



**NEW ZEALAND  
IMMIGRATION**

# Student visa

Facilitator guide



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INNOVATION & EMPLOYMENT**  
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New Zealand Government

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## Introduction

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

### Purpose

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

### Learning outcomes

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

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

### Audience

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

### Course duration

Four days

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## Preparation

### Prerequisites

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

### Availability of Technical Advisor

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

### Required course resources

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

### Preparation

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

## Facilitator topics

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

## Room set-up

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

## Case studies

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

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## Designation and authorisation assessment

### Designation and authorisation

For an immigration officer to be eligible to be designated and authorised, they must successfully complete all courses and assessments on the immigration officer induction programme.

### Evidence

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

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

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

### Learning facilitator

The learning facilitator supports the learner by:

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

## Technical advisor

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

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

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

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

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

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

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## How to use this guide

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

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

## How to use the Student visa PowerPoint

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

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

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

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

## Course outline

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

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

# Welcome and introduction to Student visa

## Topic outcomes

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



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

## Topic resources

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


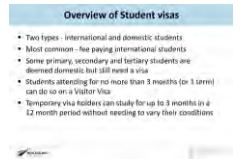
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## Lesson Plan


Time	Topic	Resource	Your notes
5 mins	<p><b>Course welcome</b>  <b>Show slide 2</b></p> <p><b>Tell learners:</b></p> <ul style="list-style-type: none"> <li>about how the course is structured and the topics that will be covered</li> <li>the time that you will be taking breaks (morning, lunch and afternoon tea breaks and what time the day finishes; ensure you cover this point at the beginning of each day)</li> <li>site specific health &amp; safety emergency procedures</li> <li>hand out the printed copy of the PowerPoints and suggest that they use it to record their answers on once we get to the case study questions.</li> </ul> <p><b>Course structure and topics covered</b>            Use the Course Outline as a reference as you provide learners with an overview of how the course is structured and the topics that will be covered. Explain that once we start working on the case studies they will first work in pairs, and then individually once they have gained confidence.</p>	<p><b>Printed copy of PowerPoint for each learner</b></p>  <p><b>Slide 2</b></p>	<p><b>Note:</b> Suggest to learners that as the course progresses, they save key links to external information to their favourites so that they have easy access to these throughout the course and once they are in the role.</p> <p>Facilitator to remind learners to do this as the course progresses.</p>
15 mins	<p><b>Student visa purpose and objectives</b>  <b>Show slide 3</b>  <b>Ask the class</b></p>		<p>Study in New Zealand  <a href="https://www.studyinnewzealand.govt.nz/why-nz">https://www.studyinnewzealand.govt.nz/why-nz</a></p>




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

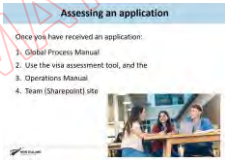
Time	Topic	Resource	Your notes
	NZQA or failures and possible damage to NZ's educational reputation.		
10 mins	<p><b>How does a potential student know which visa type to apply for</b></p> <p><b>Show slide 4</b> and briefly speak to each method</p> <p>Allow learners 5 mins to navigate and explore the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





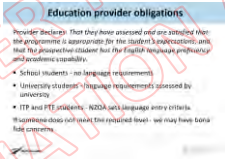
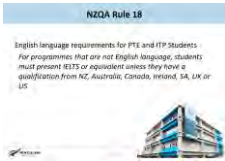
Time	Topic	Resource	Your notes
	<p>NZQA</p> <ul style="list-style-type: none"> <li>• Go <a href="https://www.nzqa.govt.nz">https://www.nzqa.govt.nz</a></li> <li>• Click <b>PROVIDERS &amp; PARTNERS</b></li> <li>• Click <b>About education organisations</b></li> </ul> <p>ENZ</p> <ul style="list-style-type: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

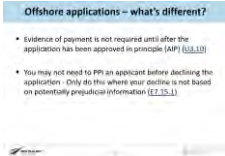
Time	Topic	Resource	Your notes
	<p><b>VisaView</b></p> <p>VisaView is available for employers or education providers to verify if a prospective employee or student has the relevant visa to allow them to work /study. They need to register for a RealMe account in order to use VisaView.</p> <p>Education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



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

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>Flow charts to help interpret instructions and to understand processes (attendance and progress, NSCs, work rights)</li> </ul> <p><b>Instructions for accessing tools:</b> On Te Taura (The Link), go to:</p> <ol style="list-style-type: none"> <li>About us</li> <li>Our groups</li> <li>Select Immigration New Zealand</li> <li>Resources</li> <li>Click INZkit to access the following:               <ol style="list-style-type: none"> <li>Click <b>Processing applications</b>, click on <b>View</b> under 'Global Process Manual', click <b>Temporary visa</b></li> <li>Click <b>Verifying and assessing</b>, scroll down and click <b>Student Visa Assessment Tool</b></li> <li>Click <b>Operations Manual</b>, click <b>Temporary entry class visas</b>, then <b>Student visas</b></li> <li><b>Your Team (Sharepoint) site</b></li> </ol> </li> </ol>		
10 mins	<p><b>Overview of student visa requirements</b> <b>Show slide 10</b></p> <p>Provide a brief overview of the requirements. Explain that we will be referring to and learning more about each of these requirements as we work through the case studies.</p>	 <p><b>Slide 10</b></p>	<p><b>Requirements student visas</b> <a href="http://inzkit/publish/opsmanual/#66958.htm">http://inzkit/publish/opsmanual/#66958.htm</a></p>

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

Time	Topic	Resource	Your notes
	<p>Providers must keep evidence of this as part of their enrolment records for at least two years from the date of enrolment.</p> <p>NZQA Rule 18 – lists the evidence a provider can accept for English language ability and therefore offer a place.</p> <p>For all PTE and Te Pūkenga programmes that are not English language, students must present IELTS or equivalent unless they have a qualification from NZ, Australia, Canada, Ireland, South Africa, UK or US. There are other ways to prove English also, best review: <a href="https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/miscellaneous-requirements/18/">https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/miscellaneous-requirements/18/</a></p> <p><b>Note:</b> NZQA rules only apply to PTE and Te Pūkenga students. University applicants will need to meet the requirements specified by the university. Schools do not have minimum English standards for entry. It is at the school’s discretion.</p>		<p>We cannot decline on Rule 18 as this is not immigration instruction.</p> <p><b>Note:</b> If you as an IO have concerns about the client’s ability to undertake the study as they don’t have good English language ability, this therefore raises concerns on the EP’s credibility. You should discuss with a TA as this is a different conversation regarding the EP’s compliance with NZQA rule. An IO should not be penalising the applicant/student for this unless the offer of place is fraudulent.</p>
5 mins	<p><b>Offshore applications – what’s different?</b></p> <p><b>Show slide 14</b></p> <p>Talk to each point</p> <p>As we prepare to look at some case studies, it’s important to keep in mind if the applicant is onshore or offshore and consider our processes around PPI, assessment of bona fides, issue of interim visa, etc.</p>	 <p><b>Slide 14</b></p>	

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



## Case study one


### Topic outcomes

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

### Topic resources

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

### Lesson Plan

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

Time	Topic	Resource	Your notes
	<p>This is where the Student Visa Assessment Tool (SVAT) comes in. It provides you with a structure to follow and also links to other systems you may need to use when checking applicant requirements.</p> <p>Learners to spend time browsing the SVAT.</p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://thelink/content/inzkit/Pages/default.aspx">http://thelink/content/inzkit/Pages/default.aspx</a></li> <li>2. Go to <b>Verify and assessing tools</b></li> <li>3. Click <b>Visa Assessment Tools</b></li> <li>4. Go to <b>Student Visa Assessment Tool</b></li> <li>5. Click <b>Open</b></li> <li>6. Click <b>Load Tool</b> button</li> <li>7. In the <b>Triage Risk</b> dropdown select <b>Low</b></li> <li>8. Take some time and explore this assessment tool.</li> </ol> <p><b>Tip:</b> Try changing the Triage Risk level to see how the VAT changes.</p> <p><b>Explain:</b> You will learn more about this tool with your buddy/TA during live application processing later in the workshop.</p> <p>We will use it when working through our case studies.</p>		
5 mins	<p><b>Case study one</b> <b>Hand out</b> case study one</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	Resource	Your notes
	<p><b>Explain</b> to learners that they are to assume they are assessing this application as at 1 March 2019.</p> <p><b>Hand out case study one</b></p> <ul style="list-style-type: none"> <li>• Triaged Risk Level: Low / low touch</li> <li>• Principal Applicant name: XXXX XX</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 XXXX XXXXXXXX XXXX XXXXXX</li> </ul>		<p>key points from the source information rather than quoting word-for-word, for example, from the Operations Manual.</p>
5 mins	<p><b>Low touch vs high touch (onshore only)</b></p> <p><b>Explain</b> the different processing requirements for low and high touch applications as per simplification SOP</p> <p><b>Low touch/ high touch</b></p> <p>Applications are processed based on the expected amount of work/touches it will likely require.</p> <ul style="list-style-type: none"> <li>• LT applications are those which are likely to be completed within 48 hours once assessment has begun.</li> <li>• HT is everything else.</li> </ul> <p>Currently all low risk applications and some medium risk applications are considered or treated as LT.</p> <p>While all high risk and some medium risk applications are treated as HT.</p>		

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

Time	Topic	Resource	Your notes
	<p>Allow pairs 10 mins to answer the questions Ask a pair to report back on their answers to one (or more) of the questions</p> <p><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>		<p>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>
30 mins	<p><b>Study offer – Education Providers</b></p> <p><b>Show slide 18</b></p> <p>Provide an overview of requirements for education providers as outlined in the Education and Training Act 2020.</p> <p><b>Explain</b> that we will be learning more about education providers in later case studies</p> <p>Briefly talk to the facilitator notes below</p> <p><b>Remind</b> learners that NZQA has rules for English language requirements for Te Pūkenga and private training establishments.</p> <p><b>Note</b> These rules do not apply to compulsory education and are therefore not applicable in XXXX’s study.</p>	Slide 18	<p><b>English language entry requirements for international students</b></p> <p><a href="https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/#heading2-0">https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/#heading2-0</a></p>

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

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

Time	Topic	Resource	Your notes
	<ul style="list-style-type: none"> <li>Circle which applies; XXXX has: <u>paid in full</u> / AIP / paid partial fees / Not paid / exempt</li> <li>What are XXXX's study start and finish dates for his school year?</li> </ul>		
25 mins	<p><b>Funds for maintenance</b></p> <p><b>Show slide 21</b></p> <p>Briefly describe the Funds Transfer Scheme (FTS) (see Facilitator notes below)</p> <p>The FTS is a secure way for students from some countries to transfer funds to support themselves in New Zealand. It is only available to students from:</p> <ul style="list-style-type: none"> <li>China</li> <li>India</li> <li>Philippines</li> <li>Sri Lanka.</li> </ul> <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>Click <b>Apply for Visa</b></li> <li>Click <b>Preparing a visa application</b></li> <li>Click <b>Education qualifications and study</b></li> <li>Click <b>Funds Transfer Scheme (FTS)</b></li> </ul>	<p><b>Slide 21</b></p> <p><b>Slide 22</b></p>	<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>



Time	Topic	Resource	Your notes
	<p><b>Show slide 22</b>            Discuss important considerations when assessing evidence of funds (<a href="#">U3.20.20</a>) (needs to include evidence of enough funds for outward travel).</p> <p>Allow pairs 10 mins to answer the questions            Ask for a pair to report back on one (or more) or the questions.</p> <p><b>Facilitator notes - Funds for maintenance</b>            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>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</p>		

Time	Topic	Resource	Your notes
	<p>their account or for a child in a parent’s account this is generally accepted. If the arrangement is something else then we need to ask ourselves is it actually available to meet their maintenance costs?</p> <p><b>Genuine source</b> - we need to take into account where it has come from so that we can be sure it is genuinely available to the student. The reason we check how long it has been in the account is that it is generally an indicator of whether the source of funds is likely to be of concern. If someone can’t tell you where the funds come from, we can’t be satisfied here.</p> <p>What exactly we accept (loans, how far we go to determine genuine source) can vary at times based on market influences. For example, do we just accept that this money has transferred from the parents offshore is in fact the parents’ funds - or do we ask for the parents’ bank statements to confirm where they got the money etc.</p> <p><b>Facilitator Notes - Funds transfer scheme</b>  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> <li>• Philippines</li> <li>• Sri Lanka.</li> </ul>		

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

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

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

Time	Topic	Resource	Your notes
	<p><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 27</b></p> <p>In pairs, allow 5 mins to answer the question</p> <p>Ask a pair to answer the question</p> <p><b>Question:</b></p> <p>What is your decision in relation to the visa application?</p>	<p><b>Slide 27</b></p>	
20 mins	<p><b>Work rights</b></p> <p><b>Show slide 28 and 29</b></p> <p><b>Explain</b> the work rights flowcharts</p> <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 10 mins to answer</p> <p>Ask a pair to answer one (or more) of the questions</p> <p><b>Questions:</b></p>	<p><b>Slide 28</b></p> <p><b>Slide 29</b></p> <p><b>Slide 30</b></p>	

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

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## Case Study One: Visa Assessment Tool

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

**Student Visa Assessment Tool**

Begin New Assessment Save Assessment Adjust Height

Application Number: student 1 Triaged Risk: Low Version 1.6

**Assessment**

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

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

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

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

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

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

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

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

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



**ACCOMMODATION**

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

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

**ATTENDANCE & PROGRESS**

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

**Bona Fide**

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

**Risk**

No Risks Apparent  Risk Identified

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

**Assessment**

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

Assessment

**Exception to Instructions**

**Exception to Instructions:**

N/A  Considered and granted  Considered and not granted

**Limited Visa**

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

**AMS ALERTS/WARNINGS**

AMS Alerts/Warnings present?  Yes  No

Please explain

No warnings or alerts present

**DECISION**

**Approve**

Approve  Approve in Principle  Approve as ETI  Approve as Limited Visa

**Other**

Request further information  PPI  Withdrawn

Decline

Student Visa instruction requirements met.

**WORK RIGHTS (INSTRUCTION U13)**

Eligible for work rights? Yes ▾

Secondary School - Up to 20 hours per week (U13.10)  Yes  No

Secondary School - Christmas/New Years vacation period (U13.10)  Yes  No

20 hours per week (U13.15.1)  Yes  No

To fulfil course requirements (U13.5)  Yes  No

Full time during Christmas/New Years vacation period (U13.15.5)  Yes  No

Full time during scheduled vacations (U13.15.10)  Yes  No

Masters/PHD - Unlimited work rights (U13.15.15)  Yes  No

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## Case study two

### Topic outcomes

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

### Topic resources

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

### Lesson plan

Time	Topic	Resource	Your notes
5 mins	<p>Organise class into pairs (see note in the 'Your notes' column)</p> <p><b>Hand out case study two</b></p> <ul style="list-style-type: none"><li>• Triaged Risk Level: Medium / High touch</li><li>• Principal Applicant name: YYYYYY YYY (Miss)</li><li>• Visa status: Does not hold current visa / previous application</li><li>• Study period: More than 6 months and less than 12 months</li><li>• Offer of Place: YYYY YYYYYYY</li><li>• Type of study: Primary</li><li>• Guardian Name: ----- -- (Ms)</li><li>• Relationship to PA: Mother</li><li>• Partnership status: Divorced</li><li>• Visa status: Application for Special Category Visitor Visa</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	Resource	Your notes
20 mins	<p><b>Identity, health and character requirements</b></p> <p><b>Show slide 31</b> Allow pairs 10 mins to answer the questions Ask a pair to report back on one (or more) or the questions</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• YYYYYY meets the definition of ‘dependent child’ (<a href="#">E4.1.10</a>) because she... (complete the sentence)</li> <li>• What are the evidence requirements for ‘dependent children’ (<a href="#">E4.5.10</a>)?</li> <li>• What evidence is required for this application in relation to custody (<a href="#">E4.1.15</a>)?</li> <li>• What information has been provided in relation to YYYYYY’s identity, health and character?</li> <li>• Is there any information missing?</li> </ul>	Slide 31	
10 mins	<p><b>Study offer – evidence</b></p> <p><b>Show slide 32</b> Allow pairs 5 mins to answer the questions Ask a pair to answer the question</p> <p><b>Question:</b> Does the application include all the required evidence for the offer of place? (<a href="#">U3.5</a>, <a href="#">U3.7</a>)</p>	Slide 32	
10 mins	<p><b>Study offer – Education providers</b></p> <p><b>Show slide 33</b></p>	Slide 33	

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

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

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



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



Time	Topic	Resource	Your notes
	<p><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>		
15 mins	<p><b>Determining the application</b></p> <p><b>Show slide 40</b> In pairs, allow 10 mins to answer the questions 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 of 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> <p><b>Note:</b> YYYYYY is 5 years old and the application is for a student visa to study until 18 December 2019. -----'s current visa expires on 31 March 2019. She has not submitted her application for a guardian visa yet. Therefore it appears that YYYYYY currently does not meet immigration instructions U3.30.</p> <p>Please share PPI responses with learners to show them how the matter was resolved.</p>	Slide 40	

## Case Study Two: Visa Assessment Tool

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

Student Visa Assessment Tool

**Student Visa Assessment Tool**

Begin New Assessment Save Assessment Adjust Height

Application Number Student 2 Triaged Risk Medium Version 1.6

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

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

**IDENTITY (Instruction A2)**

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

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

Applicant's identity has been confirmed; Passport scanned successfully

**HEALTH ASSESSMENT (Instruction A4)**

Significant health issues declared?  Yes  No

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

Applicant Meets Health Requirements? **IHS Portal**

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

Satisfied Applicant meets health instructions?  Yes  No

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

**CHARACTER ASSESSMENT (Instruction A5)**

Character issues declared?  Yes  No

Satisfied character requirements met?  Yes  No

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

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

**STUDY OFFER (UNCONDITIONAL)**

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

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

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

Date fees paid: 17/12/18

Study Start: 31/01/19 Study Finish Date: 18/12/19

Conditional offer for subsequent course

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

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

**NZQA**

**FUNDS FOR MAINTENANCE**

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

**EVIDENCE OF/SHOWING**

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

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

Outward Travel: Bank statement shows enough funds to purchase outward tick



Homestay Fee Paid:  Yes  No  N/A

Comments

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

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**ACCOMMODATION AND GUARDIAN REQUIREMENTS**

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

**Accommodation**

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

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

**Guardian**

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

Guardian is living in New Zealand  
 Guardian is living offshore

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

**BONA FIDE (Instruction E5)**

The following evidence provided has been reviewed.

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

Satisfied applicant(s) is bona fide?  Yes  No

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

---

**AMS ALERTS/WARNINGS**

AMS Alerts/Warnings present?  Yes  No

Please explain

No warnings or alerts present

**RISK ASSESSMENT (Process)**

Risk Identified

**Exception to Instructions**

**Exception to Instructions:**

N/A  Considered and granted  Considered and not granted

**Limited Visa**

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

**DECISION**

**Approve**

Approve  Approve in Principle  Approve as ETI  Approve as Limited Visa

**Other**

Request further information  PPI  Withdrawn

Decline

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

**RESPONSE TO PPI**

PPI Response / Other Info Requested:

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

Approve. Instructions met  Approve as exception to instructions  Decline  Withdrawn

All Student Visa instruction requirements met.

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## Review day one

### Topic outcomes

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

### Topic resources

Whiteboard markers

### Lesson plan

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

## Case study three

### Topic outcomes

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

### Topic resources

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

### Lesson plan

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

Time	Topic	Resource	Your notes
45 mins	<p><b>Acceptable attendance</b></p> <p><b>Show slide 42</b></p> <p>Talk to the flowchart and the notes below on attendance and progress</p> <p><b>Notes: Attendance and progress</b></p> <p>Progress and attendance can 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> <li>• Are they continuing with the same course? – ie. have they moved to a lower level course/subject – which could possibly make sense if they are not progressing but have been attending.</li> <li>• Is the EP 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 EP had an obligation when offering a place, that they had assessed the student’s academic and language abilities and that they were sufficient to undertake the course. They have determined the applicant should be able to successfully complete the course. However, IOs should always be aware that some EPs will enrol people that may not meet the thresholds – usually for financial gain.</p>	Slide 42	



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

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

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

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

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

Time	Topic	Resource	Your notes
	<p><b>Show slide 50</b> In pairs, allow 15 mins to answer the question Ask a pair to answer the question</p> <p><b>Question:</b> Based on the information in the application, do you have any concerns about ZZZ being a “bona fide applicant?” (E5)?</p>		
15 mins	<p><b>Risk assessment</b></p> <p><b>Show slide 51</b> In pairs, allow 10 mins to answer the questions 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>	<b>Slide 51</b>	
15 mins	<p><b>Determining the application</b></p> <p><b>Show slide 52</b> In pairs, allow 10 mins to answer the questions 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 ZZZ has met all of the requirements for this visa type?</li> <li>• If not, what requirements have not been met and what would you do next?</li> </ul>	<b>Slide 52</b>	

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

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## Case Study Three: Visa Assessment Tool

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

**Student Visa Assessment Tool**

Begin New Assessment Save Assessment Adjust Height

Application Number Study 3 Triaged Risk Medium Version 1.6

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

Between 6 & 12 months

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

**IDENTITY (Instruction A2)**

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

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

Applicant's identity has been confirmed; Passport scanned successfully

**HEALTH ASSESSMENT (Instruction A4)**

Significant health issues declared?  Yes  No

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

Applicant Meets Health Requirements? **IHS Portal**

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

Satisfied Applicant meets health instructions?  Yes  No

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



## Triaged Risk Level

Medium

## Application Information

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

## Identity Information

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

## Health (Instruction A4)

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

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**CHARACTER ASSESSMENT (Instruction A5)**

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

Character issues declared?  Yes  No

**PC from NZ**  
 PC Status  
 Not required

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

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

Satisfied character requirements met?  Yes  No

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

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

**Character (Instruction A5)**

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



**FUNDS FOR MAINTENANCE**

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

**EVIDENCE OF/SHOWING**

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

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

Outward Travel:

Homestay Fee Paid:  Yes  No  N/A

Comments

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

### Funds for Maintenance

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



**ACCOMMODATION AND GUARDIAN REQUIREMENTS**

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

**Accommodation**

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

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

**Guardian**

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

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

**ATTENDANCE AND PROGRESS**

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

Acceptable Attendance  Yes  No  N/A

Acceptable Progress  Yes  No  N/A

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

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

### Accommodation and Guardian Requirements

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

### Attendance and Progress

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

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

**BONA FIDE (Instruction E5)**

The following evidence provided has been reviewed.

**Applicant has provided evidence of undertaking employment/study outside of New Zealand.**

No previous warnings issued on the student relating to their progress or attendance.

Applicant has met the conditions of their prior limited visa and is re-applying.

Satisfied applicant(s) is bona fide?  Yes  No

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

### Bona Fide (E5)

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

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

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**Offer of Place/Fees/Living Expenses:**

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

**Academics and English language ability:**

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

**Work Experience:** Never Employed

**Partnership Status:** Single

**Evidence of Funds:**

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

**Source of Income documents provided:** Yes

**Miscellaneous documents submitted:** Sop

**Immigration History:** NA

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**AMS ALERTS/WARNINGS**

AMS Alerts/Warnings present?  Yes  No

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

Please explain

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

**AMS Alerts/Warnings**

- **AMS Alerts Warnings Present:** Yes

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

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

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

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

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

\*\*\*\*\*END\*\*\*\*\*

**RISK ASSESSMENT (Process)**

Risk Identified

**Risk (Process)**

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



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

- **"Details:"**

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

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

**Telephonic Interview**

Called the applicant on #08879496327 on 29/09/2018 at 11:38 am

Applicant was interviewed to gauge his genuine intent to study in NZ. Applicant answered security questions correctly and confirmed that it was the right time to talk. Applicant during the course of the interview was prompt with his answers. Applicant could reciprocate to all the questions that were asked. Applicant could provide details around his previous qualification including subjects he studied. He was able to give detailed information around the project he submitted for the last year.

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

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

**Exception to Instructions**

Exception to Instructions:

N/A    Considered and granted    Considered and not granted

**Exception to Instructions**

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

**Limited Visa**

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

**Limited Visa**

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

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**DECISION**

**Approve**

Approve  Approve in Principle  Approve as ETI  Approve as Limited Visa

**Other**

Request further information  PPI  Withdrawn

Decline

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

AIP subject to:

Valid passport

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

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

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

Other

Other AIP requirements:

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

### Decision

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

### Final Assessment

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

#### E5 Bona fides -

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

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

- **Verification/Credibility of Documents:**  
The highest qualification and IELTS has been verified as genuine.

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

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

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

- **Recommendation/Decision:**

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

- **AIP Pending:**

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

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

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

- **Loan disbursement Letter**

**DO NOT DELETE THIS LINE #VATInterimTHPBSD4**

**PPI Response / Further Information Section**

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

**Administration Section (Optional)**

**Work Rights**

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

**Applicant Advised:**

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

## Case study four

### Topic outcomes

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

### Topic resources

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

### Lesson plan

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

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

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

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



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

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## Case Study Four: Visa Assessment Tool

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

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

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

**IDENTITY (Instruction A2)**

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

Applicant's identity has been confirmed; Passport scanned successfully

**HEALTH ASSESSMENT (Instruction A4)**

Significant health issues declared?  Yes     No

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

Applicant Meets Health Requirements? [IHS Portal](#)

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

Satisfied Applicant meets health instructions?  Yes     No

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

## Triaged Risk Level

High

## Application Information

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

## Identity Information

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

## Health (Instruction A4)

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

**CHARACTER ASSESSMENT (Instruction A5)**

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

Character issues declared?  Yes  No

**PC from NZ**  
 PC Status  
 Not required

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

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

Satisfied character requirements met?  Yes  No

No character issues declared. I am satisfied that the applicant is of good character. Instructions A5.1 and A5.5 met.+  
 + Clear PCC dated 07/Dec/2018 submitted.

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

### Character (Instruction A5)

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

**STUDY OFFER (UNCONDITIONAL)**

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

NZQA

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

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

Study Start: 04/03/2019 Study Finish Date: 08/11/2019

Conditional offer for subsequent course

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

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

### Offer of Study (Unconditional)

- **Study Level:** Tertiary
  - **Acceptable Offer:** I am satisfied that the offer of study/confirmation of enrolment is from an acceptable education provider compliant with the Education (Pastoral Care of International Students) Code of Practice. No AMS alerts/warnings of concern. Instruction U5.1 (Status of education providers and programmes) met.
  - **Start Date:** 04/03/2019 **Finish Date:** 08/11/2019
  - **Date Fees Paid:** DD/MM/YYYY  
 I have reviewed the evidence provided and am satisfied that the applicant has an offer of a place or, if returning to continue a programme of study, a confirmation of enrolment in an approved programme of study with an education provider in New Zealand that meets student visa requirements. Instruction U5.1 (Status of education providers and programmes) met.
- Fees status:** AIP - Fees to be paid post decision outcome



**FUNDS FOR MAINTENANCE**

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

**EVIDENCE OF/SHOWING**

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

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

Outward Travel:  [Currency Converter](#)

Homestay Fee Paid:  Yes  No  N/A

Comments

Given the above funds calculation, it is noted that the available and acceptable funds submitted with the application are not sufficient to cover the cost of PA's stay and study in NZ.

### Funds for Maintenance

- **Funds:** Funds held by, or on behalf of student
- **Satisfied applicant has sufficient funds to maintain themselves? (U3.20.20):** No
- **Outward Travel:** Does not have outward ticket, or currently have access to sufficient funds.
- **Evidence of/Showing:** Bank account(s) in the student's parents'/guardians' name(s)
- **Homestay Fee Paid:** N/A  
Satisfied that the applicant has sufficient funds available to maintain themselves throughout the period of their stay in New Zealand. U3.20.20 met.
- **Course:** Graduate Diploma in Applied Management (Level 7).
- **EP:** [REDACTED]
- **Campus:** [REDACTED]
- **Fees + Living expenses:** NZD19,261 + NZD20,000 = NZD39,261 = INR19,67,451

### Funds submitted

- Mother's fixed deposit from [REDACTED]: INR7,00,000.
- Mother's 04 fixed deposits from [REDACTED]: INR12,26,601.
- Mother's savings account from [REDACTED]: INR42,849.

### Concerns identified

- Funds from [REDACTED] are independently unverifiable and therefore I am unable to ascertain that these funds are from a genuine source and will be easily available to PA, during the entire duration of his stay in NZ.

Therefore, total remaining acceptable funds from [REDACTED] are INR7,42,849 only.

- **Shortfall of funds:** INR8,23,438.
- Given the above funds calculation, it is noted that the available and acceptable funds submitted with the application are not sufficient to cover the cost of PA's stay and study in NZ.

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**ACCOMMODATION AND GUARDIAN REQUIREMENTS**

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

**Accommodation**

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

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

**Guardian**

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

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

**ATTENDANCE AND PROGRESS**

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

Acceptable Attendance  Yes  No  N/A

Acceptable Progress  Yes  No  N/A

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

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

### Accommodation and Guardian Requirements

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

### Attendance and Progress

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

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

**BONA FIDE (Instruction E5)**

The following evidence provided has been reviewed.

**Applicant has provided evidence of undertaking employment/study outside of New Zealand.**

No previous warnings issued on the student relating to their progress or attendance.

Applicant has met the conditions of their prior limited visa and is re-applying.

Satisfied applicant(s) is bona fide?  Yes  No

2018: IELTS 6.5.  
 2017: Bachelor of Hotel Management from Bangalore University.  
 2013: 12th standard from CBSE.  
 2011: 10th standard from CBSE.

### Bona Fide (E5)

- **Satisfied applicant(s) is bona fide:** No
- **The following evidence has been provided and reviewed:**
- Applicant has provided evidence of undertaking employment/study outside of New Zealand.

I am not satisfied the applicant(s) is Bona Fide because: Detailed explanation provided in the rationale of this application.

### Academics:

- **2018:** IELTS 6.5.
- **2017:** Bachelor of Hotel Management from Bangalore University.
- **2013:** 12th standard from CBSE.
- **2011:** 10th standard from CBSE.

**AMS ALERTS/WARNINGS**

AMS Alerts/Warnings present?  Yes  No

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

Please explain

There is an active warning against the Agent. However, since this application is lodged under the Student visa category and the Agent is an Education Agent, this warning does not impact this application.

### AMS Alerts/Warnings

- **AMS Alerts Warnings Present: Yes**

\*\*\*\*\*Care should be taken before releasing the following information. Please contact the writer of this warning in the first instance.\*\*\*\*\*

There is an active warning against the Agent. However, since this application is lodged under the Student visa category and the Agent is an Education Agent, this warning does not impact this application.

\*\*\*\*\*END\*\*\*\*\*

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**RISK ASSESSMENT (Process)**

Risk Identified

Risk and Verification Details - Access the RVIF form from local drives and input the result here

EXTRACT FROM RISK AND VERIFICATION INFORMATION FORM:

Concerns noted:  
 + Risk codes noted.  
 + Applicant does not meet the fund requirements for Student Visa application.

A detailed assessment has been undertaken for the current application and I conclude that the applicant does not meet the fund requirements for Student Visa application; as such, PA does not meet the bona-fide instructions.

Therefore, the remaining of the concerns are not investigated further; no verification was carried out and thus, the R&V form was not filled.

Satisfied risk is acceptable/Mitigated?  Yes  No  No, not yet

**Risk (Process)**

- **Risk Identified:** Yes  
**Verification Activities:** \*\*\*\*\*Care should be taken before releasing the following information. Please contact the writer of this warning in the first instance.\*\*\*\*\*

**Concerns noted:**

- Risk codes noted.
- Applicant does not meet the fund requirements for Student Visa application.

A detailed assessment has been undertaken for the current application and I conclude that the applicant does not meet the fund requirements for Student Visa application; as such, PA does not meet the bona-fide instructions.

Therefore, the remaining of the concerns are not investigated further; no verification was carried out and thus, the R&V form was not filled.

\*\*\*\*\*END\*\*\*\*\*

- **Satisfied risk acceptable (if applicable)?** No

**Exception to Instructions**

**Exception to Instructions:**

N/A    Considered and granted    Considered and not granted

**Exception to Instructions Description:**

**Exception to Instructions**

- **Exception to instructions:** Considered and not granted

**Limited Visa**

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

**Limited Visa**

- **Limited Visa:** Considered and not offered to applicant
- **Express Purpose:**
- **Limited Visa Conditions:**
- **Limited Visa Accepted:**

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**DECISION**

**Approve**

Approve    Approve in Principle    Approve as ETI    Approve as Limited Visa

**Other**

Request further information    PPI    Withdrawn

Decline    In accordance with instruction E7.15 I have decided not to PPI the applicant

see any reason to grant an exception in this case.

I therefore recommend that the application be DECLINED.

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

## Decision

- Declined - E7.15 Applies

I have not sought comment from the applicant prior to making the decision to decline this application as the information I am basing my decision on is not PPI, according to instructions E7.15.

Immigration instructions used to justify Decline: U3.1 b (ii), U3.20 and E5.

My final assessment is based on the information submitted with the application.

In deciding this application, I have taken into consideration all information, factors and other circumstances that applicant has provided in support of the student visa application. The onus is on the applicants to provide information and documents with the application to show that the requirements set out in immigration instructions are met.

The applicant has provided evidence of funds from [REDACTED] [REDACTED] [REDACTED] in his mother's name.

The funds shown from [REDACTED] are in the form of 04 fixed deposits. Funds from [REDACTED] are not independently verifiable. Since the veracity of the submitted funds cannot be established, I cannot be satisfied that the funds will be available to the applicant during his stay in NZ.

Based on the funds calculation (detailed in the Funds section of the assessment), it is noted that the remaining available and acceptable funds submitted with the application are not sufficient to cover the cost of PA's stay and study in NZ.

To meet the funds requirement, it is the onus of the applicant to provide evidence that would satisfy Immigration New Zealand that applicant would have access to sufficient funds for maintenance in New Zealand throughout the period of his planned stay.

Based on the documents submitted and the assessment above, I am unable to determine PA's financial stability and sustainability.



Therefore at this stage, I am not satisfied that the applicant can be considered as a genuine and bona fide entrant to New Zealand, who would abide by the conditions of temporary student visa.

I have considered the option of issuing a visa on bond or an LV. However, a bond and LV do not appear to be sufficient to mitigate the risks of the case.

Applicant does not meet the relevant immigration instructions and he has not raised any matters or consideration of an exception. However, I have considered an exception to instructions but cannot see any reason to grant an exception in this case.

I therefore recommend that the application be DECLINED.

Student Visa instructions not met. EXPLANATION: I have considered all the circumstances of the application and concluded that an exception to instructions is not justified (E7.10(b)).

**DO NOT DELETE THIS LINE #VATInterimTHPBSD4**

**PPI Response / Further Information Section**

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

**Administration Section (Optional)**

**Work Rights**

- **Work Rights Granted?** WORK RIGHTS - Not Eligible
- **Secondary School** - Up to 20 hours per week (U13.10) N/A
- **Secondary School** - Christmas/New Year vacation period (U13.10) N/A
- **20 hours per week (U13.15.1)** N/A
- **To fulfil course requirements (U13.5)** N/A
- **Full time during Christmas/New Year vacation period (U13.15.5)** N/A
- **Full time during scheduled vacations (U13.15.10)** N/A
- **Masters/PHD - Unlimited work rights (U13.15.15)** N/A
- **Comments:**

**Applicant Advised**

- Applicant advised of decision by Decision Letter



## Review day two

### Topic outcomes

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

### Topic resources

Whiteboard markers

### Lesson plan

Time	Topic	Resource	Your notes
30 mins	<p>Use this session as an opportunity to answer any questions they may have as a result of the day's learning Do class brainstorm on their key learnings from today.</p> <p>Provide an overview of tomorrow's learning, ie learners will begin to work on the case study activities individually, but they can ask other class members or the facilitator for guidance if they need help at any stage.</p>	<b>Whiteboard and markers</b>	

## Day three - Live applications with TA – session one

### Topic outcomes

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

### Topic resources

- Participant computers
- Live applications

### Lesson plan

Time	Topic	Resource	Your notes
6 hrs 45 mins	<p><b>Note:</b> TA may wish to select a live application and demonstrate the end to end process of assessing the application.</p> <p><b>Hand out</b> applications to individuals, pairs or to groups of three</p> <p><b>Explain</b> that learners can raise their hand at any time to ask questions of the TA or the facilitator.</p> <p><b>Explain</b> that each time learners get to a point of wanting to make a determination in AMS they are to stop. Explain that this is crucial as the learners do not yet have the authority to make such decisions.</p> <p>If learners get to a point that they have determined that further information is required, write a bullet list of required information, and show it to the TA. Once approved the TA will put the file aside. Provide the learners with a new application to work on.</p>	<b>Live applications</b>	<p>Note: Organise the class to work individually, in pairs or in threes. This will depend on the confidence and skill levels of the learners, and the size of the class.</p> <p>If the class is larger, then you may want to organise into threes so that the TA has the ability to have oversight over all applications being processed.</p>

## Review day three

### Topic outcomes

By the end of this topic, learners will be able to articulate any questions from the live application session and to gain clarity before moving to the next live session with the TA.

### Topic resources

- Whiteboard markers

### Lesson plan

Time	Topic	Resource	Your notes
15 mins	Ask each individual/pair/ group to tell the class: <ul style="list-style-type: none"><li>• about their application</li><li>• what they saw</li><li>• what they did</li><li>• about any key learnings</li></ul>	<b>Whiteboard and markers</b>	

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## Day four - Live applications with TA – session two

### Topic outcomes

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

### Topic resources

- Facilitator computer and projector
- Participant computers
- Live applications

### Lesson plan

Time	Topic	Resource	Your notes
6 hrs 45 mins	<p><b>Hand out applications</b></p> <p><b>Explain</b> that learners can raise their hand at any time to ask questions of the TA or the facilitator.</p> <p><b>Explain</b> that each time learners get to a point of wanting to make a determination in AMS they are to stop and seek approval from the TA before proceeding. Explain that this is crucial as the learners do not yet have the authority to make such decisions.</p> <p>If learners get to a point that they have determined that further information is required, write a bullet list of required information, and show it to the TA. Once approved the TA will put the file aside. Provide the learners with a new application to work on.</p>	<b>Live applications</b>	<p>Note: Organise the class to work individually, in pairs or in threes. This will depend on the confidence and skill levels of the learners, and the size of the class.</p> <p>If the class is larger, then you may want to organise into threes so that the TA has the ability to have oversight over all applications being processed.</p>

## Review day four

### Topic outcomes

By the end of this topic, learners will be able to articulate any questions from the case studies and live application sessions before the course finishes.

### Topic resources

- Whiteboard markers

### Lesson plan

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



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# Student visa

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# Course overview

- Course structure
- Topics covered
- Breaks
- H&S emergency procedures





# Student Visa purpose and objectives

- Student Visa Objectives (U1)
- Four types of providers in NZ:



**School**



**Institute of Technology  
and Polytechnic**



**Private Training  
Establishment**



**University**

Go to: <https://www.studyinnewzealand.govt.nz/why-nz>

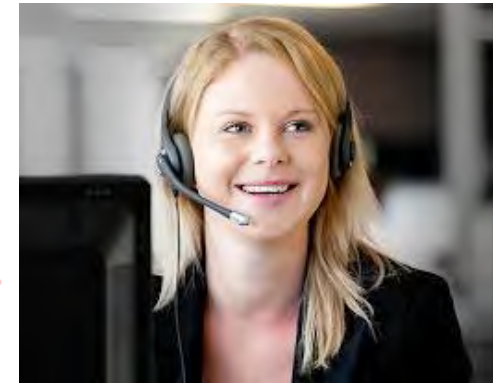
# How does a student know which visa to apply for?



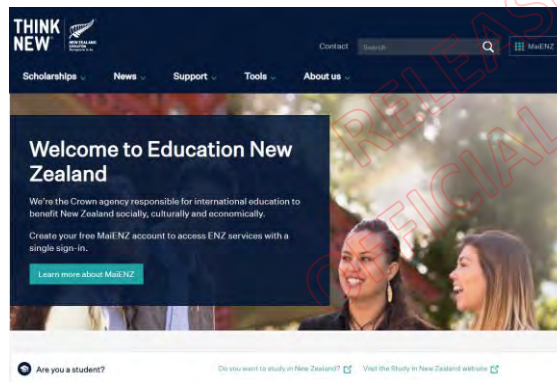
Immigration Adviser or Education Agent



INZ website



INZ Contact Centre



ENZ website



Approach the provider

Go to: <https://www.immigration.govt.nz/new-zealand-visas>

# Overview of Student visas

- Types - international and domestic students
- Most common - fee paying international students
- Some primary, secondary and tertiary students are deemed domestic but still need a visa
- Students attending for no more than 3 months (or 1 term) can do so on a Visitor Visa
- Temporary visa holders can study for up to 3 months in a 12 month period without needing to vary their conditions

# Education System

Write some key words to describe the role of each of the following:

NZQA	Education NZ	MoE

Choose three education organisations and write some key words to describe each one:




# Tools used by employers + education providers

- *VisaView* - verify that student holds a valid visa, conditions of the visa and the date of expiry
- *INZ* - provides visa decision data to most of the large providers
- *Provider Direct* - allows some providers to process the majority of an application on INZ's behalf



Visa types	Criteria	Length of stay and activities	Further notes
Fee-paying student Visa			
Exchange Student Visa			
Pathway Student Visa			

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# Assessing an application

Once you have received an application:

1. Global Process Manual
2. Use the Visa Assessment Tool
3. Use the Operations Manual
4. Use the Team (Sharepoint) site

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# U3 Student Visa requirements - overview

- Have an offer of a place or confirmation of enrolment
- Have paid tuition fees or sufficient funds to pay them
- Meet accommodation requirements - if under 18yrs
- Fulfil the purpose and met the conditions for temporary visas
- Have the means to maintain themselves
- Agree to hold acceptable insurance
- Have funds for outward travel
- Not be on a Guardian visa
- Have a guardian - if under 10 years



# Offer of place requirements

## Offer of a place (U3.5)

Must show:

- Programme name and duration
- Provider satisfied that programme is appropriate for student and they have English proficiency and capability
- Tuition fees - international, domestic, exempt
- Full-time or part-time
- Scheduled vacations



# Education provider obligations

Provider declares: *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.*

- *School students* - no language requirements
- *University students* - language requirements assessed by university
- *ITP and PTE students* - NZQA sets language entry criteria

If someone does not meet the required level - we may have bona fide concerns

# NZQA Rule 18

English language requirements for PTE and ITP Students

*For programmes that are not English language, students must present IELTS or equivalent unless they have a qualification from NZ, Australia, Canada, Ireland, SA, UK or US*



# Offshore applications – what's different?

- Evidence of payment is not required until after the application has been approved in principle (AIP) ([U3.10](#))
- You may not need to PPI an applicant before declining the application - only when decline is not based on potentially prejudicial information ([E7.15.1](#))

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# Student Visa Assessment Tool

Provides a structure to follow and links to other systems that may be needed when checking applicant requirements

+ <b>Visa Assessment</b>	
Load Tool	Copy Assessment
Clear Assessment	Save Assessment
Application Number:	
Triaged Risk Level:	
APPLICATION INFORMATION	
Total Time In New Zealand (From Arrival To End Of Proposed Visa)	
IDENTITY INFORMATION	
Age?	
Satisfied ID confirmed?	
Identity comments:	
HEALTH (INSTRUCTION A4)	
Significant health issues declared?	
Applicant intends to hold health insurance?	
Applicant Meets Health Requirements?	
Satisfied Applicant meets health instructions?	
Health comments:	
CHARACTER (INSTRUCTION A5)	
NSC:	
Character issues declared?	
PC from NZ:	
PC(s) from Country of Citizenship:	
PC(s) from Third Country or Country of Dual Citizenship:	
Satisfied character requirements met?	



# Identity, health and character

## Questions:

- What info's been provided in relation to XXXX's:
  - identity?
  - character?
  - health?
- Is there any information missing?

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## U3.5 Study offer – evidence

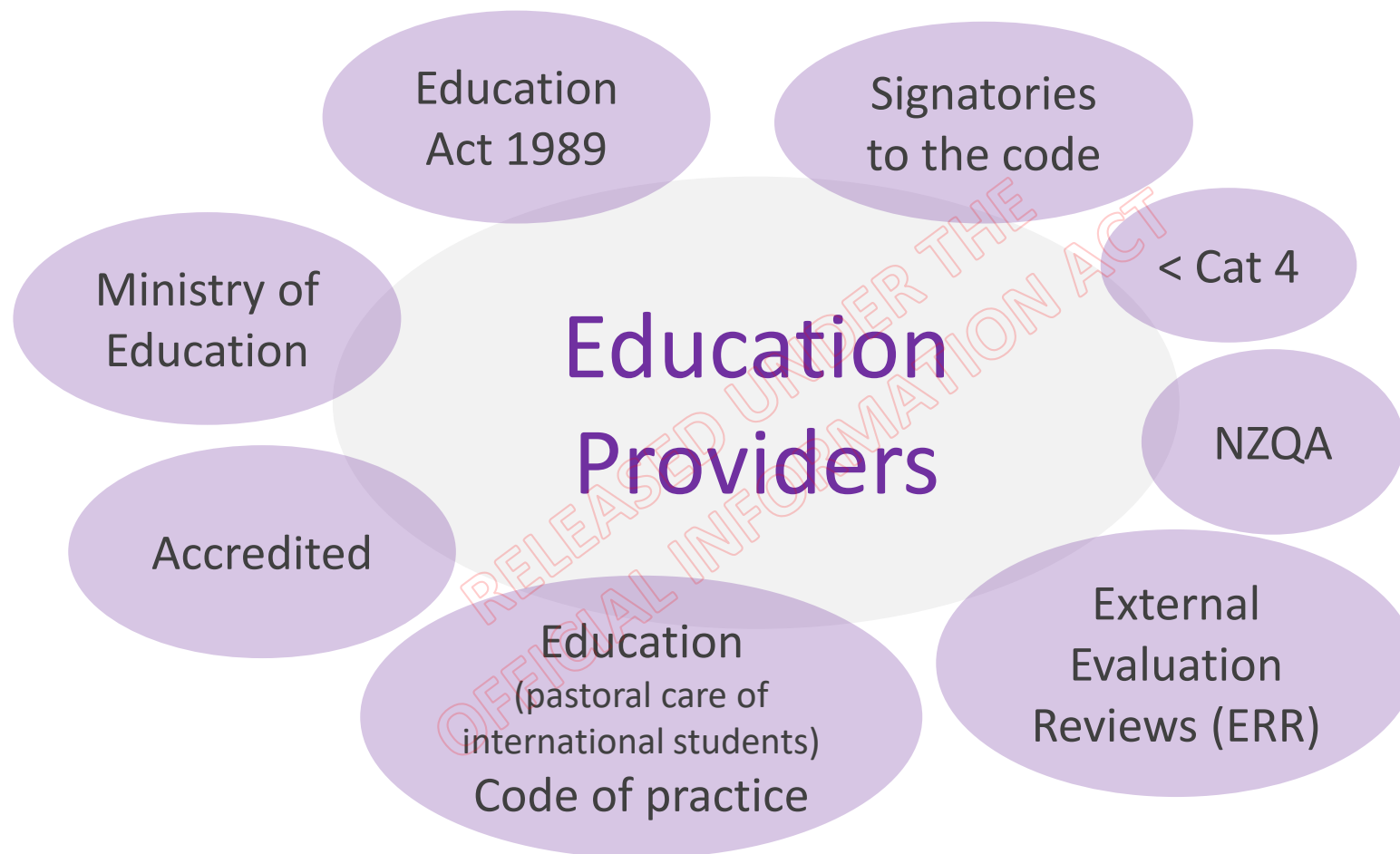
Unless otherwise specified, to study a course that's longer than three months, applicants must have:

- an **Offer of Place** ([U3.5](#))
- a **Confirmation of Enrolment** ([U3.7](#)) – if returning to study

### Questions:

- What evidence is needed for an Offer of Place?
- What evidence is needed for a Confirmation of Enrolment?
- Does the application include all required evidence?

# Study Offer - Education providers



Always check for warnings on Education Providers as their status can change quickly.

# Study Offer – Education Providers

## Questions:

- What are the requirements for schools? ([U5.5](#))
- How would you check if XXXX's study offer is from an acceptable education provider?



# Tuition fees

## What if there's no evidence of fee payment?

- *Onshore* – ask Education Provider if fees have been paid, how much has been paid and on what date. Get a receipt.
- *Offshore* – contact the applicant and request a receipt or AIP.

## Questions:

- Which instruction gives details about students who are exempt from providing evidence of fee payment?
- Circle which applies: XXXX's fees have been: paid in full / AIP / paid partial fees / not paid / exempt
- What are XXXX's start and finish dates for his school year?

# Funds for maintenance

The **Funds Transfer Scheme** is a secure way for students to transfer funds to support themselves while studying in New Zealand.

Consider:

- Are the funds from a genuine source?
- Are the funds genuinely available for maintenance?
- How long have the funds been held?
- Can the student access the funds?

# Funds for maintenance

## Questions:

- What are some acceptable types of evidence for maintenance funds?
- Does XXXX have sufficient funds?
- What are the reasons for your answer?

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# Accommodation

## Questions:

- What are the evidence requirements for accommodation?  
([U3.15](#))
- How does XXXX's application meet these requirements?

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# Guardianship

Guardianship requirements are covered in instructions ([U3.30.a](#) and [V3.100](#)).

Some students want their guardian to accompany them - even when not required. Adult students cannot have a guardian.

## Questions:

- If XXXX wanted his mother to join him, could she apply to come to New Zealand as his guardian?
- What are the reasons for your answer?



# Bona Fides

## Question:

Based on the information in the application, do you have any concerns about XXXX being a “bona fide applicant”?

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# Risk assessment

## Questions:

- Have you identified any risk?
- If so, what actions would you take to mitigate it?

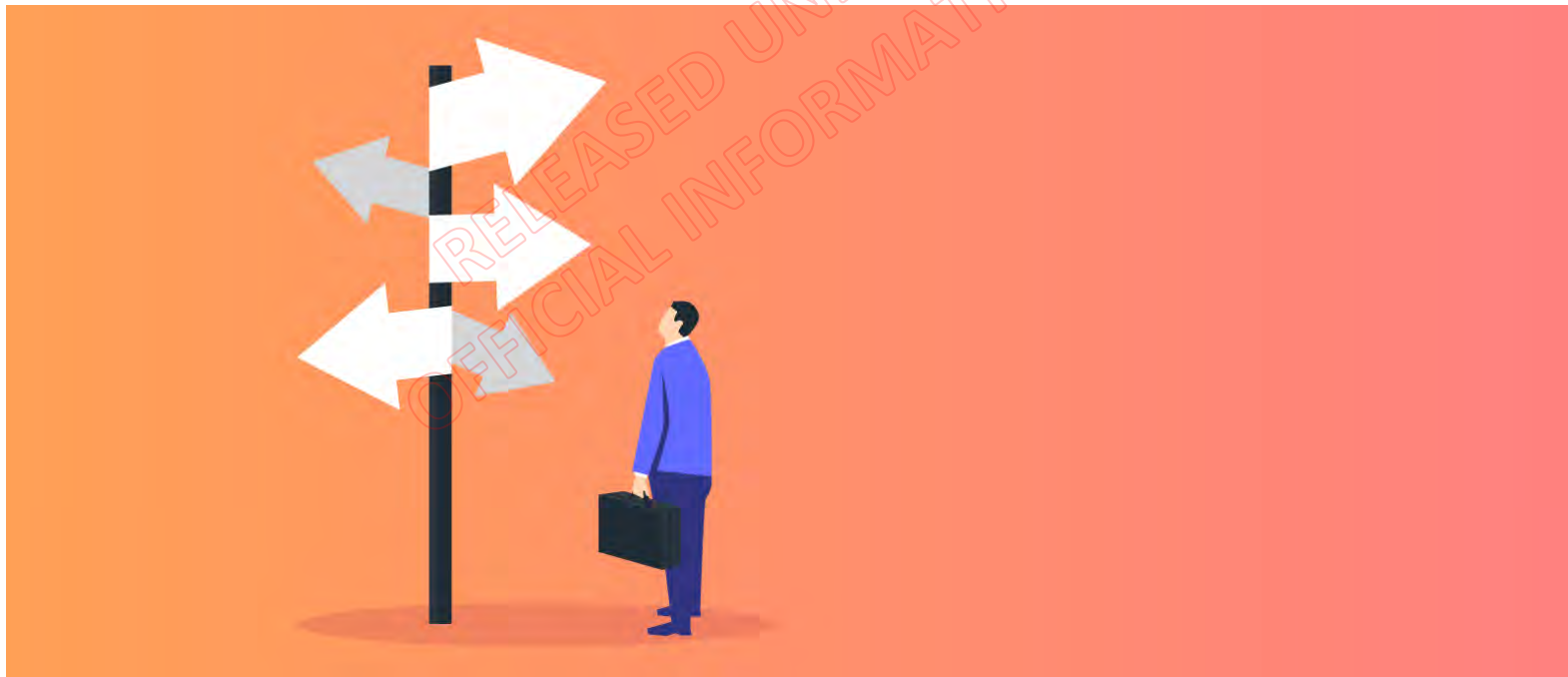
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# Determining an application

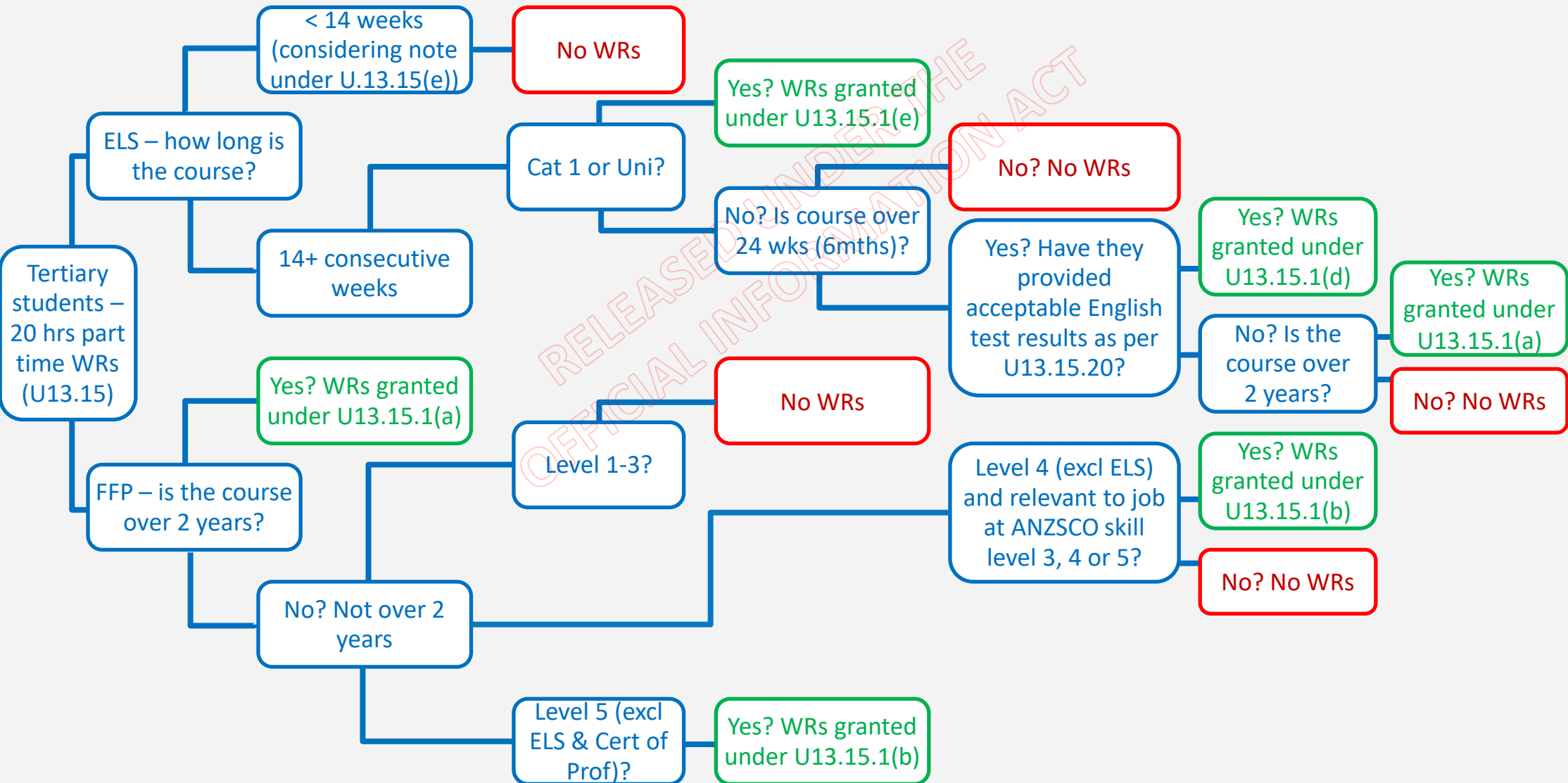
## Question:

What is your decision in relation to the visa application?

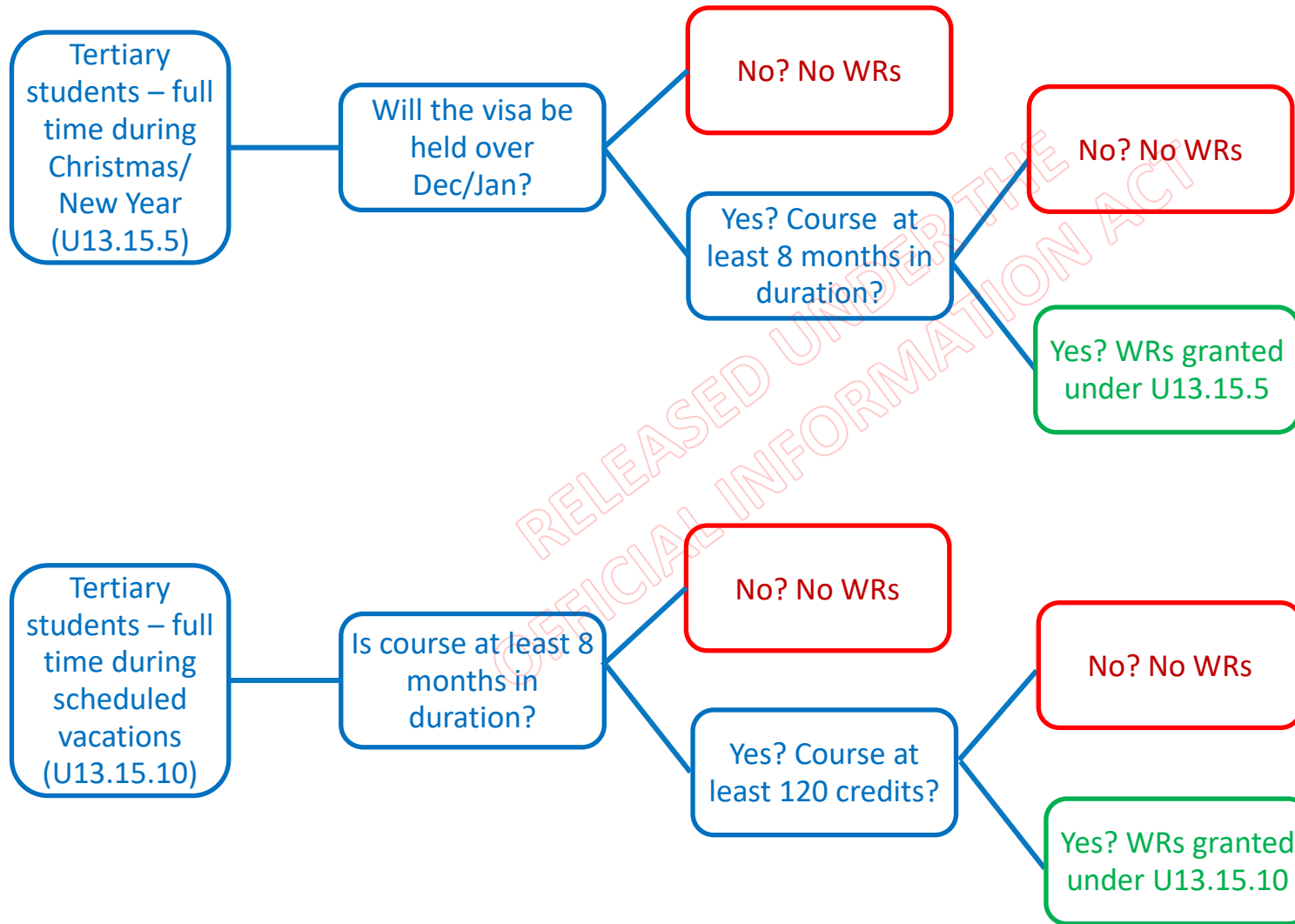


# Work rights

You may grant visa conditions allowing a student to work if they are aged 16 or over (U13.1), and requirements at U13.5 or U13.10 or U13.15 are met.



# Work rights



# Work rights

## Questions:

- What age do holders of student visas have to be to be able to work? (U13.1)
- Up until what age do students require parental consent to work? (U13.10)
- What are the work types that you are not allowed to do on a student visa? (U13.1)
- What are the requirements for granting work conditions to a secondary school student?
- Has XXXX met these conditions?



# Identity, health and character

## Questions:

- How does YYYYYY meets the definition of ‘dependant child’ ([E4.1.10](#))?
- What evidence is requirements for ‘dependent children’ ([E4.5.10](#))?
- What evidence is required for this application in relation to custody ([E4.1.15](#))?
- What information has been provided in relation to YYYYYY’s identity, character and health?
- Is there any information missing?

## U3.5 Study offer – evidence

### Question:

- Does the application include all the required evidence for the offer of place?

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# Study offer - Education providers

## Questions:

- Is Albany School an acceptable education provider?
- What are the reasons for your answer?



# Tuition fees

## Questions:

- Circle which applies:  
YYYYYY's fees have been:
  - paid in full
  - AIP
  - paid partial fees
  - not paid
  - exempt
- What are YYYYYY's study start and finish dates?

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# Funds for maintenance

## Questions:

- Are you satisfied that there are sufficient funds to cover YYYYYY's stay in New Zealand?
- What are the reasons for your answer?

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# Accommodation

## Questions:

- Does YYYYYY's application meet these requirements for accommodation?
- What are the reasons for your answer?



# Guardianship

## Questions:

- Complete these statements:
  - *Student visas will only be granted to students aged under 10 who are enrolled in any provider if they will be living in New Zealand with their legal guardian (see [U3.30.1](#)) unless.....*  
.....
  - *Visas for students aged under 10 are subject to the condition that .....*
- Are you satisfied that Jang-mi can meet the responsibilities of a legal guardian?
- What are the reasons for your answer?

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# Bona Fides

## Question:

- Based on the information in the application, do you have any concerns about YYYYYY being a “bona fide applicant”?
- Are you satisfied that YYYYYY meets U6.1b?

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# Risk assessment

## Questions:

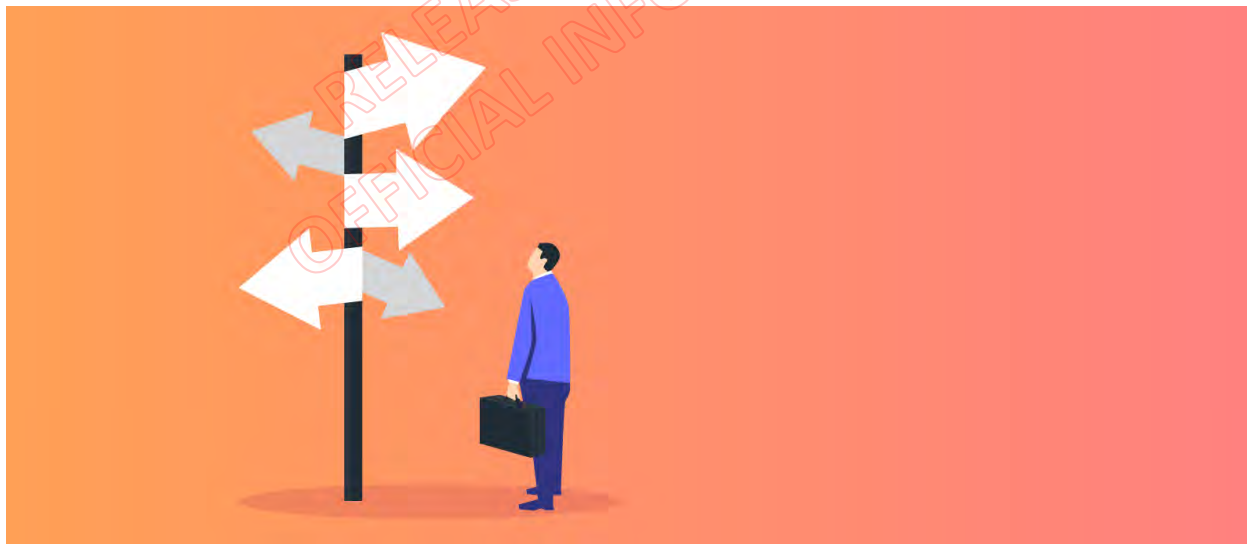
- Have you identified any risk?
- If so what actions would you take to mitigate it?



# Determining an application

## Questions:

- Are you satisfied that all of the requirements have been met for this application?
- If not, what requirements have not been met and what would you do next?

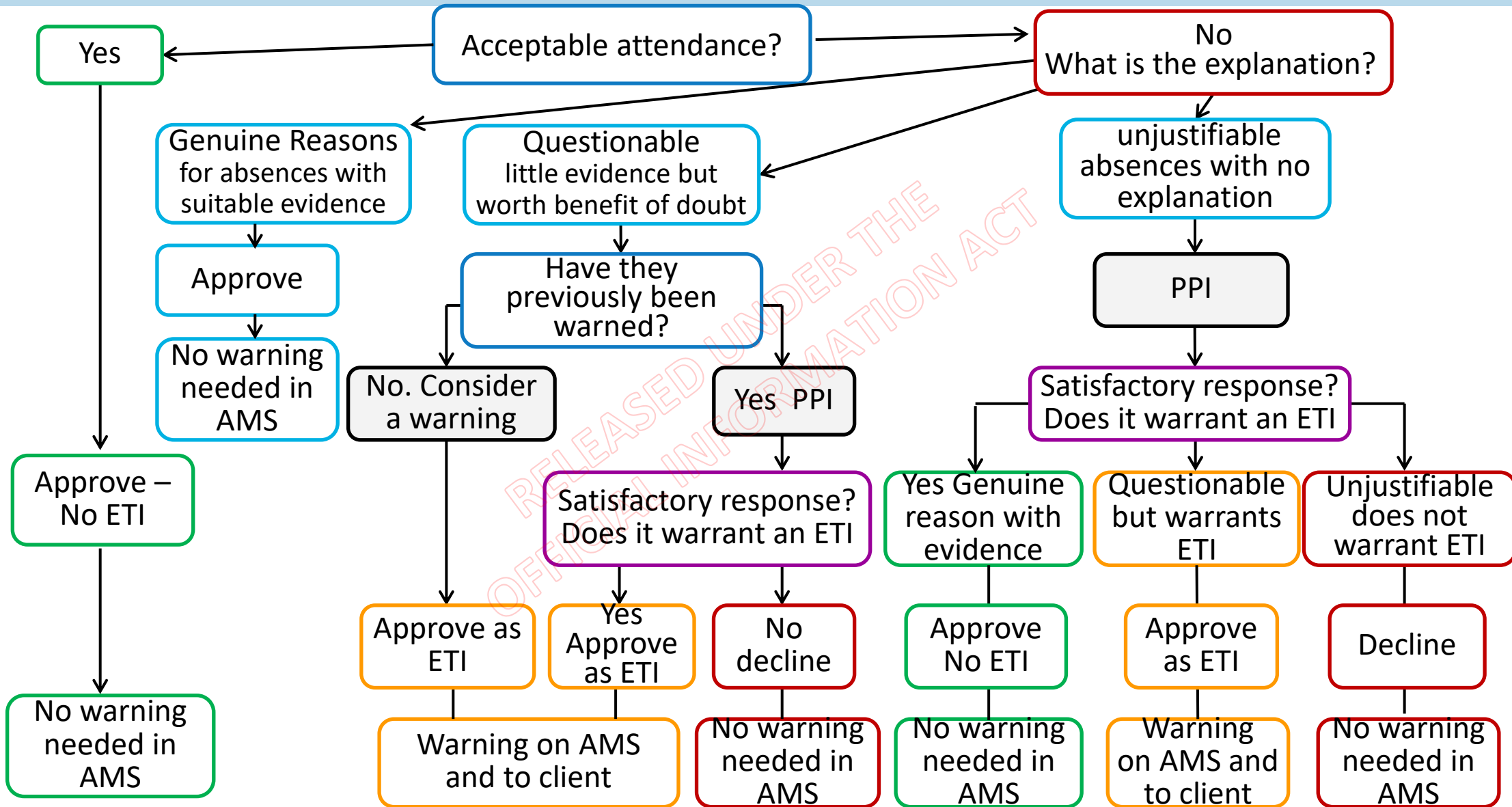


# Attendance and progress

- **Attendance** (E3.20c) - need to attend course at all times OR provide genuine reasons for not attending with evidence to support their claims.
- **Progress** (E3.20d) - expected to make satisfactory progress. Primarily determined by the education provider that assesses against its academic progress policies.

**Tip:** Ask your Technical Adviser how they would determine acceptable attendance and satisfactory progress.

# Acceptable attendance



# Identity, health and character

## Questions:

- What information has been provided in relation to ZZZ's identity?
- What information has been provided in relation to ZZZ's character?
- What information has been provided in relation to ZZZ's health?
- Is there any information missing?

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## U3.5 Study offer – evidence

### Question:

Does the application include all required evidence for the offer of place?

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# Study offer - Education providers

## Questions:

- Is NorthTec an acceptable education provider?
- Is the programme of study approved?
- What are the reasons for your answer?



# Tuition fees

## Questions:

- Circle which applies

ZZZ's fees have been:

- paid in full
  - AIP
  - paid partial fees
  - not paid
  - exempt
- What are ZZZ's study start and finish dates?

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# Funds maintenance

## Questions:

- What financial support does ZZZ have in place for his studies?
- What are the reasons for your answer?



# Accommodation

## Questions:

- Does ZZZ's application meet the requirements for accommodation?
- What are the reasons for your answer?



# Education History

## Questions:

- What concerns if any, do you have about ZZZ's choice of study given his education history?
- What are the reasons for your answer?

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# Bona Fides

## Questions:

- Based on the information in the application, do you have any concerns about ZZZ being a “bona fide applicant”?
- What are the reasons for your answer?

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# Risk assessment

## Questions:

- Have you identified any risk?
- If so, what actions would you take to mitigate it?

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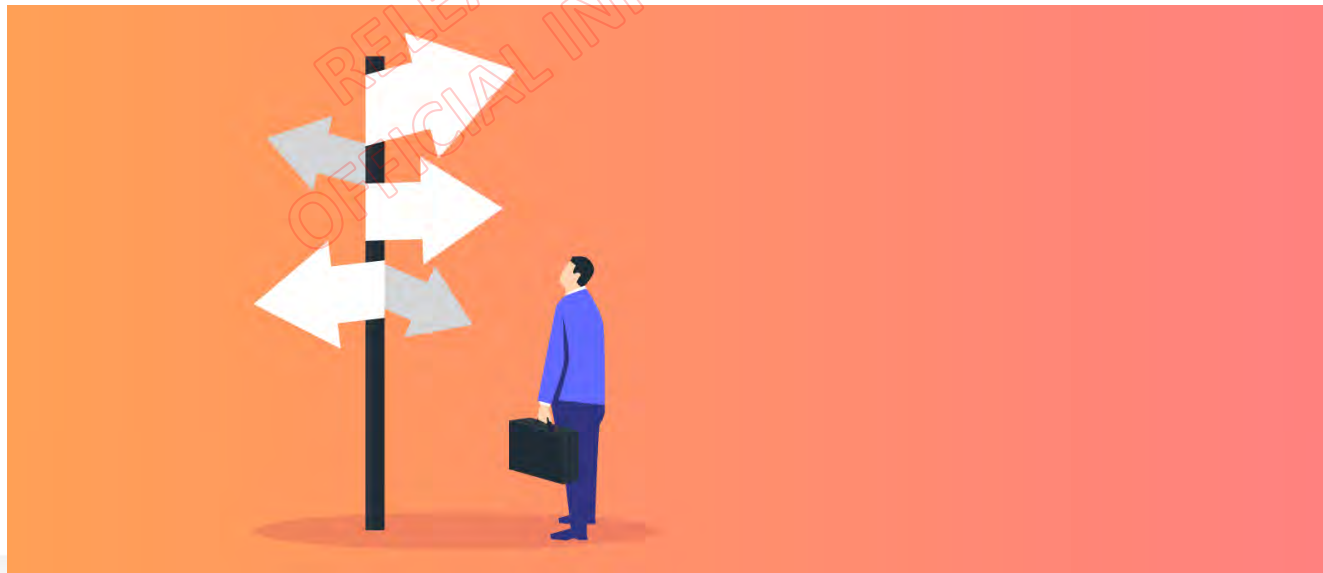




# Determining an application

## Questions:

- Are you satisfied that ZZZ has met all of the requirements for this visa type?
- If not, what requirements have not been met and what would you do next?



# Identity, health and character

## Questions:

- What information has been provided in relation to AAAAA's identity?
- What information has been provided in relation to AAAAA's character?
- What information has been provided in relation to AAAAA's health
- Is there any information missing?

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## U3.5 Study offer – evidence

### Question:

Does the application include all required evidence for the offer of place?

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# Study offer - Education providers

## Questions:

- Is Wellington Institute of Technology an acceptable education provider?
- What are the reasons for your answer?



# Tuition fees

## Questions:

- Circle which applies

AAAAA's fees have been:

- paid in full
  - AIP
  - paid partial fees
  - not paid
  - exempt
- What are AAAAA's study start and finish dates?

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# Funds maintenance

## Questions:

- What financial support does AAAAA have in place for his studies?
- What are the reasons for your answer?





# Accommodation

## Questions:

- Does AAAAA's application meet the requirements for accommodation?
- What are the reasons for your answer?

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# Bona Fides

## Questions:

- Based on the information in the application, do you have any concerns about AAAAA being a “bona fide applicant”?
- What are the reasons for your answer?

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# Risk assessment

## Questions:

- Have you identified any risk?
- If so, what actions would you take to mitigate it?

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# Determining an application

## Questions:

- Are you satisfied that AAAAA has met all of the requirements for this visa type?
- If not, what requirements have not been met and what would you do next?

