risk that needs to be addressed?</p> <p>In pairs, allow 10 minutes 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"> • Do you need to take any actions to mitigate risk? • If so, what actions would you take? 		
35 mins	<p>Eligibility for Permanent Residence and Determining the application</p> <p>Before showing slide 27, ask the learners:</p> <p>Question: What type of Partnership Residence visa did 9(2)(a) apply for?</p> <p>Answer: A Permanent Resident visa as a partner of an 'expatriate' NZ citizen.</p> <p>Show slide 29</p>		<p>F2.5.1 Eligibility for a permanent resident visa for partners of New Zealand citizens living overseas:</p> <p>http://inzkit/publish/opsmanual/#46503.htm</p> <p>Note: PA applied for a Permanent Resident Visa as a partner of an 'expatriate' NZ citizen.</p> <p>F2.5.1 (a) (iii) 'the couple have been living together in a genuine and stable relationship</p>

Time	Topic	Resource	Your notes
	<p>In pairs ask the learners to confirm if 9(2)(a) is eligible for permanent residence as a partner of a New Zealand citizen living overseas?</p> <ul style="list-style-type: none"> ● F2.5.1 (a) (iii) in order for the PA to be eligible for a Permanent Resident Visa the couple must have been living together in a genuine and stable relationship for at least five years at the time the application is made. 9(2)(a) have not been living together for five years at the time of the application. This does not mean that the PA is not eligible for a RV, just not a PRV. <p>Show slide 30</p> <p>In pairs allow five minutes for learners to look up what the differences are between a Permanent Residence Visa (PRV) and a Residence Visa (RV).</p> <p>Ensure that learners cover that both types are 'Residents' and that the difference is that with a RV there are travel conditions.</p> <ul style="list-style-type: none"> ● Residence Visa: If granted offshore, the holder has 12 months to arrive in NZ. The Travel conditions expire two years (24 months) after the date they first arrive in NZ or if in NZ already from the date granted. Instructions R5.66 and R5.66.5. ● Permanent Resident Visa: Has indefinite travel conditions. When granted due to meeting the expatriate requirements there is no first entry date if they are offshore. <p>Show slide 31</p> <p>In pairs, allow 10 minutes to answer the questions. Ask a pair to answer one (or more) of the questions.</p>	 <p>Slide 29</p>  <p>Slide 30</p>  <p>Slide 31</p>	<p>for at least five years at the time the application is made.'</p> <p>R5.66 Travel conditions on resident visas and R5.66.5 : http://inzkit/publish/opsmanual/#44894.htm</p>

Time	Topic	Resource	Your notes
	<p>Questions:</p> <ul style="list-style-type: none"> • Have all the requirements for the Partnership-based Residence visa been met? • If not, list the requirements and the reasons why they have not been met? <p>Note: Learners should be able to determine the following from the documents provided:</p> <ul style="list-style-type: none"> • the character requirements are met (PCC's on file) • identity requirements are met (documents on file) • the couple meet all the requirements for a partnership residence visa • the SP is a NZ citizen (as per passport) • the couple have not lived together for five years at time of lodgement. Declared starting to live together on 01.04.2015 visa application form was submitted on 20.08.2019 so not applicable for a PRV but can be granted a residence visa. 		
15 mins	<p>What happens post decision Show slide 32</p> <p>Introduce the role of the IPTLT (Immigration and Protection Tribunal Liaison Team) and the Immigration and Protection Tribunal (IPT)</p> <ul style="list-style-type: none"> • The IPT deal with appeals on Residence, Deportation (resident and non-resident) and Refugee and Protection 	 <p>Slide 32</p>	<p>Link to IAU: http://thelink/content/inzkit/Pages/default.aspx</p> <p>NOTE: Learners will be able to search up the IAU database but not access it. They do not need to apply for access at this point but can apply at any time.</p>

Time	Topic	Resource	Your notes
	<p>applications.</p> <ul style="list-style-type: none"> ○ The IPTLT liaise between the IPT, which is part of the Ministry of Justice (MOJ) and Immigration NZ. ○ Receive an appeal and advise on validity/jurisdiction. ○ Request and organise all required files/documents for the IPT. ○ Receive and record the decision and distribute the decision. <p>Allow learners to search up the Immigration Appeals Updates (IAU) on Te Taura (the Link): Our groups/Immigration NZ/ INZkit/ Immigration Appeals Updates. The IAU is a database administered by the IPTLT and access is granted on request. The database has a library of appeal decisions made by the IPT. Options for searching appeal decisions include: Appeal type, outcome and Immigration instructions.</p> <p>Show slide 33</p> <p>How the IAU can help:</p> <ul style="list-style-type: none"> ● the IAU site provides up to date decisions containing current instructions interpretations, access is by request ● able to search decisions by different criteria including specific instructions. <p>Useful tips:</p> <ul style="list-style-type: none"> ● Ensure the concerns outlined in the PPI letter are the same reasons upon which the decline decision is based. 	 <p>Slide 33</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none">• Concerns not put to the applicant must not be relied on in the final decision.• If further information is requested, a PPI letter should not be sent prior to the expiry of the deadline.• Make it clear to applicants the type of evidence that INZ requires and will accept.		

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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
30 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>Brainstorm on the key learning points from today. You can use the following topics to help generate ideas:</p> <ul style="list-style-type: none">• What is a partnership?• Partnership evidence• The fourfold test• Visa categories• Visa types• Who can apply? <p>Provide an overview of tomorrow, ie we will be working on further case studies first in pairs and then individually.</p>	Whiteboard and markers	

Day two – Case study two

Topic outcomes

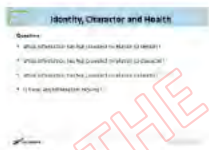
By the end of this topic, learners will be able to apply the end-to-end process when assessing a Partnership-based Residence visa application, where there is greater complexity.

Topic resources

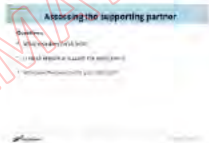
- Facilitator computer and projector
- Participant computers
- Partnership-based Residence visa PowerPoint
- Case study two



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 (do not hand out the PPI documents till the end of the case study).</p> <p>Risk Level: Not applicable</p> <ul style="list-style-type: none">• Visa Type: Partnership Residence• Dependency Type: Partnership• Partner Status: Resident• Principle Applicant name: 9(2)(a) [REDACTED]• Supporting Partner name: 9(2)(a) [REDACTED]	Case study two	<p>Note: Consider reorganising the 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> <p>Note: Not all residence applications have a risk</p>

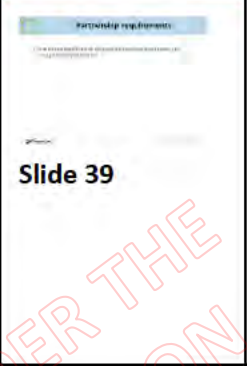

Time	Topic	Resource	Your notes
	<p>Facilitator cover sheet: This contains all the information for this case study, including any actions to be taken or points to be aware of.</p>		level.
15 mins	<p>Identity, health and character requirements</p> <p>Show slide 34</p> <p>Allow pairs five minutes to answer the questions. Then ask a pair to report back.</p> <p>Pop Quiz:</p> <p>Q) What documents do you need when checking identity?</p> <p>A) Copy of current passport, full birth certificate. In some cases secondary evidence of identity is required, some examples are but not limited to ID cards and school leaving certificate</p> <p>Q) From what age do people named on an application need to provide a police certificate?</p> <p>A) Aged 17 years or older, from any country they are a citizen of and any other country where they have spent 12 months or more over the last 10 years, even if that 12 months was not all in 1 visit. If they have already supplied one in the last 24 months for a previous application they do not normally need to provide a new one.</p> <p>The SP will also be required to provide a police certificate from any country they have lived in for 12 months or more in the last 10 years (PC must be less than 6 months old) and an NZPC is requested by INZ for the NZ partner in every Partnership Residence application.</p>	 <p>Slide 34</p>	


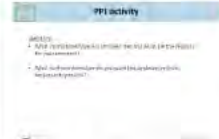
Time	Topic	Resource	Your notes
	<p>Q) How recent should medical evidence (such as medical certificates and X-rays) be at the time of assessment?</p> <p>A) Less than three months old at the date of the application or provided previously within 36 months and was ASH. A new x-ray is required if the PA has spent 6 consecutive months in a high TB risk country since the last x-ray was issued.</p> <p>Q) What is the role of the MA?</p> <p>A) Examine medical and x-ray certificate and give opinion on probability of applicant being ASH. This includes giving a likely cost for prognosis and treatment.</p> <p>Q) What is the role of the HAT?</p> <p>A) They manage a medical examination from when it starts to the outcome stage.</p> <p>Q) When should you re-open a health case on IHS?</p> <p>A) Where the previous assessment was ASH with conditions, or there is new adverse health information, or they need a different health assessment type i.e. limited vs general, or if it was previously referred under temporary guidelines.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has ^{9(2)(a)} provided in relation to identity? 		

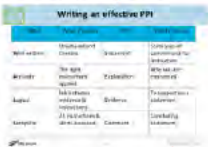
Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> ○ Passport, Birth certificate and ID card. ● What information has 9(2)(a) provided in relation to character? <ul style="list-style-type: none"> ○ Police certificate provided with previous application, issued in the last 24 months. ● What information has 9(2)(a) provided in relation to health? <ul style="list-style-type: none"> ○ General Medical Certificate (INZ1007) and Chest X-ray provided in the last 36 months. ● Is there any information missing? 		
15 mins	<p>Assessing the supporting partner</p> <p>Show slide 35</p> <p>Allow 15 minutes to answer the questions.</p> <p>Ask a pair to report back on one (or more of the questions).</p> <p>Questions:</p> <ul style="list-style-type: none"> ● What visa does 9(2)(a) hold? <ul style="list-style-type: none"> ○ Resident ● Is 9(2)(a) eligible to support the application? ● What are the reasons for your decision? <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 35</p>	

Time	Topic	Resource	Your notes
20 mins	<p>Partnership evidence – genuine and stable Show slide 36 Allow pairs 10 minutes to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are in a genuine and stable relationship? • What are the reasons for your answer? <p>Evidence provided: Rental agreement dated from 18.06.18 (9(2)(a) [redacted] arrived and moved in on the 25.7.2018) Timeline of relationship states they started their partnership in July 2006. Support letters from friends and flatmates.</p> <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 36</p>	
10 mins	<p>Partnership evidence – living together Show slide 37 Allow pairs 5 minutes to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are living together? <ul style="list-style-type: none"> ○ In the evidence provided is the Rental agreement 	 <p>Slide 37</p>	

Time	Topic	Resource	Your notes
	<p>and letters to §(2)(a) at the rental address.</p> <ul style="list-style-type: none"> • What period of time does the evidence cover? <ul style="list-style-type: none"> ○ There is evidence of the PA and the SP living together from the 25th July 2018 to when the application was received on the 10th February 2019. There is also a note in the timeline of the relationship that the PA and the SP ‘stayed together in Karori from the 19.01.2007 with no end date. <p>Note: Encourage learners to make a note of any instructions that are not met and to prompt learners to take note of the period of separation (is it genuine and credible?).</p>		
15 mins	<p>Partnership evidence - credible</p> <p>Show slide 38</p> <p>Allow pairs 10 minutes 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"> • Are you satisfied the relationship is credible? • Are there any inconsistencies in the information provided? • What are the reasons for your answers? <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 38</p>	

Time	Topic	Resource	Your notes
5 mins	<p>Partnership requirements</p> <p>Show slide 39</p> <p>Allow pairs 5 minutes to answer the questions. Ask for a pair to report back on the questions.</p> <p>Question: Are you satisfied that the partnership meets the minimum requirements for recognition of partnership?</p>	 <p>Slide 39</p>	
5 mins	<p>English language requirements</p> <p>Question: Do the English language requirements apply in this case? Allow learners to check on F2.40 and F2.5 to confirm. Note: Encourage learners to make a note of any instructions that are not met.</p>		<p>F2.40.1: http://inzkit/publish/opsmanual/#46515.htm</p> <p>F2.5: http://inzkit/publish/opsmanual/#46503.htm</p>
10 mins	<p>Risk assessment</p> <p>Explain to learners that when following the Residence Assessment Template this is where they will be prompted to confirm if there is a risk, alerts or warnings for the client/application. Then to confirm if any verification is required.</p> <p>Show slide 40</p> <p>In pairs, allow five minutes to answer the questions. Ask a pair to answer one (or more) of the questions.</p>	 <p>Slide 40</p>	<p>Note: As per F2.25 have the applicant and the supporting partner provided sufficient evidence that they are in a genuine and stable relationship? If not is an interview required?</p>

Time	Topic	Resource	Your notes
	<p>Questions:</p> <ul style="list-style-type: none"> • Do you need to take any actions to mitigate risk? • If so, what actions have you taken? 		
10 mins	<p>Determining the application</p> <p>Show slide 41</p> <p>In pairs, allow five minutes 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 all the requirements for the Partnership-based Residence visa been met? • If not, what would you do next? <p>Note: One of the issues in this case study was that the SP did not mention the PA in their Residence application ensure Learners mention this in their determination of the application. This links to the PPI section below.</p>	 <p>Slide 41</p>	
20 mins	<p>PPI activity</p> <p>Ask learners what a PPI is and why do we PPI?</p> <p>Show slide 42</p> <p>Working in pairs, allow 15 minutes for the activity</p> <p>Assuming you are going to PPI this applicant, write a list to answer the questions .</p>	 <p>Slide 42</p> <p>PPI letter from case study file</p>	<p>Note: Learners may need/request help with writing of PPIs at this point, cover the standards from the additional examples and give some time to cover how and why you would create a PPI letter.</p>

Time	Topic	Resource	Your notes
	<p>Hand out PPI letter from case file.</p> <p>Hand out further PPI examples, explain to learners that these how good examples of how a PPI letter should be set out. That there is no 'standard' letter as each letter should be individually tailored for that application.</p> <p>Slide 43</p> <p>This is intended as a 'refresher' if needed by the learners.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What instructions have not yet been met and what are the reasons for your concerns? • Is there any further information you want the applicant or their partner to provide? <p>Note: The learners should be able to determine the following from the evidence provided:</p> <ul style="list-style-type: none"> • On the application form the couple answered 'no' to the question as to whether they had lived together for 12 months in total and provided an explanation that they had lived together seven months and prior to that were in a long distance relationship. • On INZ 1178 they declared living together since 25/07/2018. Learners should state that they do not meet the 12 months living together at lodgement. • They were living together at the time that the SP applied for residence in NZ (based on the timeline they have provided) the learners should identify that we need to find out why the PA was not declared. 	<p>PPI examples</p>  <p>Slide 43</p>	<p>Note: Slide 38 is intended as a refresher and a guide for the learners. Only run through if required.</p>

Case study three

Topic outcomes

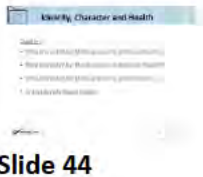
By the end of this topic, learners will be able to apply the end-to-end process when assessing a Partnership-based Residence visa application, where there is greater complexity.


Topic resources



- Facilitator computer and projector
- Participant computers
- Partnership-based Residence visa PowerPoint
- Case study three



Lesson plan



Time	Topic	Resource	Your notes
5 mins	<p>Hand out case study three (do not hand out the PPI documents till the end of the case study).</p> <ul style="list-style-type: none">• Visa Type: Residence• Dependency Type: Partner• Partner Status: NZ Citizen• Principle Applicant name: 9(2)(a) [REDACTED]• Supporting Partner name: 9(2)(a) [REDACTED] <p>Note: There is a Part 2 to case study 3 with additional information and is more complex if time allows or if learners are ready.</p>	<ul style="list-style-type: none">• Case Study 3 Part 1	<p>Facilitator Cover sheet: This contains all the information for this case study, including any actions to be taken or points to be aware of.</p>

Time	Topic	Resource	Your notes
20 mins	<p>Risk rating</p> <p>Ask pairs to report back.</p>		<p>http://inzkit/publish/vt/#36394.htm Verification Toolkit/ Client Risk indicators & Verification advice/ Family – partnership.</p>
10 mins	<p>Check the Adviser is licenced Explain that applications put forward on behalf of another person by an unlicensed immigration adviser should not be accepted, unless the immigration adviser is exempt under the Immigration Advisers Licensing Act 2007 (A18).</p> <p>Show How to check that an advisor is licensed—check with INZ Advisers Authority—see link over.</p> <p>Show / Talk through where to find contacts for an application in AMS.</p>		<p>INZ Advisers Authority: https://iaa.ewr.govt.nz/PublicRegister/Search.aspx</p>
10 mins	<p>Identity, health and character requirements</p> <p>Show slide 44</p> <p>Allow pairs five minutes to answer the question. Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What information has 9(2)(a) provided in relation to identity? <ul style="list-style-type: none"> ○ Passport and Birth certificate. 	 <p>Slide 44</p>	

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> • What information has 9(2)(a) provided in relation to character? <ul style="list-style-type: none"> ○ He provided a Police certificate from India in his previous application (issued in the last 24 months) • What information has 9(2)(a) provided in relation to health <ul style="list-style-type: none"> ○ Provided a chest x-ray certificate in the last 36 months and a General medical Certificate (INZ 1007) • Is there any information missing? 		
15 mins	<p>Assessing the supporting partner Show slide 45 Allow 10 minutes to answer the questions. Ask a pair to report back.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What status is 9(2)(a) Resident or citizen? <ul style="list-style-type: none"> ○ New Zealand citizen. • Is 9(2)(a) eligible to support the application? <ul style="list-style-type: none"> ○ Yes. • What are the reasons for your decision? <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 45</p>	

Time	Topic	Resource	Your notes
15 mins	<p>Partnership evidence – genuine and stable Show slide 46 Allow pairs 10 minutes to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are in a genuine and stable relationship? • What are the reasons for your answer? <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 46</p>	
10 mins	<p>Partnership evidence – living together Show slide 47 Allow pairs five minutes to answer the questions. Ask for a pair to report back on one (or more) of the questions.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are you satisfied that 9(2)(a) [redacted] are living together? • What period of time does the evidence cover? <p>Note: Encourage learners to make a note of any instructions that are not met.</p>	 <p>Slide 47</p>	

Time	Topic	Resource	Your notes
30 mins	<p>Partnership evidence - credible</p> <p>Show slide 48</p> <p>Allow pairs 20 minutes 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"> • Are you satisfied the relationship is credible? • Are there any inconsistencies in the information provided? • What are the reasons for your answer? 	 <p>Slide 48</p>	
10 mins	<p>Partnership requirements</p> <p>Show slide 49</p> <p>Allow pairs five minutes to answer the question.</p> <p>Ask for a pair to report back on the question.</p> <p>Question:</p> <p>Are you satisfied that the partnership meets the minimum requirements for recognition of partnership?</p>	 <p>Slide 49</p>	
20 mins	<p>Risk assessment</p> <p>Explain to learners that when following the Residence Assessment Template this is where they will be prompted to confirm if there are is a risk, alerts or warnings for the client/application. Then to confirm if any verification is required.</p>		<p>Note: As per F2.25 have the applicant and the supporting partner provided sufficient evidence that they are in a genuine and stable relationship? If not is an interview required?</p>

Time	Topic	Resource	Your notes
	<p>Show slide 50 In pairs, allow 10 minutes 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"> • List the risks that you have identified. • How did you identify these risks? • What verification steps would you take? <ul style="list-style-type: none"> ○ Ensure that the learners check risks on the verification toolkit. As per page 179 of the evidence this application the risk summary in AMS specified 'risk of non-genuine relationship'. 	 <p>Slide 50</p>	<p>Verification toolkit> Client Risk indicators & Verification advice > Risk indicators: Family – partnership: http://inzkit/publish/vt/#36394.htm FP03 Quite different backgrounds</p>
20 mins	<p>Determining the application Show slide 51 In pairs, allow 15 minutes 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 all the requirements for the Partnership Residence Visa been met? • If not, list the requirements that have not been met and the reasons why and write a sentence about what you would do next. <p>Note: The learners should determine from the evidence provided:</p> <ul style="list-style-type: none"> • The couple have an age gap of 16 years and are from 	 <p>Slide 51</p>	

Time	Topic	Resource	Your notes
	<p>different cultures.</p> <ul style="list-style-type: none"> • The SP has a son from a previous relationship. • They moved in together within 4 months of meeting. <p>Note: If not using Part 2, learners should be looking for further verification (interview/PPI). Part 2 picks up after these have happened.</p>		

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Review day two

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

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

Day three - Live applications with TA - session one

Topic outcomes

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

Topic resources

- Facilitator computer and projector
- Participant computers
- Live applications

Lesson plan

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

Review day three

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

Time	Topic	Resource	Your notes
30 mins	Ask each individual/pair/group to tell the class: <ul style="list-style-type: none">• about their application• what they identified• what they did• any key learning points?	Whiteboard and markers	

Day four - Live applications with TA – session two

Topic outcomes

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

Topic resources

- Facilitator computer and projector
- Participant computers
- Live applications

Lesson plan

Time	Topic	Resource	Your notes
6 hrs	<p>Hand out applications to individuals, pairs or to groups of three.</p> <p>Explain that learners can raise their hand at any time to ask questions of the TA or the facilitator.</p> <p>Explain that each time learners get to a point of wanting to make a determination in AMS they are to stop and seek approval from the TA before proceeding. Explain that this is crucial as the learners do not yet have the authority to make such decisions.</p> <p>If learners get to a point that they have determined that further information is required, write a bullet list of required information, and show it to the TA. Once approved the TA will put the file aside. Provide the learners with a new application to work on.</p>	Live applications	

Review day four

Topic outcomes

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

Topic resources

Whiteboard markers

Lesson plan

Time	Topic	Resource	Your notes
30 mins	<p>Ask each individual/pair/group to tell the class:</p> <ul style="list-style-type: none">• about their applications?• what they identified?• what they did?• any key learning points? <p>Ask the class if they have any questions before the course finishes.</p>	Whiteboard and markers	