

# Student visa

## Facilitator guide

Version 3.1



Version Control

| Version: | Scale of change (e.g. major, minor) | Summary of changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Publish date: | Author:      | Review and sign off:                     | Date:            |
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| V3       | Major review                        | <ul style="list-style-type: none"><li>Updated content where needed (e.g. update code of practice references to reflect correct year, update to the current VAT)</li><li>Added karakia and te reo where appropriate</li><li>Added additional content around bona fides</li><li>s 6(c)</li><li>Updated case studies and ensured correct redactions for privacy purposes</li><li>Added Limited visa content</li><li>Added additional facilitator guidance for ease of delivery and increased understanding.</li></ul> | November 2024 | Jules Robbie | Gloria Singh (Lead SME)                  | Aug 2024         |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              | Jo Smith (HOO PN)                        | Sept 2024        |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              | Nick Tolan (HOO CHCH)                    | Sept 2024        |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              | Marcelle Foley (HOO POR)                 | Sept 2024        |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              | Celia Coombes (Director Visa – Students) | Nov 2024         |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              | Janine Parsons / Dominic Forde           | 22 November 2024 |
| V3.1     | Minor edits                         | Added additional minor facilitation prompts after pilot.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | December 2024 | Jules Robbie | n/a                                      | n/a              |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              |                                          |                  |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |              |                                          |                  |
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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 workshop is to deliver all topics within the Student visa category. This will be achieved by introducing the visa 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 workshop, learners will be able to:

- describe the Student visa options and explain why Student Visas are important to Aotearoa New Zealand
- explain the application process and explain how an application is processed by INZ
- describe the requirements when assessing a Student visa application
- use INZ tools and systems such as instructions, Standard Operating Procedures (SOPs), and the Visa Assessment Tool (VAT)
- apply the end-to-end process when assessing a Student visa application using case studies.

## Audience

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

## Course duration

Two days (plus an additional two days processing live applications with a TA)

# Preparation

## Prerequisites

Before undertaking this workshop, the learner must have completed all courses in the 'First Steps' and 'My Role' parts of induction.

## Availability of Technical Advisor

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

## Required course resources

- Facilitator computer and projector/large screen
- Participant computers
- Student visa PowerPoint
- Pens and whiteboard markers
- Post-it Notes
- Pathway PowerPoint
- Guardian PowerPoint
- Student Visa Assessment Tool (VAT)
- Case study files

## Standard Operating Procedures

SOPs are published in the Global Process Manual

## Room set-up

The room will need a screen for the facilitator to show PowerPoints and online information, a whiteboard, 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.

## How to use this guide

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

| Time                             | Topic                                                                                                                                          | Resource                                                                                                                  | Your Notes                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suggested time for each section. | Includes: <ul style="list-style-type: none"><li>• Instructions on how to deliver each section of the topic.</li><li>• Model answers.</li></ul> | <b>Resources needed for each section of a topic, including the relevant PowerPoint slide and links to the Ops Manual.</b> | Background information to help the facilitator prepare.<br>Includes links to: <ul style="list-style-type: none"><li>• Relevant INZ information (e.g. Operations manual, INZ website, Verification Toolkit, etc.)</li><li>• Information hosted on government websites (e.g. Employment NZ and Careers NZ)</li></ul> Includes space so the facilitator can add written notes during preparation. |

## 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.

## Workshop outline

| DAY ONE: 6 hours & 45 minutes (excluding breaks) |                              |
|--------------------------------------------------|------------------------------|
| 15 minutes                                       | Welcome                      |
| 2 hours                                          | Introduction to Student Visa |
| 1 hour & 30 minutes                              | Requirements                 |
| 2 hours & 45 minutes                             | Case Study One               |
| 15 minutes                                       | Close                        |

| DAY TWO: 4 hours & 15 minutes (excluding breaks) |                |
|--------------------------------------------------|----------------|
| 15 minutes                                       | Welcome back   |
| 20 minutes                                       | Pathway        |
| 20 minutes                                       | Guardianship   |
| 20 minutes                                       | Attendance     |
| 2 hours & 45 minutes                             | Case Study Two |
| 15 minutes                                       | Close          |

## Day One: Welcome

### Topic outcomes

By the end of this topic, learners will be able to explain the workshop objectives and structure.

### Topic resources

- Student visa PowerPoint

### Lesson Plan

| Time   | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources      | Facilitator Notes                                                                                                                                                                                                                                                                     |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 mins | <p><b>Welcome and introduction</b></p> <p>Nau mai, haere mai and welcome to your Student visa pathway workshop.</p> <p><i>Welcome participants to the workshop and introduce yourself and learners if needed.</i></p> <p><b>Show slide and explain:</b><br/>Before we start, we are going to say our MBIE karakia:</p> <p><i>Tāwhia tō mana kia mau, kia māia<br/>Ka huri taku aro ki te pae kahurangi,<br/>kei reira te oranga mōku<br/>Mā mahi tahi, ka ora, ka puāwai<br/>Ā mātau mahi katoa, ka pono, ka tika<br/>TIHEI MAURI ORA</i></p> <p>TRANSLATION:<br/>Retain and hold fast to your mana, be bold, be brave<br/>We turn our attention to the future, that's where the opportunities lie<br/>By working together, we will flourish and achieve greatness</p> | <b>Slide 2</b> | <p><b>Note:</b> Suggest to learners that they save key links to external information to their favourites so that they have easy access to these throughout the workshop and once they are in the role.</p> <p>Facilitator to remind learners to do this as the course progresses.</p> |

| Time   | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resources | Facilitator Notes |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|        | Taking responsibility to commit to doing things right<br>TIHEI MAURI ORA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                   |
| 5 mins | <b>Workshop objectives</b><br><b>Show slide and explain:</b><br>By the end of this two-day workshop, you will be able to: <ul style="list-style-type: none"> <li>describe the Student visa options and explain why Student Visas are important to Aotearoa New Zealand</li> <li>explain the application process and explain how an application is processed by INZ</li> <li>describe the requirements when assessing a Student visa application</li> <li>use INZ tools and systems such as instructions, Standard Operating Procedures (SOPs), and the Visa Assessment Tool (VAT)</li> <li>apply the end-to-end process when assessing a Student visa application using case studies.</li> </ul> | Slide 3   |                   |
| 5 mins | <b>Agenda</b><br><b>Show slide and explain:</b><br>Let's look at the agenda for today and tomorrow.<br>Use the agenda as a reference to provide learners with an overview of how the workshop is structured and the main topics that will be covered: <ul style="list-style-type: none"> <li>An introduction to Student visas.</li> <li>An overview of the application process.</li> <li>An overview of the education system.</li> <li>Student visa requirements.</li> <li>Case studies.</li> </ul>                                                                                                                                                                                              | Slide 4   |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources | Facilitator Notes |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|      | <ul style="list-style-type: none"> <li>• Explain that once we start working on the case studies they will first work in groups or pairs, and then individually once they have gained confidence.</li> <li>• Explain the approximate time(s) that you will be taking breaks (breaks have not been written into this guide) and what time the day finishes.</li> <li>• Explain site specific health and safety requirements and emergency procedures.</li> <li>• Explain any other relevant housekeeping items such as virtual etiquette if delivering virtually.</li> </ul> |           |                   |

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# Day One: 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
- become familiar with the various forms used by student visa applicants
- describe the key agencies in New Zealand's education system
- list the INZ tools used to assess a Student Visa application

## Topic resources

- Student visa PowerPoint
- Post-It notes
- Whiteboard and markers
- Access to local Team SharePoint site (arranged with TA).

## Lesson Plan

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                               | Resources             | Facilitator Notes                                                                                                                                           |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 mins | <p><b>Student visa purpose and objectives</b></p> <p><b>Show slide and ask:</b></p> <p><i>What do you think are the benefits of having overseas students come to Aotearoa New Zealand to study (for both New Zealand and foreigners)?</i></p> <p><i>Any ideas why they might choose New Zealand?</i></p> <p><b>Show Instructions <a href="#">U1 Objectives</a></b></p> <p><b>Facilitate a discussion about:</b></p> | <p><b>Slide 5</b></p> | <p><b>Operational Manual, U1 Objectives:</b></p> <p><a href="http://inzkit/publish/opsmanual/#34221.htm">http://inzkit/publish/opsmanual/#34221.htm</a></p> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources | Facilitator Notes                                                                                                                           |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------|
|         | <ul style="list-style-type: none"> <li>• how the policy links into attracting skilled migrants</li> <li>• how the work we do supports New Zealand's export education market</li> <li>• the ways students bring in foreign exchange</li> <li>• International students have always been a significant contributor to regional economies" – source <a href="#">International education is a win:win for NZ communities and visiting students » Education NZ (enz.govt.nz)</a></li> <li>• other benefits to Aotearoa (e.g. increased resources for public institutions, increased cultural exposure for kiwi students).</li> </ul>                                                                                                                                                                                                                         |           |                                                                                                                                             |
| 10 mins | <p><b>Information for students</b></p> <p><b>Show slide and ask:</b></p> <p><i>How might potential students know which visa type to apply for or ask for advice on studying in New Zealand?</i></p> <p><b>Click slide to reveal answers:</b></p> <ul style="list-style-type: none"> <li>• Approach a Licensed Immigration Adviser (LIA) or an Education Agent (offshore).</li> <li>• Look on the INZ website</li> <li>• Call the Immigration Customer Service Centre (CSC) and speak with a Customer Services Advisor (CSA)</li> <li>• Education NZ website</li> <li>• Interact directly with a provider, for example offshore at an Education Fair or via word of mouth.</li> </ul> <p>The INZ website is where many potential students will look for more information and then apply for a Student visa.</p> <p><b>Click slide to show link:</b></p> | Slide 6   | <p><b>INZ website</b> <a href="https://www.immigration.govt.nz/new-zealand-visas">https://www.immigration.govt.nz/new-zealand-visas</a></p> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes                                                                                                                                                                   |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>Allow learners 5 minutes to navigate and explore the INZ website.</p> <p><b>Explain</b> that this is so they become familiar with the INZ website and where to find information about students.</p> <p><b>Debrief</b> by asking what learners found out from looking at the website. For example, they may have discovered that there are multiple types of Student visas, and that people can study on Working Holiday or Visitor visas. Ask if anyone found how they could apply.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                     |
| 10 mins | <p><b>Who needs a Student visa to study in New Zealand?</b></p> <p><b>Show slide and explain:</b></p> <p>First of all, let's explore who needs a Student visa to study in Aotearoa:</p> <ul style="list-style-type: none"> <li>• <b>Click slide:</b> Most overseas students need a visa to study full-time in New Zealand. There are two categories of students – domestic and international. Some overseas students have domestic student status and require a student visa to study or train in New Zealand such as University students who enrolled in a PhD programme and some primary and secondary school students (for example, dependent children of a work visa holder who is in NZ).</li> <li>• <b>Click slide:</b> International students are charged international fees and require either a Student visa or another visa that allows study...</li> <li>• <b>Click slide:</b> All Working Holiday visa holders can study a short course/s of up to 6 months. All temporary visa holders (such as visitor visas or works visas) can study a short course of up to 3 months in a 12-month period without needing to vary the conditions of their visa. An example is a work visa holder who wishes to study 3 months of English Language outside of work.</li> </ul> | Slide 7   | <a href="https://www.education.govt.nz/our-work/legislation/definition-of-domestic-student/">https://www.education.govt.nz/our-work/legislation/definition-of-domestic-student/</a> |

| Time                            | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources                   | Facilitator Notes |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------|-----------------------------|------------|---------------------------------|--|--|--|-------------------------------|--|--|--|------------------------------|--|--|--|-----------------|--|--|--|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                 | <p>Work visa holders who are studying <b>as part of their employment, and where the employer supports the study</b>, can study any length of course without having to vary their work visa conditions. Students studying for no more than 3 months (or one school term) can study on a Visitor visa. Those studying on a Visitor visa are considered an international student except V2.35c where a VV holder is studying under a reciprocal exchange programme.</p> <p>Before we move onto the application process, let's take a brief look at Student visa types as potential students to New Zealand need to determine what type of student visa they need to apply for.</p> |                             |                   |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |
| 15 mins                         | <p><b>Visa types</b></p> <p><b>Show Slide:</b></p> <p><b>Activity:</b></p> <p><i>Set up the whiteboard with a table as shown below:</i></p> <table border="1"> <thead> <tr> <th>Visa types</th><th>Criteria</th><th>Length of stay / activities</th><th>Other info</th></tr> </thead> <tbody> <tr> <td>Fee-paying student Visa (U4.10)</td><td></td><td></td><td></td></tr> <tr> <td>Exchange Student Visa (U4.15)</td><td></td><td></td><td></td></tr> <tr> <td>Pathway Student Visa (U14.5)</td><td></td><td></td><td></td></tr> <tr> <td>Fully supported</td><td></td><td></td><td></td></tr> </tbody> </table>                                                              | Visa types                  | Criteria          | Length of stay / activities | Other info | Fee-paying student Visa (U4.10) |  |  |  | Exchange Student Visa (U4.15) |  |  |  | Pathway Student Visa (U14.5) |  |  |  | Fully supported |  |  |  | <p><b>Whiteboard</b></p> <p><b>Markers and pens</b></p> <p><b>Post-it notes</b></p> <p><b>Slide 8</b></p> | <p><b>INZ websites:</b> <a href="https://www.immigration.govt.nz/">https://www.immigration.govt.nz/</a></p> |
| Visa types                      | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Length of stay / activities | Other info        |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |
| Fee-paying student Visa (U4.10) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                   |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |
| Exchange Student Visa (U4.15)   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                   |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |
| Pathway Student Visa (U14.5)    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                   |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |
| Fully supported                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                   |                             |            |                                 |  |  |  |                               |  |  |  |                              |  |  |  |                 |  |  |  |                                                                                                           |                                                                                                             |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes                                                                    |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------|
|         | <div> <div>students (U4.1)</div> <div></div> <div></div> <div></div> </div> <p>Split learners into four groups and assign them a visa type each. Allow the groups 10 minutes to use the <b>'Explore visa options to study'</b> tool on the Immigration website to complete the table on the whiteboard using post-it notes or markers and then ask each group to present back on their findings.</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.immigration.govt.nz/">https://www.immigration.govt.nz/</a></li> <li>Select <b>New Zealand visas</b></li> <li>Select <b>Explore and select a visa</b></li> <li>Use the tool to explore visas.</li> </ul> <p>Example criteria:</p> <div> I would like to explore &amp; select a New Zealand visa to <b>study</b> .<br/> I want to study in New Zealand for <b>more than 6 months</b> .<br/> I am travelling on a passport from <b>Austria</b> .<br/> I am <b>18 years or older</b> . </div> <p><b>Explain</b> that we will be looking at some of these visa types in more detail as we work through the case studies.</p> |           | <p><b>Facilitator note:</b> show learners how to navigate the website if needed.</p> |
| 10 mins | <p><b>Application Process</b></p> <p>The fastest and easiest way to apply for a student visa is online.</p> <p><b>Show slide and explain:</b></p> <p><i>Click slide to advance through each step:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Slide 9   |                                                                                      |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|      | <ol style="list-style-type: none"> <li>1. To apply online, applicants will need a RealMe account. They will complete the form which asks them to provide a photograph of themselves, provide documents that INZ needs to assess their application, and pay the application fee and levies which differ depending on where the applicant is applying from.</li> <li>2. The applicant submits the form along with any required evidence and these documents and application are captured in the PLONE/SAFER system.</li> <li>3. Once it is submitted online, a Support Officer at NaDO (National Documentation Office) undertakes an initial check of the application as per the Lodgement SOP and initiate third party checks if required, such as NZ Police checks, National Security checks (NSC). NaDO will identify any missing documents and will initiate a RFI if any documents are missing.</li> <li>4. Once that is completed, the application is transferred electronically to the processing site. The application is then assigned to an Immigration Officer for processing in AMS. The IO will take the application through all its required checks until it is eventually ready for an outcome</li> <li>5. The IO can check with a Technical Advisor (TA) if needed at any stage in the process.</li> <li>6. These checks will usually involve checking the NZ Police Portal, the NSC portal, and the Immigration Health System (IHS) as well as using the Visa Assessment Tool (VAT) to assess whether the applicant meets student visa requirements.</li> </ol> |           |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources | Facilitator Notes                                                                                                                                                                                                                                                          |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>7. The IO may RFI/PPI if any requirements are not met or documents have not been submitted (<i>see grey dotted arrows on slide</i>).</p> <p>8. At the stage the application is ready for a decision, the IO will proceed with completing the determination tab in AMS.</p> <p>9. If the application has been declined, the IO will draft the decline letter and an TA may conduct a quality check before the final decision is communicated to the client.</p> <p>10. If the application has been approved, the application may be moved to a TA to conduct a quality check.</p> <p>11. If the application has been 'Approved in Principle' (AIP) (for example the passport has not been scanned or if the applicant needs to pay tuition fees) the applicant will be advised by the IO (or a Support Officer in some branches). The applicant has 5 working days to upload the required evidence before a final decision is made.</p> <p>Note: When an IO completes an AIP or requests more information, they need to put a 'bring up' in AMS. This ensure the IO can see what stage the application is at and provides a system view of the number of applications that we are waiting further information from the client.</p> |           |                                                                                                                                                                                                                                                                            |
| 10 mins | <p><b>Tools used by employers and education providers</b></p> <p><b>Show slide and explain:</b></p> <p><b>VisaView</b></p> <p>VisaView is available for employers or education providers to verify if a prospective or current employee or student has the relevant visa to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Slide 10  | <p><b>VisaView Guide for Education Providers:</b></p> <p><a href="https://www.immigration.govt.nz/documents/online-systems/visaviewguideforeducationproviders.pdf">https://www.immigration.govt.nz/documents/online-systems/visaviewguideforeducationproviders.pdf</a></p> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources | Facilitator Notes                                                                                                                                                                                                                                                  |
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|         | <p>allow them to work/study and verifies the conditions of the visa and the date of expiry. They need to register for a RealMe account to use VisaView.</p> <p><b>Visa Verification Service</b><br/>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><b>Correspondence between INZ and Education Providers</b><br/>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. This may occur if INZ needs to confirm details with the education provider directly or if the education provider call INZ for example.</p> <p><b>INZ reporting</b><br/>INZ provides visa decision data to some large providers via a regular report that goes to some Universities, Polytechnics, and PTEs. The report shows current students, applications in progress, and completed applications. The report also shows if a student is in or out of New Zealand.</p> |           | <p><b>Visa Verification Service:</b><br/><a href="https://www.immigration.govt.nz/about-us/our-online-systems/visa-verification-service">https://www.immigration.govt.nz/about-us/our-online-systems/visa-verification-service</a><br/><a href="#">Zealand</a></p> |
| 10 mins | <p><b>Additional Application Forms – Student visa application</b><br/><b>Explain:</b><br/>Some Student visa applications require additional forms (e.g.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Slide 11  | <p><b>Student Visa Guide (INZ 1013)</b><br/><a href="https://www.immigration.govt.nz/documents/forms-and-guides/inz1013.pdf">https://www.immigration.govt.nz/documents/forms-and-guides/inz1013.pdf</a></p>                                                        |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resources | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|         | <p>Sponsorship, Financial Undertaking for a student) and we will look at these as they arise in the case studies.</p> <p>There are also additional forms that may be useful for Students applying for a visa but also may be useful for you to have a look at as well.</p> <p><b>Show slide:</b></p> <p>Ask learners to explore the following forms online:</p> <p><b>Student Visa Guide (INZ 1013)</b><br/> <a href="https://www.immigration.govt.nz/documents/forms-and-guides/inz1013.pdf">https://www.immigration.govt.nz/documents/forms-and-guides/inz1013.pdf</a></p> <p><b>Student Visa Application (INZ 1012)</b><br/> <a href="https://www.immigration.govt.nz/documents/forms-and-guides/inz1012.pdf">https://www.immigration.govt.nz/documents/forms-and-guides/inz1012.pdf</a></p> <p><b>First-time student visa Information sheet:</b><br/> <a href="https://www.immigration.govt.nz/documents/checklists/first-time-student-visa-application-checklist.pdf">https://www.immigration.govt.nz/documents/checklists/first-time-student-visa-application-checklist.pdf</a></p> <p><b>Continuing student visa Information sheet:</b><br/> <a href="https://www.immigration.govt.nz/documents/checklists/student-visa-application-checklist-continuing-international-students.pdf">https://www.immigration.govt.nz/documents/checklists/student-visa-application-checklist-continuing-international-students.pdf</a></p> |           | <p><b>Student Visa Application (INZ 1012)</b><br/> <a href="https://www.immigration.govt.nz/documents/forms-and-guides/inz1012.pdf">https://www.immigration.govt.nz/documents/forms-and-guides/inz1012.pdf</a></p> <p><b>First-time student visa Information sheet:</b><br/> <a href="https://www.immigration.govt.nz/documents/checklists/first-time-student-visa-application-checklist.pdf">https://www.immigration.govt.nz/documents/checklists/first-time-student-visa-application-checklist.pdf</a></p> <p><b>Continuing student visa Information sheet:</b><br/> <a href="https://www.immigration.govt.nz/documents/checklists/student-visa-application-checklist-continuing-international-students.pdf">https://www.immigration.govt.nz/documents/checklists/student-visa-application-checklist-continuing-international-students.pdf</a></p> |
| 10 mins | <p><b>Education Providers in Aotearoa</b></p> <p><b>Show slide and explain:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Slide 12  | <p><b>Study in New Zealand</b><br/> <a href="https://www.studywithnewzealand.govt.nz/en">https://www.studywithnewzealand.govt.nz/en</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Resources                                                                     | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|         | <p>So now that we've learnt a bit about Student visa types and how to apply for them, let's turn our attention to the education system in Aotearoa.</p> <p>Allow learners a few minutes to explore the information on the <i>Study with New Zealand</i> website. Ask them to come up with the four main types of education providers in Aotearoa.</p> <p><b>Click slide to reveal answers:</b></p> <ul style="list-style-type: none"> <li>Schools (Primary, Intermediate, Secondary)</li> <li>Te Pūkenga, the New Zealand Institute of Skills and Technology (national network for all the country's 25 polytechnics and industry training organisations)</li> <li>Private Training Establishments (PTEs) <ul style="list-style-type: none"> <li>A subset of PTEs are English Language Schools (ELS) which are standalone English language specialist PTEs</li> </ul> </li> <li>Universities.</li> </ul> |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 15 mins | <p><b>Overview of Education system</b></p> <p><b>Show slide and explain:</b></p> <p>To offer a place to overseas students, the programme of study and education provider must be approved by the NZQA. The education provider must also be a signatory to the NZQA Education (Pastoral Care of International Students) Code of Practice 2021 to be able to offer a place.</p> <p>Allow learners 5 minutes to explore the information on the INZ website page "Offering a place to international students". Demonstrate how to navigate to the page using the below instructions:</p>                                                                                                                                                                                                                                                                                                                     | <p><b>Slide 13</b></p> <p><b>Whiteboard</b></p> <p><b>Flipchart paper</b></p> | <p><b>Bringing International Students to New Zealand</b></p> <p><a href="https://www.immigration.govt.nz/assist-migrants-and-students/assist-students/understand-your-obligations/bringing-international-students-to-new-zealand">https://www.immigration.govt.nz/assist-migrants-and-students/assist-students/understand-your-obligations/bringing-international-students-to-new-zealand</a></p> <p><b>New Zealand Qualifications Authority (NZQA)</b></p> <p>Go <a href="https://www.nzqa.govt.nz">https://www.nzqa.govt.nz</a></p> <p><b>Education New Zealand (ENZ)</b></p> <p>Go to <a href="https://www.enz.govt.nz/about-enz/">https://www.enz.govt.nz/about-enz/</a></p> |

| Time          | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes |     |     |            |  |  |  |               |  |  |  |  |                                                                                                                                                                                                      |
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|               | <ul style="list-style-type: none"> <li>Go to <a href="https://www.immigration.govt.nz/">https://www.immigration.govt.nz/</a></li> <li>Click <b>Assist Migrants and Students</b></li> <li>Click <b>Assist Students</b></li> <li>Click <b>Understand your Obligations</b></li> <li>Click <b>Bringing International students to New Zealand</b></li> <li>Click <b>Offering a Place to International students.</b></li> </ul> <p><b>Ask:</b><br/> Did anybody visit the link for the <a href="#">Code of Practice for the Pastoral Care of International Students</a>?</p> <p>This brings up the NZQA website. You may have also noticed that the “Offering a Place to International Students” page mentioned the Ministry of Education as well. It’s important to understand the education system and get familiar with the different organisations’ websites as you will need to use them for checking details when assessing applications.</p> <p><b>Activity:</b><br/> Set up the whiteboard with a table as shown below:</p> <p>Allow learners 10 minutes to explore the information on the NZQA, ENZ and MoE websites find out what each of their role or purpose is. Debrief as a group and fill in the table on the whiteboard.</p> <table border="1"> <tr> <td></td><td>NZQA</td><td>ENZ</td><td>MoE</td></tr> <tr> <td>Full name:</td><td></td><td></td><td></td></tr> <tr> <td>Role/purpose:</td><td></td><td></td><td></td></tr> </table> <p><b>Click slide to reveal answers.</b></p> |           | NZQA              | ENZ | MoE | Full name: |  |  |  | Role/purpose: |  |  |  |  | <p><b>Ministry of Education (MoE)</b></p> <p>Go to <a href="https://www.education.govt.nz/our-work/our-role-and-our-people/">https://www.education.govt.nz/our-work/our-role-and-our-people/</a></p> |
|               | NZQA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ENZ       | MoE               |     |     |            |  |  |  |               |  |  |  |  |                                                                                                                                                                                                      |
| Full name:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                   |     |     |            |  |  |  |               |  |  |  |  |                                                                                                                                                                                                      |
| Role/purpose: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                   |     |     |            |  |  |  |               |  |  |  |  |                                                                                                                                                                                                      |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Resources | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|         | <p><b>Explain</b> that we will be learning more about some of these organisations and our education system as we work through the case studies. However, there are probably quite a few terms and acronyms you are already coming across that are unfamiliar to you.</p> <p><b>Parking Lot</b><br/>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 workshop.</p> <p><b>Ask</b> learners to share any terms or organisations that they would like to add to the list so far.</p> <p><b>Explain</b> that you (the facilitator) will cross the items off as they are taught throughout the workshop and as learners become familiar with them. You, or the learners, may add further terms to the parking board as the workshop progresses.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 15 mins | <p><b>How does an immigration officer assess a Student visa application?</b></p> <p><b>Show slide and explain:</b></p> <p>Briefly demonstrate and explain the INZ tools used when assessing applications:</p> <p><b>Instructions for accessing tools:</b></p> <p>On Te Taura (The Link), scroll to the very bottom of the page and select Te Taura sub-sites. Select INZkit to access the following:</p> <ul style="list-style-type: none"> <li>• Global Process Manual</li> <li>• Visa Assessment Tool</li> <li>• Operations Manual</li> </ul> <p><b>Ask</b> learners to navigate to each tool/resource so that they know how to access them and <b>bookmark them for future use.</b></p>                                                                                                                                                                         | Slide 14  | <p><b>Global Process Manual:</b><br/><a href="http://inzkit/publish/globalprocessmanual/#57425.htm">http://inzkit/publish/globalprocessmanual/#57425.htm</a></p> <p><b>Visa Assessment Tools:</b><br/><a href="http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx">http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx</a></p> <p><b>Operational Manual:</b><br/><a href="http://inzkit/publish/opsmanual/#66958.htm">http://inzkit/publish/opsmanual/#66958.htm</a></p> |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                         | Resources | Facilitator Notes |
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|      | <p><b>Ask</b> the TA to give a demonstrations and overview of the resources held on the Your Team Sharepoint site and ensure the following are covered (local TA to lead):</p> <ul style="list-style-type: none"> <li>• Additional VATs (e.g Dependant, MFAT, VOC)</li> <li>• Flow charts to help interpret instructions and to understand processes (attendance and progress, NSCs, work rights).</li> </ul> |           |                   |

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OFFICIAL INFORMATION ACT

# Day One: Student visa requirements

## 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
- Pathway PowerPoint (only for Pathway learners)

## Lesson Plan

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Resources              | Facilitator Notes                                                                                                                                   |
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| 10 mins | <p><b>Overview of student visa requirements</b></p> <p><b>Show slide and explain the following:</b></p> <p>Unless otherwise specified, international students must:</p> <ul style="list-style-type: none"><li>• have an <b>offer of a place</b> or, if returning to continue a programme of study, <b>a confirmation of enrolment</b></li><li>• have paid <b>tuition fees</b> or have sufficient funds to pay them (or be exempted). Offshore applicants can use the AIP process before paying fees. Onshore must provide the fee receipt with the application.</li><li>• meet <b>accommodation</b> requirements (If under 18yrs)</li><li>• have fulfilled the <b>purpose</b> and <b>met the conditions</b> for previous or current temporary visas</li></ul> | <p><b>Slide 15</b></p> | <p><b>Requirements student visas</b></p> <p><a href="http://inzkit/publish/opsmanual/#66958.htm">http://inzkit/publish/opsmanual/#66958.htm</a></p> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes                                                                                                                       |
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|         | <ul style="list-style-type: none"> <li>have the <b>means to maintain themselves</b> (funds, sponsorship or financial undertaking) and additional funds <b>for outward travel</b></li> <li>agree to hold acceptable <b>insurance</b> unless a PhD student or MFAT scholarship holder</li> <li><b>not be</b> on a Guardian visa</li> <li>have a <b>guardian</b> (if under 10 years) or be in an approved hostel.</li> </ul> <p><b>Note:</b> A student who requires a guardian can only be approved a student visa if they are living with their guardian in NZ or in a school hostel. There is a list of approved school hostels on Sharepoint. See U3.30.</p> <p><b>Explain</b> that we will be referring to and learning more about each of these requirements as we work through the case studies. First, we will look into a bit more details around the offer of place.</p> |           |                                                                                                                                         |
| 10 mins | <p><b>Offer of place requirements</b></p> <p><b>Show slide and ask:</b></p> <p><i>What do you think an offer of place needs to include?</i></p> <p>In pairs, allow learners 5 mins to discuss the question and encourage them to use the Ops Manual (U3.5) to find the answer.</p> <p><b>Ask:</b></p> <p><i>How might an applicant show evidence of the offer?</i></p> <p><b>Answer:</b></p> <p>Education providers confirm an offer of a place via a document which applicants must provide. It is good practice to contact the education provider if you are unsure about any details.</p>                                                                                                                                                                                                                                                                                   | Slide 16  | <p><b>Offer of Place</b></p> <p><a href="http://inzkit/publish/opsmanual/#44909.htm">http://inzkit/publish/opsmanual/#44909.htm</a></p> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resources              | Facilitator Notes |
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|         | <p><b>Show</b> the instructions U3.5 and take 5 mins to debrief the question and talk to each instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                        |                   |
| 10 mins | <p><b>Education provider obligations</b></p> <p><b>Show slide and explain</b> that U3.5(c) includes responsibilities of the education provider.</p> <p>As stated on the offer of place the provider must declare:<br/> <i>That they have assessed and are satisfied that the programme is appropriate for the student's expectations, and that the prospective student has the English language proficiency and academic capability to succeed in the programme offered.</i></p> <ul style="list-style-type: none"> <li>• <b>Click slide:</b> For <b>school students</b>, there are no English language requirements, so we accept that the provider is satisfied with the student's English ability by offering them a place.</li> <li>• For <b>English language students</b>, they won't likely have an English level required for course entry.</li> <li>• <b>Click slide:</b> For <b>University students</b>, there will be entry requirements for the programme, but the university needs to assess those (though note we can request evidence if we are concerned about bona fides)</li> <li>• For <b>Te Pūkenga and PTE students</b>, NZQA sets the English language entry criteria and this will usually be proven to the provider via an approved test like IELTS.</li> </ul> <p>The New Zealand Qualifications Authority (NZQA) sets English language entry requirements for international students in the Appendix of the <u>NZQF Programme Approval and Accreditation NZQF Programme Approval and Accreditation Rules 2022</u> and the Qualification and Micro-credential Listing and Operational Rules</p> | <p><b>Slide 17</b></p> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resources | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|         | <p>2022: <a href="https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/Qualification-and-Micro-credential-Listing-Rules-2022.pdf">https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/Qualification-and-Micro-credential-Listing-Rules-2022.pdf</a>.</p> <p>Evidence of English language ability is not an immigration requirement but if someone does not meet the required level then we may have bona fide concerns. We may request evidence of language ability if we have concerns.</p> <p>There are additional obligations for <b>Pathway Students</b>.</p> <p><b>Show instructions U14.5.1(c) and summarise the below:</b></p> <p>Pathway student visa applicants from a country with a student visa decline rate of more than 20 per cent who intend a study pathway commencing with an English language programme of study and culminating in a qualification at Levels 5 to 8 on the New Zealand Qualifications Framework must:</p> <ol style="list-style-type: none"> <li>1. submit an International English Language Testing System test (IELTS) (or equivalent internationally recognised proficiency test) at the time of application; and</li> <li>2. demonstrate that they only require an improvement of 0.5 of an IELTS overall band score (or equivalent) to meet the English language prerequisite for entry into the intended level 5 to 8 programme of study.</li> </ol> |           | <p><b>Facilitator to explain for those who will be processing Pathway students:</b></p> <p><b>Note:</b> If you as an IO have concerns about the client's ability to undertake the study, this can raise 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. An IO should not be penalising the applicant/student for this unless the offer of place is fraudulent.</p> |
| 10 mins | <p><b>Offshore applications – what's different?</b></p> <p><b>Show slide and explain:</b></p> <ul style="list-style-type: none"> <li>• The main difference for applicants living outside New Zealand is that evidence of tuition fee payment is not</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Slide 18  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|      | <p>required until after the application has been approved in principle (AIP) (<a href="#">U3.10</a>)</p> <ul style="list-style-type: none"> <li>The decision to use the AIP route or not, is one for the student/agent. In some cases, you will see the tuition fee receipt with the application. In other cases, the client will use the AIP route.</li> <li>Note: There are other reasons why AIP might be used. Some examples of this are: <ul style="list-style-type: none"> <li>AIP – loan dispersal (if a student has an education loan)</li> <li>AIP – FTS Funds Transfer Scheme – we cover this later in the workshop</li> </ul> <p>But AIP is not limited to these examples - talk to your SIO or TA for more.</p> </li> </ul> <p><b>Click slide:</b> Ask learners to take a few moments to read through E7.15 which explains the difference for PPI when applicants are on and offshore.</p> <ul style="list-style-type: none"> <li>You do NOT need to PPI, unless the below circumstances apply as per E7.15.1. Information that: <ul style="list-style-type: none"> <li>was not obtained from the applicant or their agent; and is not publicly available, or that the applicant is not necessarily aware of; and will or may adversely affect the outcome of an application; and the applicant has not previously had an opportunity to comment on.</li> <li>If you are unsure if your concerns meet the threshold for offshore PPI, see a SIO or a TA.</li> </ul> </li> </ul> <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 and assessment of bona fides which we will cover soon.</p> |           |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources | Facilitator Notes |
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| 10 mins | <p><b>Generic Temporary Entry Class instructions</b></p> <p><b>Show slide and explain:</b></p> <p>Now that we have looked at the first section of the U3.1 <b>(a)</b> summary instructions for Student visa, let's take a look at <b>(b)</b>.</p> <p>Most of these you will already be familiar with as they have been covered earlier in your induction pathway.</p> <p>U3.1 (b): All applicants must meet the requirements under Generic Temporary Entry Class instructions for:</p> <ul style="list-style-type: none"> <li>• lodging an application for a temporary entry class visa as set out at <u>E4</u>; and</li> <li>• bona fide applicants as set out at <u>E5</u>; and</li> <li>• health as set out at <u>A4</u></li> <li>• and character as set out at <u>A5</u>.</li> </ul> <p><b>Pop Quiz:</b></p> <p>Ask learners to open the instructions E4 and use them to answer the questions. Explain that this is a 'quick fire' quiz so you (the facilitator) will ask the questions, learners find the answer and instruction reference and either call out their name or use a 'buzzer' sound to answer. First to buzz in gets to answer. You may want to run this as two teams or individuals. Keep score on the whiteboard and winners get bragging rights!</p> <p><b>Question 1:</b> <i>Do all supporting documents for Student visa applications need to be translated if not already in English?</i></p> | Slide 19  |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Resources | Facilitator Notes |
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|      | <p><b>Answer:</b> All police certificates and medical certificates must be translated. All other supporting documents must be translated if requested by an immigration officer (E4.65.1 Translations).</p> <p><b>Question 2:</b> <i>Can partners and dependent children of students be included in the principal application or do they have to lodge a separate application?</i></p> <p><b>Answer:</b> They have to lodge a separate application for a temporary entry class visa appropriate to their needs (E4.1b Who may be included in an application).</p> <p><b>Question 3:</b> <i>To meet one of the minimum requirements for recognition of partnership, does the couple need to have met prior to the application being made?</i></p> <p><b>Answer:</b> Yes, the couple must have met prior to the application being made (E4.5.15 Minimum requirements for recognition of partnerships).</p> <p><b>Question 4:</b> <i>Is a person who is 18 or 19 years old and not totally or substantially reliant on the student visa holder for support, considered a dependent child?</i></p> <p><b>Answer:</b> No. They need to be totally or substantially reliant on the student visa holder for support as well as unmarried and with no children of their own (E4.1.10 Definition of 'dependent child').</p> <p><b>Question 5:</b> <i>Does a partner need to show that the couple have been living together?</i></p> <p><b>Answer:</b> Yes. If a partner is included in an application, or is applying in their own right as the partner of a temporary entry class visa holder, a New Zealand citizen, or residence class visa</p> |           |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resources                                                   | Facilitator Notes |
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|         | <p>holder, the following must be provided: a. evidence of their relationship, and b. evidence that demonstrates they are living together with that partner in a genuine and stable relationship (E4.5.20 Evidential requirements for partners).</p> <p><b>Question 6:</b> s 9(2)(a) has decided to study in New Zealand for 12 months and her 12-year-old son will accompany her. s 9(2)(a) husband s 9(2)(a) is not included in the application or accompanying them to New Zealand. What do you need to be satisfied with in this situation?</p> <p><b>Answer:</b> Immigration officers must be satisfied that the applicant parent has the right to remove the child from its country of residence or from the country in which rights of custody or visitation have been granted, or that the other parent consents to such removal. (E4.1.15 Custody of children under the age of 16 years).</p> |                                                             |                   |
| 10 mins | <p><b>Bona fides</b></p> <p><b>Show slide and explain:</b></p> <p>Most people who come to Aotearoa New Zealand to study have genuine intentions, have an amazing time, abide by our laws, and adhere to the visa conditions we have given them. However, this is not always the case. It is our job to assess student visa applications and ensure the applicants meet all the requirements to enter our country. We must weigh up all the information and evidence they provide and decide whether to allow them a visa or not. You may need to request additional information from applicants to make your decision, so you'll get to apply your writing skills that you learned from earlier in your learning pathway.</p>                                                                                                                                                                         | <p><b>Slide 20</b></p> <p><b>Whiteboard and markers</b></p> |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resources              | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|      | <p><b>Ask:</b><br/><i>Can anyone give me a definition of bona fide?</i></p> <p><b>Click to reveal answer:</b><br/>Genuine, real, or true.</p> <p><b>Ask:</b><br/><i>What motivates a person to come to Aotearoa New Zealand to study?</i><br/>Remind learners that the Study in New Zealand has good insights into why students choose New Zealand:<br/><a href="https://www.studyinnewzealand.govt.nz/why-nz">https://www.studyinnewzealand.govt.nz/why-nz</a></p> <p><b>Whiteboard learner responses before showing slide to reveal possible responses.</b> The group may come up with more examples than what is covered below.</p> <p><b>Click to reveal each answer:</b></p> <ul style="list-style-type: none"> <li>• High quality education - all of New Zealand's eight universities are ranked in the top 3% in the world and New Zealand ranks 7th for highest performing graduates – ahead of the US, Canada and England.</li> <li>• Learn English by living in an English-speaking country - in a safe, welcoming country with high living standards.</li> <li>• Experience living in a new country - New Zealand is world-famous for its friendly people, spectacular landscapes, and relaxed lifestyle.</li> <li>• Globally recognised qualifications - employers around the world welcome graduates of New Zealand's education system because of their strong academic qualifications, practical skills, and ability to think critically and creatively.</li> </ul> | <p><b>Slide 21</b></p> | <p><b>Facilitator Note:</b><br/>In regard to longer term opportunities as motivation to study, it is fine as the reasoning for a student to say that they are coming to study a particular course because it's on the Green List and will lead to a Post Study Work visa or lead to longer term opportunities as this supports the Government's policy direction around retention of students who have the skills NZ needs. As long as the student has the money needed, will make progress and attend, and not (in the opinion of the IO) breach visa conditions, then they can be deemed bona fide.</p> |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resources | Facilitator Notes |
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|      | <ul style="list-style-type: none"> <li>Longer term opportunities for example a student wanting to study a specific course because it's on the Green List and can lead to a Post Study Work visa.</li> </ul> <p><b>Show slide and explain:</b><br/>When you are thinking about genuine and non-genuine applicants, think of it as Push versus Pull.</p> <ul style="list-style-type: none"> <li>Push – things that would 'push' me or make me want to leave where I live in my home country</li> <li>Pull – things that would 'pull' me back or motivate me to go back where I live in my home country (or in the third country that I am currently staying).</li> </ul> <p><b>Ask:</b> Where might you find out about push factors for certain countries?<br/><b>Answer:</b><br/>s 6(c)</p> <p><b>Brainstorm</b> on the whiteboard what learners think may be push or pull factors for students.</p> <p><b>Some examples of push factors:</b></p> <ul style="list-style-type: none"> <li>Lack of employment/study opportunities</li> <li>War or conflict in home country</li> <li>Economic situation</li> <li>Financial considerations e.g. no assets/unemployed</li> </ul> <p><b>Some examples of pull factors:</b></p> <ul style="list-style-type: none"> <li>Family ties back home</li> <li>Employment opportunities</li> <li>Financial commitments e.g. owning a business or house</li> </ul> | Slide 22  |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resources              | Facilitator Notes |
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|      | <ul style="list-style-type: none"> <li>Migration opportunities e.g. can they lawfully and permanently live in another country if their home country presents strong push factors</li> </ul> <p><b>Ask:</b><br/> <i>If their intentions for studying are non-genuine, what do you think might be some of the negative impacts if they come to New Zealand?</i><br/>           Feel free to jot responses on the whiteboard.</p> <p><b>Possible responses:</b></p> <ul style="list-style-type: none"> <li>Not intending to go home (part of a strategy to stay permanently).</li> <li>Claim benefits.</li> <li>Work illegally.</li> <li>Run up large medical bills.</li> <li>Illegal behaviour which causes expense to our legal system.</li> <li>Failed attempts to enter the country with other visa applications.</li> <li>Overstay or non-genuine asylum claim, refused entry at border.</li> </ul> <p>The group may come up with more examples.</p> <p><b>Show slide and explain:</b><br/>           The assessment of a temporary stay can be confusing and sometimes feel contradictory as:</p> <ul style="list-style-type: none"> <li>settings allow students to apply for another visa (and type) after study</li> <li>there are policy pathways such as post study work visas, which allow some students to remain in New Zealand and work after study</li> <li>there are residence options for many students.</li> </ul> | <p><b>Slide 23</b></p> |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources                                                                                                                   | Facilitator Notes |
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|      | <p><b>Explain:</b></p> <p>Factors such as the nature of any personal, financial, employment or other commitments to the home country generally will hold greater weight with offshore applications. This is because once onshore having been granted their first visa, they begin to form a nexus to New Zealand and factors such as adherence to previous visa conditions, remaining lawful in New Zealand and fulfilling the purpose of their visa hold greater weight.</p> <p><b>Show slide and explain:</b></p> <p><u>The IAC</u> explains that an intention for a temporary stay in New Zealand means an applicant has applied for a visa with conditions that align with their purpose for coming to, or remaining in, New Zealand.</p> <p>The IAC notes that the fact someone might apply for a further visa, such as a student or work visa, does not in itself mean that they do not genuinely intend a temporary stay and therefore are not bona fide.</p> <p>However, in some cases, a change onshore may indicate significant concerns about a person's bona fides and intent - such as where an applicant changes the length or intent of their stay in New Zealand abruptly and this change does not align with information that INZ has about the person.</p> <p>Let's look at this in more detail.....</p> <p><b>Show slide and explain:</b></p> <p>IOs must consider the evidence of lawful purpose submitted (e.g. study) along with:</p> <ul style="list-style-type: none"> <li>the ability of the student to leave or be deported and</li> </ul> | <p><b>Slide 24</b></p> <p><a href="#">IAC 13-09 Assessing Bona Fide Application Criteria.pdf</a></p> <p><b>Slide 25</b></p> |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Resources              | Facilitator Notes |
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|      | <ul style="list-style-type: none"> <li>any relevant information held about previous applications and including (but not limited to) any visa condition breaches, overstaying or dependent overstayers</li> </ul> <p><b>Click slide:</b></p> <p>Personal circumstances of the student including (but not limited to):</p> <ul style="list-style-type: none"> <li>strength of family ties at home &amp; NZ</li> <li>personal, financial, employment commitments</li> <li>anything that may discourage someone from going home if they were declined a subsequent visa, or their visa expired.</li> </ul> <p>IAC 13-09 provides advice on interpreting these instructions. We do not use lack of “incentive to return home” as a basis of assessment.</p> <p><b>Show slide and explain:</b><br/>An IO assesses the <b>intent of the applicant to study</b>, and whether we are satisfied that they will meet those student visa conditions (particularly around <b>funds, attendance, and progress</b>).</p> <p><b>Click slide and explain:</b></p> <p>We do not make subjective calls on the choice of study because we do not know the full reasoning behind study selection. There is also no real right or wrong answer that the applicant could give – there would be nothing wrong with an applicant who already had a diploma in quantity surveying coming to do a Grad Dip in the same subject area if their answer was “because I know that I can obtain a PSWV after the Diploma and that will allow me to work as a quantity surveyor in New Zealand, whereas the qualification I currently hold may not be recognised by NZ employers” . There is nothing wrong with someone</p> | <p><b>Slide 26</b></p> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resources                               | Facilitator Notes |
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|         | <p>who has been working in an industry, deciding to upskill in that industry and do that in NZ because of the incentives the govt has offered.</p> <p>We do not damage NZ's brand by implying that NZ is not a great destination for Education. There is a Govt strategy aimed at International Education, and a large agency whose job it is to market NZ's Education to the world. We need to be careful with how we convey our comments</p> <p><b>Click slide and explain:</b></p> <p>We do decline if instructions are not met, and if we are not satisfied that the student is bona fide, however, this must be a holistic assessment, where we weigh and balance the risks along with the positive aspects.</p> |                                         |                   |
| 10 mins | <p><b>Health</b></p> <p><b>Show slide and explain:</b><br/>Most of you will be already familiar with Health requirements from earlier in your induction.</p> <p><b>Ask:</b><br/><i>Can anyone summarise the health requirements for us?</i></p> <p><i>Ask volunteers to contribute. Ensure the main points below are covered (note, these are summarised only, refer to Ops Manual for full instructions). Prompt them to look up the instructions if needed:</i></p> <p>A4.</p> <p><i>Once learners have contributed <b>click the slide to reveal the answers below:</b></i></p>                                                                                                                                     | <p><b>Slide 27</b></p> <p><b>A4</b></p> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Resources | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|         | <ul style="list-style-type: none"> <li>All applicants for visas must have an acceptable standard of health.</li> <li>A person has an acceptable standard of health if they are: <ul style="list-style-type: none"> <li>unlikely to be a danger to public health; and</li> <li>unlikely to impose significant costs or demands on New Zealand's health services or special education services; and</li> <li>able to undertake the work or study on the basis of which they are applying for a visa, or which is a requirement for the grant of the visa.</li> </ul> </li> </ul> <p>Ask learners to look at <b>A4.15</b>, and <b>A4.25</b> and discuss.</p> <p>Ensure the following are covered:</p> <ul style="list-style-type: none"> <li>A4.15.2 Assessment of an applicant for a student visa who is likely to qualify for Ongoing Resourcing Schemes (ORS) funding</li> <li>Discuss which applicants are required to provide evidence of their health status by providing a <b>General Medical Certificate</b> and/or a <b>Chest X-ray Certificate</b> (Note: Pregnant women and children under 11 years of age are not required to have an X-ray examination).</li> </ul> <p><b>Explain</b></p> <p>Great! Let's move onto the Character requirements.</p> |           | <p><b>Facilitator Note:</b> Consider facilitating the discussion around VP 396 – Calculating Medicals and PC for Temp</p> <p><a href="http://inzkit/publish/visapak/visapak/#72161.htm">http://inzkit/publish/visapak/visapak/#72161.htm</a> because it's important reminder for learners at this stage.</p> <p>This explains the Calculating Medicals and PC for Temp. The timeframe calculation for Medical Certificates is <i>contiguous</i>, whereas the timeframe calculation for Police Certificates is <i>cumulative</i>.</p> |
| 10 mins | <p><b>Character</b></p> <p><b>Show slide and explain:</b></p> <p>Most of you will be already familiar with Character requirements from the Character workshop earlier in your induction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Slide 28  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Resources | Facilitator Notes |
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|      | <p><b>Ask:</b></p> <p><i>Can anyone summarise the character requirements for us?</i></p> <p><i>Ask volunteers to contribute. Ensure the main points below are covered (note, these are summarised only, refer to the Ops Manual for full instructions). Prompt them to look up the instructions if needed: A5.</i></p> <p><i>Once learners have contributed <b>click the slide to reveal the answers</b> below:</i></p> <ul style="list-style-type: none"> <li>• Applicants for all visas must: <ul style="list-style-type: none"> <li>○ be of good character; and</li> <li>○ not pose a potential security risk.</li> </ul> </li> </ul> <p>Ask learners to look at A5.5, A5.10, A5.20, and A4.65 and discuss. Ensure the following are covered:</p> <ul style="list-style-type: none"> <li>• Character checks must be carried out for those aged 17 and over applying for temporary entry class visas who intend to stay in New Zealand for 24 months or longer; and other applicants for temporary entry class visas who warrant a character check if the immigration officer decides it is necessary.</li> <li>• (c) It is a mandatory requirement for applicants for a temporary entry class visa aged 17 and over to obtain a police or similar certificate from: <ul style="list-style-type: none"> <li>○ their country of which they hold citizenship; and</li> </ul> </li> </ul> | A5        |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Resources | Facilitator Notes |
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|         | <ul style="list-style-type: none"> <li>○ any country in which the applicant has lived for 5 years or more (whether on one visit or intermittently) since turning 17 years old.</li> <li>• Despite the above, student visa applicants do not have to provide a police or similar certificate until they are aged 20 or over if they: <ul style="list-style-type: none"> <li>○ held a student visa when they turned 17; and</li> <li>○ have held consecutive student visas (or interim visas with study conditions) since the date they turned 17; and</li> <li>○ are applying for a further student visa.</li> <li>○ s 6(c)</li> </ul> </li> <li>• Police Certificates: <i>how old can the Police Certificates be?</i> - Less than six months old at the time an application is lodged A5.10(a)</li> <li>• Any person described in section 15 or 16 of the Immigration Act 2009 must not be granted a residence class visa or entry permission, and their application will be declined. The only exceptions are where: <ul style="list-style-type: none"> <li>○ the person is otherwise eligible for the grant of a visa and entry permission under immigration instructions, and</li> <li>○ a special direction under section 17 of the Immigration Act 2009 has been given to that person, authorising the grant of a visa and entry permission.</li> </ul> </li> </ul> |           |                   |
| 10 mins | s 6(c)<br><br><b>Show slide and explain:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Slide 29  |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Resources     | Facilitator Notes |
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|      | <p>s 6(c)</p> <p>s 6(c)</p> <p><b>People who need a National Security Check</b><br/>           If an applicant is 17 years or older and from a country listed in the “People who need a National Security Check” part of the immigration instructions, a National Security Check (NSC) will need to be completed. Direct the group to have a look at some of the countries in the ‘People who need a National Security Check’ part of the</p> <p>s 6(c)</p> <p>s 6(c)</p> | <p>s 6(c)</p> |                   |

| Time | Topic                                                                                                                                                           | Resources | Facilitator Notes |
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|      | <div> <div>s 6(c)</div> <div>s 6(c)</div> </div> <div> <b>Explain:</b><br/>           Now we are going to start working on our first case study!         </div> |           |                   |

## Day One: 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Resources                    | Facilitator Notes                                                                                                                                                                                 |
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| 5 mins | <p><b>Explain:</b></p> <p>The Student Visa Assessment Tool (VAT) we looked at earlier, really comes into play when starting to assess an application. It provides you with a structure to follow and links to other systems you may need to use when checking applicant requirements.</p> <p>Learners to spend time browsing the VAT.</p> <p><b>Tip:</b> Try changing the Triage Risk level to see how the VAT changes.</p> <p><b>Explain:</b></p> <p>You will learn more about this tool with your buddy/TA during live application processing later and we will use it when working through our case studies.</p> |                              | <p><b>Student Visa Assessment Tool</b></p> <p><a href="http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx">http://thelink/content/inzkit/Pages/verifying-and-assessing.aspx</a></p> |
| 5 mins | <p><b>Case study one</b></p> <p>Arrange the learners into pairs of groups of three.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Case study one</b></p> | <p><b>Note:</b> Ask learners, when answering questions about the case study, to summarise and pick out</p>                                                                                        |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resources       | Facilitator Notes                                                                                                         |
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|         | <p><b>Ask learners to open</b> case study one.</p> <p><b>Explain</b> to learners that they are to assume they are assessing this application as of <b>1 March 2025</b>. Use the VAT to help you as we go through the case study.</p> <p><b>Case study one overview:</b></p> <ul style="list-style-type: none"> <li>• Triaged Risk Level: Low – no alerts and warnings</li> <li>• Principal Applicant name: s 9(2)(a)</li> <li>• Partnership status: Single</li> <li>• Study period: 6 to 12 months</li> <li>• Type of study: Secondary</li> <li>• Offer of Study: from s 9(2)(a)</li> <li>• First time student applicant – applying on-shore</li> <li>• CXR has been provided, ASH and still valid as per the declaration on his application form.</li> <li>• Applicant: Came in on a visitor visa for a family holiday and parents have decided to enrol him in study here.</li> </ul> |                 | <p>key points from the source information rather than quoting word-for-word, for example, from the Operations Manual.</p> |
| 10 mins | <p><b>Identity, health, and character</b></p> <p><b>Show slide:</b></p> <p><b>As a recap ask the learners:</b></p> <ul style="list-style-type: none"> <li>• What are the documents that we need to check to confirm Identity?</li> <li>• Why do we assess Health (A4)?</li> <li>• Why do we assess Character (A5)?</li> </ul> <p>Allow pairs/group 5 mins to answer the below questions.<br/>Ask a group to report back on their answers to one (or more) of the questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Slide 30</b> |                                                                                                                           |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Resources       | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                  |
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|         | <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What information has Wang provided in relation to identity?<br/><i>Passport</i></li> <li>What information has s 9(2)(a) provided in relation to character?<br/><i>He will not need a NSC or PC as he is under 17</i></li> <li>What information has s 9(2)(a) provided in relation to health?<br/><i>CXR has been provided, ASH and still valid as per the declaration on his application form. Insurance has been paid (refer to invoice). Note that an applicant's declaration in the application that they have insurance is sufficient</i></li> <li>Is there any information missing?<br/><i>No?</i></li> </ul> |                 |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 10 mins | <p><b>Study offer – evidence</b></p> <p><b>Show slide:</b></p> <p>Briefly explain the evidence requirements to the study offer (<a href="#">U3.5</a>, <a href="#">U3.7</a>).</p> <p>Allow pairs/group 10 mins to answer the questions.</p> <p>Ask a group to report back on their answers to one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What evidence must be included in an offer of place?</li> <li>What evidence must be included in a confirmation of enrolment?</li> <li>Does the application include all required evidence?</li> </ul>                                                                              | <b>Slide 31</b> | <p><b>Offer of Place</b></p> <p>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 language proficiency and academic capability to succeed in the programme offered.</p> <p><a href="http://inzkit/publish/opsmanual/#44909.htm">http://inzkit/publish/opsmanual/#44909.htm</a></p> |
| 10 mins | <p><b>Study offer – Education Providers</b></p> <p><b>Show slide and explain: Click slide at each number:</b></p> <p>U5 notes all <b>(1) education providers</b> must comply with a set of obligations via the <b>(2) Education and Training Act 2020</b> administered by the <b>(3)</b></p>                                                                                                                                                                                                                                                                                                                                                                                       | <b>Slide 32</b> |                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resources       | Facilitator Notes |
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|         | <p><b>Ministry of Education</b> and the <b>(4) New Zealand Qualifications Authority</b> (NZQA). (U5.5 Primary to U5.20 Universities)</p> <p>To provide an offer of place to foreign students the EP must be a <b>(5) signatory</b> to the <b>(6) Education (Pastoral Care of Tertiary and International Learners) Code of Practice</b> 2021. This is administered by the NZQA and can be confirmed on the NZQA web site.</p> <p>The NZQA complete <b>(7) External Evaluation Reviews (EER)</b> on education providers and determine what category rating the EP is. INZ can only grant student visas for study at an EP that is Cat 1, 2 or 3 so - if a PTE <b>(8) falls to a Cat. 4</b>, a Student visa <u>will not</u> be granted U5.1 d. Universities, Te Pūkenga and schools are not subject to EERs. Note: categories are displayed in AMS.</p> <p>The EP also needs to be <b>(9) 'accredited'</b> to provide the programme offered and the 'programme' needs to be an approved programme. Emphasise the need for NZQA approval of PTE and Te Pūkenga programmes/courses.</p> <p><b>Search for Education Providers</b><br/> Allow learners 5 mins to explore the NZQA website:<br/> <a href="https://www.nzqa.govt.nz/providers/index.do">https://www.nzqa.govt.nz/providers/index.do</a></p> <p>Once a provider is selected you can see if they are a Code Signatory and you can click to see further details of their approved programmes.</p> |                 |                   |
| 10 mins | <p><b>Acceptable education provider</b><br/> <b>Show slide and explain:</b><br/> In pairs, allow 10 mins to answer the questions<br/> Ask a pair to answer one (or more) of the questions<br/> <b>Questions:</b></p> <ul style="list-style-type: none"> <li>What are the requirements for schools?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Slide 33</b> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes |
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|         | <p>(U5.5)</p> <ul style="list-style-type: none"> <li>Is s 9(2)(a) study offer from an acceptable education provider?</li> </ul> <p>Yes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                   |
| 10 mins | <p><b>Tuition Fees</b></p> <p><b>Show slide:</b></p> <p>Students are required to provide evidence of having paid tuition fees before the visa is granted (<a href="#">U3.10</a>)</p> <p>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/groups, allow 5 mins to answer the questions.</p> <p>Ask a group to answer one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What do you do if there is no evidence of fee payment. Onshore? Offshore?<br/> <i>Onshore – call the Education Provider to ask if fees have been paid, and if so, how much was paid and on what date. Ask for a receipt.</i><br/> <i>Offshore – contact the applicant to request a receipt, or AIP.</i></li> <li>What instruction number outlines details about students who are exempt from providing evidence of fee payment?<br/> <i>U3.10 (c)</i></li> <li>Have s 9(2)(a) fees been paid?<br/> s 9(2)(a) has paid in full.</li> <li>What is s 9(2)(a) study start and finish dates for his school year?<br/> <i>28/01/2025 – 13/12/2025 – this is in his application and confirmed by EP in Offer of Place.</i></li> </ul> | Slide 34  |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resources | Facilitator Notes |
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|         | <b>Attendance</b><br><b>Explain:</b><br>Our applicant is a first-time student in New Zealand so therefore, attendance does not apply in this case.<br>We will explore more about the attendance requirement tomorrow.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                   |
| 10 mins | <b>Funds for maintenance</b><br><b>Show slide and ask:</b><br><i>In what ways might students show that they have sufficient funds available to maintain themselves throughout their stay in New Zealand?</i><br>Ask learners to look up U3.20 as a prompt.<br><b>Click to reveal answers:</b> <ul style="list-style-type: none"> <li>• Scholarship</li> <li>• Sponsorship</li> <li>• Financial Undertaking for a Student</li> <li>• funds held by or on behalf of the student.</li> </ul> <b>Click slide and explain:</b><br>Outward Travel or OWT is also related to this requirement. Let's quickly take a look:<br><b>Show</b> learners U3.25 and discuss.<br><b>Ask</b> learners to read through the requirements for Sponsorship, Financial Undertaking, and funds held and ask for a different volunteer to summarise each one (U3.20).<br><b>Ask:</b><br><i>What are the annual amounts required for a programme of study lasting 36 weeks or longer?</i><br><b>Answer:</b> refer to U3.20.30 Funds required for students taking programmes of study lasting 36 weeks or longer. | Slide 34  |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Resources | Facilitator Notes |
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|         | <p><b>Ask:</b><br/> <i>What are the annual amounts required for a programme of study lasting less than 36 weeks?</i></p> <p><b>Answer:</b> refer to U3.20.25 Funds required for students taking programmes of study lasting less than 36 weeks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                   |
| 10 mins | <p><b>Genuine and available funds</b></p> <p><b>Show slide:</b></p> <p><b>Discussion</b><br/> Facilitate a discussion on important considerations when assessing evidence of funds – ask learners to use the Ops Manual to help prompt the discussion (<a href="#">U3.20.20</a>).</p> <p><b>Ensure the discussion covers the following:</b><br/> 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><b>Genuine availability</b> - 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 their account or for a child in a parent's account this is generally accepted. If</p> | Slide 36  |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|         | <p>the arrangement is something else then we need to ask ourselves is it available to meet their maintenance costs?</p> <p><b>Genuine source</b> - we need to consider 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>Some other scenarios where you may have concerns might be if funds are in sanctioned banks (banks that are blocked from international transfers e.g. some Russian banks), funds from multiple sources in multiple people's accounts, funds in the account of an extended relative or someone else the applicant does not know well.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 10 mins | <p><b>Funds transfer scheme</b></p> <p><b>Show slide and explain:</b></p> <p>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"> <li>• China</li> <li>• India</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Slide 37  | <p><b>Funds Transfer Scheme (FTS)</b></p> <p><a href="https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/education-quals-study/funds-transfer-scheme">https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/tools-and-information/education-quals-study/funds-transfer-scheme</a></p> <p>Note: If an applicant applies for the FTS, remind learners to add a 'bring up' in AMS.</p> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Resources | Facilitator Notes                                                                                                                                                                                                                                                                                                          |
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|         | <ul style="list-style-type: none"> <li>Philippines</li> <li>Sri Lanka.</li> </ul> <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. If the student wants to withdraw the entire amount they need to apply to ANZ for approval before this can happen. If you are not satisfied that the funds presented in the visa application are from a genuine source, or there are significant concerns with the availability, the FTS may not be appropriate to use in this instance as it is unlikely to sufficiently address these concerns.</p> <p>Allow learners 5 mins to explore the information on the INZ website about the FTS.</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.immigration.govt.nz">https://www.immigration.govt.nz</a></li> <li>Search: FTS</li> </ul> |           |                                                                                                                                                                                                                                                                                                                            |
| 15 mins | <p><b>Assessing sufficient funds</b></p> <p><b>Show slide:</b></p> <p>Allow pairs/groups 10 mins to answer the questions.</p> <p>Ask for a group to report back on one (or more) of the questions.</p> <p><b>Questions:</b></p> <p><b>Note to facilitator:</b> Refer to case study one cover sheet (and facilitator notes) for information about potential issues regarding funds for maintenance.</p> <ul style="list-style-type: none"> <li>What are some acceptable types of evidence in relation to funds for maintenance?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Slide 38  | <p><b>Facilitator notes:</b></p> <ul style="list-style-type: none"> <li>PA has paid homestay but this doesn't add up to \$17,000 (\$12,480.00 has been paid to homestay, so we need to see proof of the remaining amount).</li> <li>We need proof of funds which they have not included with their application.</li> </ul> |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources       | Facilitator Notes |
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|         | <p><a href="#">(U3.20)</a></p> <ul style="list-style-type: none"> <li>Does s 9(2)(a) have sufficient funds?<br/><i>No</i></li> <li>What are the reasons for your answer?</li> </ul> <p><a href="#">(U3.20.30)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |                   |
| 10 mins | <p><b>Accommodation</b></p> <p><b>Show slide:</b></p> <p>Allow pairs/groups 5 mins to answer the questions.</p> <p>Ask for a group to answer one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What are the evidence requirements for accommodation?<br/><a href="#">(U3.15)</a></li> <li>How does s 9(2)(a) application meet these requirements?</li> </ul>                                                                                                                                                                                                                                                                                                       | <b>Slide 39</b> |                   |
| 10 mins | <p><b>Guardianship</b> <a href="#">(U3.30(a))</a></p> <p><b>Show slide:</b></p> <p><b>Explain</b> that some applications may include a guardian.<br/>Guardianship requirements for students aged under 10 years are set out in instructions <a href="#">(U3.30(a))</a>.</p> <p><b>Ask</b> learners to open U3.30 (a) and summarise.</p> <p>Some older students who are not required to live with a guardian can and do still choose to be accompanied by their guardian. The instructions for Guardian Visas are at <a href="#">V3.100</a>.</p> <p><b>Ask</b> learners to open V3.100 and summarise.</p> <p>Adult students (18 years or out of school) cannot have a guardian accompany them on a Guardian Visa.</p> | <b>Slide 40</b> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources       | Facilitator Notes |
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|         | <p>Allow 5 mins to answer the questions.<br/>Ask for a pair/group to answer one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• If s 9(2)(a) wanted his mother to join him, could she apply to come to New Zealand as his guardian? (<a href="#">V3.100</a>)</li> <li>• What are the reasons for your answer?</li> <li>• How long can guardians stay?<br/><i>Their visitor visa is valid for the same period as the student visa held by the student they are accompanying. If the student visa holder is not enrolled in school years 1-13 and turns 18 years of age during the validity of their student visa, the legal guardian may only be granted a visitor visa valid until the day before the student turns 18. (V3.100.10)</i></li> </ul> | <b>Slide 41</b> |                   |
| 10 mins | <p><b>Bona fide</b><br/><b>Show slide 25</b></p> <p>In pairs, allow 5 mins to answer the questions. Ask a pair to answer the question.</p> <p><b>Question:</b><br/>Based on the information in the application, do you have any concerns about s 9(2)(a) being a “bona fide applicant”?<br/>(<a href="#">E5</a>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Slide 42</b> |                   |
| 10 mins | <p><b>Risk assessment</b></p> <p><b>Show slide and explain:</b><br/>We receive Student visa requests from all over the world. To help us process Student visa applications, INZ groups people and their requests into different markets. Within each market, applications are automatically triaged as Low, Medium, or High Risk.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Slide 43</b> |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resources | Facilitator Notes |
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|      | <p>You will have explored the Verification Toolkit (VT) during your Risk and Verification workshop. The VT provides useful knowledge and resources which will assist you with knowledge about people from certain countries, provide guidance on what genuine documents should look like, update you with the most recent fraud trends from certain areas and more.</p> <p>Learners to spend time browsing the Verification Toolkit and subsequent links.</p> <ul style="list-style-type: none"> <li>Go to <a href="http://inzkit/publish/vt/#57125.htm">http://inzkit/publish/vt/#57125.htm</a></li> </ul> <p>There are many tools or ways to help you to identify risk on a visa application:</p> <p>There are many tools/ways to help you to identify risk on a visa application:</p> <ul style="list-style-type: none"> <li>AMS may have a warning against an applicant, or their education provider or other third party</li> <li>A triage risk rule may identify one or more risks in the application</li> <li>IO or other person that has interaction with the application has identified a risk themselves.</li> </ul> <p><b>Facilitate a discussion about:</b></p> <ul style="list-style-type: none"> <li>the potential risks associated with student visa entry.</li> </ul> <p>Discussion on risks might include:</p> <ul style="list-style-type: none"> <li>applying for a higher level of study to gain entrance to New Zealand and then enrol into a lower level of study</li> <li>education providers admit students who marginally meet academic entry requirements for financial gain</li> </ul> |           |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Resources | Facilitator Notes |
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|         | <ul style="list-style-type: none"> <li>education providers are established to make money while not meeting good educational standards, resulting in closures by NZQA or failures and possible damage to New Zealand's educational reputation.</li> </ul> <p><b>Explain</b> 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/groups, allow 5 mins to answer the questions.<br/>Ask a group to answer one (or more) of the questions.</p> <p><b>Note to facilitator - Risk assessment</b><br/>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> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Have you identified any risk?</li> <li>If so, what actions would you take to mitigate it?</li> </ul> |           |                   |
| 10 mins | <p><b>Determining the application</b></p> <p><b>Show slide:</b><br/>In pairs/groups, allow 5 mins to answer the question.<br/>Ask a group to answer the question.</p> <p><b>Question:</b><br/>What is your decision in relation to the visa application?</p> <p><b>Debrief:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Slide 44  |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources                                                            | Facilitator Notes |
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|         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                      |                   |
| 10 mins | <p><b>Work rights</b></p> <p><b>Show slide and explain:</b></p> <ul style="list-style-type: none"> <li>You may grant visa conditions allowing a student to work if they are aged 16 or over (<a href="#">U13.1</a>), and requirements at <a href="#">U13.5</a> or <a href="#">U13.10</a> or <a href="#">U13.15</a> are met.</li> <li>Work rights are not granted to any training scheme, regardless of level, unless it is English language study as per U13.15.1(e).</li> <li>If under 18 they will also require written permission from their provider and written parental consent.</li> <li>Some offers of place will state that the student is required to undertake practical work experience. If the IO is satisfied that the practical work experience is a programme requirement (and has been approved by NZQA as such), this can be added as a condition to the visa.</li> <li>In the case of Pathway Student Visas, if the first course doesn't qualify for in-study work rights, they should not be granted. The applicant should be advised to apply for a VOC to have work rights added once they move on to the eligible programme.</li> </ul> <p><b>Show slides:</b></p> <p><b>Explain</b> the work rights flowcharts.</p> <p><b>Note:</b> Work rights for Summer Vacation and Scheduled Vacations references a requirement that the course must be based on a minimum of 2 semesters. We have been advised that all the English courses we are currently aware of are not semester-based and therefore will <u>not get Summer or Scheduled vacation work rights.</u></p> | <p><b>Slide 45</b></p> <p><b>Slide 46</b></p> <p><b>Slide 47</b></p> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Resources       | Facilitator Notes |
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| 10 mins | <p><b>Show slide 29</b></p> <p><b>Explain</b> that there are requirements in relation to allowing a student to work.</p> <p>Allow pairs/groups 10 mins to answer.</p> <p>Ask a group to answer one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What age do holders of student visas have to be to be able to work?<br/>(<a href="#">U13.1</a>)</li> <li>• Up until what age do students require parental consent to work?<br/>(<a href="#">U13.10</a>)</li> <li>• What are the work types that you are not allowed to do on a student visa?<br/>(<a href="#">U13.1</a>)</li> <li>• What are the requirements for granting work conditions to a secondary school student?<br/><i>The school has given permission specifically for both part time and summer vacation work rights, but the mother has only given permission to work. What is the correct course of action in this instance? Discuss – would check with the parent.</i></li> <li>• Has <span style="background-color: #cccccc;">s 9(2)(a)</span> met these conditions?<br/>Yes</li> </ul> | <b>Slide 48</b> |                   |

## Day One: Debrief

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources                                                   | Facilitator Notes |
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| 15 mins | <p><b>Recap learning</b></p> <p><b>Explain:</b></p> <p>Ka rawe (excellent) team, you have done a great job of getting involved and putting your learnings into practice today.</p> <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 learners to brainstorm their key learning points from today. Capture their answers on the whiteboard in a mind map/ brainstorm format.</p> <p>You can use the following topics to help generate ideas:</p> <ul style="list-style-type: none"><li>• NZ's education system</li><li>• Visa types and requirements for students</li><li>• Offer of study</li><li>• Funds for maintenance</li></ul> | <p><b>Whiteboard and markers</b></p> <p><b>Slide 49</b></p> |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources | Facilitator Notes |
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|      | <ul style="list-style-type: none"> <li>Guardianship</li> <li>Risk and more...</li> </ul> <p>Provide an overview of tomorrow, that we will be working on a further case study in pairs. Ask learners if they have any questions before the day finishes.</p> <p><b>Show slide and explain:</b><br/> Thank you for your time today. We will close with our MBIE Closing Karakia.</p> <p><i>Ka hiki te tapu</i><br/> <i>Kia wātea ai te ara</i><br/> <i>Kia tūruki ai te ao mārama</i><br/> <i>Hui e, Taiki e</i></p> <p>TRANSLATION:<br/> Restrictions are moved aside<br/> So the pathway is clear<br/> To return to everyday activities<br/> Enriched and unified.</p> |           |                   |

## Day Two: Welcome to Day 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Resources              | Facilitator Notes |
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| 5 mins | <p><b>Welcome back</b></p> <p>Nau mai, haere mai and welcome to day two of your Student visa pathway workshop.</p> <p><b>Show slide and explain:</b></p> <p>Before we start, we are going to say our MBIE karakia:</p> <p><i>Tāwhia tō mana kia mau, kia māia</i><br/><i>Ka huri taku aro ki te pae kahurangi,</i><br/><i>kei reira te oranga mōku</i><br/><i>Mā mahi tahi, ka ora, ka puāwai</i><br/><i>Ā mātau mahi katoa, ka pono, ka tika</i><br/><i>TIHEI MAURI ORA</i></p> <p>TRANSLATION:<br/>Retain and hold fast to your mana, be bold, be brave</p> | <p><b>Slide 50</b></p> |                   |

| Time   | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes |
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|        | <p>We turn our attention to the future, that's where the opportunities lie</p> <p>By working together, we will flourish and achieve greatness</p> <p>Taking responsibility to commit to doing things right</p> <p>TIHEI MAURI ORA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                   |
| 1 min  | <p><b>Workshop objectives</b></p> <p><b>Show slide and explain:</b></p> <p>Let's remind ourselves of the workshop objectives. So, we are already well on our way to achieving these objectives. By the end of today, you will be able to:</p> <ul style="list-style-type: none"> <li>• describe the Student visa options and explain why Student Visas are important to Aotearoa New Zealand</li> <li>• explain the application process and explain how an application is processed by INZ</li> <li>• describe the requirements when assessing a Student visa application</li> <li>• use INZ tools and systems such as instructions, Standard Operating Procedures (SOPs), and the Visa Assessment Tool (VAT)</li> <li>• apply the end-to-end process when assessing a Student visa application using case studies.</li> </ul> | Slide 51  |                   |
| 2 mins | <p><b>Agenda</b></p> <p><b>Show slide and explain:</b></p> <p>Let's look at the agenda for today.</p> <p>Use the Course Outline as a reference to provide learners with an overview of how the day is structured and the approximate time(s) that you will be taking breaks, and what time the day is expected to finish.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Slide 52  |                   |

## Day Two: Pathway Student visa

| Time    | Topic   | Resources          | Facilitator Notes                                                                                                              |
|---------|---------|--------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 20 mins | Pathway | Pathway PowerPoint | Please use the Pathway PowerPoint (saved on Learn@MBIE under Student Visa Facilitator Resources) to run through with learners. |

## Day Two: Guardianship

| Time    | Topic            | Resources              | Facilitator Notes                                                                                                                  |
|---------|------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 20 mins | VV Guardian visa | VV Guardian PowerPoint | Please use the VV Guardian PowerPoint (saved on Learn@MBIE under Student Visa Facilitator Resources) to run through with learners. |

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## Day Two: Attendance

### Topic outcomes

By the end of this topic, learners will be able to determine acceptable attendance and satisfactory progress of students.

### Topic resources

- Facilitator computer and projector
- Participant computers
- Student visa PowerPoint

### Lesson plan

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resources       | Facilitator Notes                                                                                                                                                 |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 mins | <p><b>Attendance and progress</b></p> <p><b>Show slide and explain:</b></p> <p>Attendance and progress requirements are set out in instructions <a href="#">E3.20c and E3.20d</a>.</p> <p><b>Ask</b> learners to open the instructions and read through.</p> <p><b>Discuss:</b></p> <p>Progress and attendance often go hand in hand. You should consider:</p> <ul style="list-style-type: none"><li>• How was their attendance?</li><li>• What is their pass rate?</li><li>• Have they have failed papers before?</li><li>• What grades did they receive? Cs? Fails? Incompletes? – did they almost pass or not sit the paper at all?</li></ul> | <b>Slide 53</b> | <p><b>Note for Technical Adviser</b></p> <p>Share tips and provide guidance on how our new IOs can determine acceptable attendance and satisfactory progress.</p> |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Resources | Facilitator Notes |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|      | <ul style="list-style-type: none"> <li>Are they continuing with the same course? – i.e. have they moved to a lower-level course/subject – which could possibly make sense if they are not progressing but have been attending.</li> <li>Is the education provider showing support for the student – working with them to form a strategy (study plan) to ensure they progress etc.</li> </ul> <p><b>REMEMBER</b> the education provider 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 providers will enrol people that may not meet the thresholds – usually for financial gain.</p> <p><b>Use the following questions to facilitate a discussion around attendance and progress (use the points below to answer/prompt):</b></p> <ul style="list-style-type: none"> <li>What things should you consider in relation to attendance and progress?</li> <li>What are some acceptable forms of evidence in terms of attendance and progress?</li> <li>If you were not satisfied that your applicant met the requirements for progress or attendance, what would you do next?</li> </ul> <p><b>Ensure the following points are touched on in the above discussion:</b></p> <ul style="list-style-type: none"> <li>Acceptable evidence will vary from provider to provider.</li> </ul> |           |                   |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resources | Facilitator Notes                                                |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------|
|      | <ul style="list-style-type: none"> <li>• <b>Primary/intermediate schools and secondary schools –</b><br/>Attendance and progress is managed by the school in accordance with the Code of Practice. The declaration section would be sufficient evidence of the student meeting attendance and progress. Where there are periods of absence or progress concerns, they would declare this on the Offer of Place (OOP) and provide additional evidence/comment to support the application. IOs should not RFI for additional evidence /comment on attendance and progress where the school has indicated 'Yes' on the OOP declaration that they are satisfied the student meets attendance and progress requirements.</li> <li>• <b>English Language Schools –</b> 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 English Language courses (e.g. beginner, intermediate, advanced), so just because a student is continuing in the same programme does not mean they are not progressing. Because of this, attendance is more the focus.</li> <li>• <b>PTEs –</b> 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.</li> <li>• <b>ITPs – Institutes of Technology and Polytechnics / Te Pūkenga</b><br/>– don't usually take attendance so not usually requested. Focus is more on progress.</li> </ul> |           | Code of Practice for the Pastoral Care of International Students |

| Time | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Resources | Facilitator Notes |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|      | <ul style="list-style-type: none"> <li>• <b>Universities</b> - 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).</li> <li>• Remember you can always contact the EP if you have questions.</li> </ul> |           |                   |

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## 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 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources             | Facilitator Notes                                                                                                                                                                                                                                                                                                             |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 mins | <p><b>Explain:</b></p> <p>Now we are going to start working on our next case study. Assume you are in the past for this case study – let’s transport back to <b>2023</b>! Use the VAT to help you as we go through the case study.</p> <p><b>Organise</b> class into pairs.</p> <p><b>Open case study two</b></p> <ul style="list-style-type: none"><li>• Triaged Risk Level: High</li><li>• Principal Applicant name s 9(2)(a)</li><li>• Visa status: Does not hold current visa</li><li>• Study period: 3 years</li><li>• Offer of Place: s 9(2)(a)</li></ul> | <b>Case study two</b> | <p><b>Note:</b> Consider reorganising your pairs so that more confident learners are paired with those that require extra support.</p> <p><b>Note:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resources       | Facilitator Notes |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|
|         | <ul style="list-style-type: none"> <li>Type of study: Tertiary – PhD</li> <li>Health: IHS: ASH with CXR and GMC provided and are valid</li> <li>NSC: Returned no comment</li> <li>Partnership status: Married</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |                   |
| 20 mins | <p><b>Identity, health, and character requirements</b></p> <p><b>Show slide:</b><br/>Allow pairs 10 mins to answer the questions.<br/>Ask a pair to report back on one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What information has been provided in relation to s 9(2)(a) identity?<br/><i>Passport</i></li> <li>What information has been provided in relation to s 9(2)(a) health?<br/><i>IHS: ASH with CXR and GMC provided</i><br/><i>Anya has International Student Insurance (this may or not be Health insurance covered by her scholarship - see OOP) however, PhD students aren't required to have Health Insurance as per U3.45(d).</i></li> <li>What information has been provided in relation to s 9(2)(a) character?<br/>s 9(2)(a)<br/><i>Additional Information form provided – NSC return, no comment</i></li> <li>Is there any information missing?<br/><i>No</i></li> </ul> | <b>Slide 54</b> |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                | Resources | Facilitator Notes |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
| 10 mins | <b>Study offer – evidence</b><br><br><b>Show slide:</b><br>Allow pairs 5 mins to answer the questions.<br>Ask a pair to answer the question.<br><br><b>Question:</b><br>Does the application include all the required evidence for the offer of place?<br><u>(U3.5, U3.7)</u>                                                                                                        | Slide 55  |                   |
| 5 mins  | <b>Study offer – Education providers</b><br><br><b>Show slide:</b><br>In pairs, allow 5 mins to answer the question.<br><br>Ask a pair to answer one (or more) of the questions.<br><br><b>Questions:</b> <ul style="list-style-type: none"> <li>Is s 9(2)(a) an acceptable education provider?</li> <li>What are the reasons for your answer?</li> </ul>                            | Slide 56  |                   |
| 5 mins  | <b>Tuition Fees</b><br><br><b>Show slide:</b><br>In pairs, allow 5 mins to answer the questions.<br>Ask a pair to answer one (or more) of the questions.<br><br><b>Questions:</b> <ul style="list-style-type: none"> <li>Has s 9(2)(a) paid tuition fees?<br/><i>Paid via scholarship so exempt U3.10(d)(i)</i></li> <li>What are s 9(2)(a) study start and finish dates?</li> </ul> | Slide 57  |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources | Facilitator Notes |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|         | 1/9/2023 – 1/09/2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                   |
| 10 mins | <b>Funds for maintenance</b><br><br><b>Show slide:</b><br>Allow pairs 10 mins to answer the questions.<br>Ask for a pair to report back on one (or more) or the questions.<br><br><b>Questions:</b> <ul style="list-style-type: none"> <li>Are you satisfied that there are sufficient funds to cover Anya's stay in New Zealand?<br/>Yes</li> <li>What are the reasons for your answer?<br/><i>Discussion: Bank is i s 9(2)(a) o likely not sanctioned. Owed money from previous employer. But she has a scholarship \$29,500 per annum for 3 years to cover maintenance so these don't factor.</i></li> </ul> | Slide 58  |                   |
| 5 mins  | <b>Accommodation</b><br><br><b>Show slide:</b><br>Allow pairs 5 mins to answer the questions.<br>Ask for a pair to answer one (or more) of the questions.<br><br><b>Questions:</b> <ul style="list-style-type: none"> <li>Does s 9(2)(a) education provider need to provide anything in relation to accommodation?<br/><i>No, as applicant is over 18.</i></li> </ul>                                                                                                                                                                                                                                           | Slide 59  |                   |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources                                                                  | Facilitator Notes                                                                                                                                                                                                                                                                                                                 |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 mins | <p><b>Limited visas</b></p> <p><b>Show slide and explain:</b><br/>A Limited visa is to facilitate entry of visitors, students, and workers who seek to enter New Zealand temporarily for an express purpose only. Limited visas when used correctly are very useful for managing risk. Limited visas manage risk by limiting a client's ability to apply for further visas onshore.<br/>Ask learners to read through instructions L3.1 and discuss.</p> <p><b>Risk Assessment</b></p> <p><b>Show slide:</b><br/>In pairs, allow 5 mins to answer the questions.<br/>Ask a pair to answer one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Have you identified any risk?</li> <li>• If so, what actions would you take to mitigate it?</li> </ul> <p><i>Click slide to show Risk and Verification Information Form (RVIF).</i></p> | <p><b>Slide 60</b></p> <p><b>Slide 61</b><br/><i>Click to see RVIF</i></p> | <p><b>Facilitator Notes:</b><br/>Also reference Visa Pak 594 (6 September 2024).<br/>Encourage TAs to share some examples.</p> <p><b>Facilitator notes:</b><br/>Risk identified may include:</p> <ul style="list-style-type: none"> <li>• fraudulent qualifications /visas /employment</li> <li>• bona fide intentions</li> </ul> |
| 20 mins | <p><b>Bona fides</b></p> <p><b>Show slide:</b><br/>In pairs, allow 5 mins to answer the question.<br/>Ask a pair to answer the question.</p> <p><b>Question:</b><br/>Based on the information in the application, do you have any concerns about Anya being a "bona fide applicant"?<br/><a href="#">(E5)</a><br/><i>Discuss bona fides – consider the following points:</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Slide 62</b></p>                                                     | <p><b>Facilitator Notes:</b><br/>Facilitate a discussion on the bona fide instructions for this case study. Refer to RVIF as well. Discuss whether instructions were met or not met and how you would weigh and balance. Discuss the rationale you might write if the instructions were met.</p>                                  |

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources       | Facilitator Notes                                                                                                            |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------|
|         | <ul style="list-style-type: none"> <li>• s 9(2)(a) cannot realistically return to her country. The only country she has the lawful and permanent right to return to is s 9(2)(a) which is at war, and she may be prosecuted if she returns. She only holds a temporary visa for s 9(2)(a) and visa policies of other countries are subject to change.</li> <li>• She has a pathway to residence in NZ as a PhD Student: this is very high value study therefore, the government has set in place various policies to recognise this including unlimited work rights, Post-Study Work Visa (PSWV) pathway and residency pathway.</li> <li>• Adherence to visa conditions in other countries that she has an extensive and positive travel history to a range of Western countries as well as other countries....</li> </ul> |                 |                                                                                                                              |
| 15 mins | <p><b>Determining the application</b></p> <p><b>Show slide:</b><br/>In pairs, allow 10 mins to answer the questions.<br/>Ask a pair to answer one (or more) of the questions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Are you satisfied that all the requirements have been for this application?</li> <li>• If not, what requirements have not been met and what would you do next?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | <b>Slide 63</b> | <b>Facilitator note:</b> This application (details have been redacted to protect privacy but scenario is real) was approved. |

## Day Two: Workshop close

### Topic outcomes

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

### Topic resources

#### Lesson plan

| Time    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resources                                                   | Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30 mins | <p><b>Brainstorm</b> the key learnings from today.</p> <p>Explain that tomorrow, learners will begin to work on live applications with their TA. Ask the class if they have any last questions.</p> <p><b>Show slide and explain:</b></p> <p>Awesome mahi today everybody! We will now close with our MBIE Closing Karakia:</p> <p><i>Ka hiki te tapu</i></p> <p><i>Kia wātea ai te ara</i></p> <p><i>Kia tūruki ai te ao mārama</i></p> <p><i>Hui e, Taiki e</i></p> <p>TRANSLATION:</p> <p>Restrictions are moved aside</p> <p>So the pathway is clear</p> <p>To return to everyday activities</p> <p>Enriched and unified.</p> | <p><b>Whiteboard and markers</b></p> <p><b>Slide 64</b></p> | <p><b>Note:</b></p> <p>You need to register all participant's attendance into Learn@MBIE to say they have completed the workshop.</p> <p>Remind learners that this is the end of their induction pathway and we would love to hear their feedback on the induction as a whole. Encourage them to take a few minutes to give us feedback: <a href="https://mbihas.live.kineoplatforms.net/course/view.php?id=1955">https://mbihas.live.kineoplatforms.net/course/view.php?id=1955</a></p> |

## Day Three and Four - Live applications with TA

### Guidance for TAs

**Note:** TA may wish to select a live application and demonstrate the end-to-end process of assessing the application first.

**Hand out applications** to individuals, pairs or to groups of three depending on the confidence and skill levels of the learners, and number of learners. If there is a larger number of learners consider organising into threes so that the TA has the ability to have oversight over all applications being processed.

**Explain** that learners can raise their hand at any time to ask questions of the TA.

**Explain** that each time learners get to a point of wanting to make a determination in AMS they are to stop. Explain that this is crucial as the learners do not yet have the authority to make such decisions. 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 and provide the learners with a new application to work on.

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